



Assessment Policy

Approved at SLT: 13 October 2020

INTRODUCTION

At Moor Park we believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our short and long-term plans on a detailed knowledge of each pupil. We give parents regular updates on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored.

This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. We believe our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning;
- recognise the achievements of pupils;

- guide future planning, teaching and curriculum development;
- inform parents and the wider community of pupil achievement;

METHODOLOGY

Target setting (Yr8-11)

Upon entry into the school, all pupils are set targets based on their KS2 scores from primary school SATS in reading and maths.

Subject	Target Based On
Maths	KS2 Maths
English	KS2 Reading
Science	KS2 Maths
Humanities	KS2 Reading
MFL	KS2 Reading
DT, Drama, Music, Art	KS2 Average

The targets are generated using the end of Yr11 benchmarks for similar schools from FFT Aspire and developing a flightpath working backwards to Year 7. Each student has three targets in each of the four subject areas; maths, English, Ebacc¹ and Open².

- 50% - grade that students in average schools reached last year (expected progress)
- 20% - grade that students in above average schools reached last year
- 5% - grade that students in well above average schools reached last year

All targets follow the new GCSE 9-1 grade system along with a foundation level below grade 1. There are sub grades for each level (e.g. 5-, 5 and 5+) to represent a pupil beginning, securing or mastering a particular grade.

Each year the targets are updated to reflect changes in the national picture. This is done at the start of each academic year through FFT Aspire.

For music, drama, art and PE in Yr7-9, a separate benchmark grade is used to measure progress. This is determined by teacher assessment at the start of Year 7.

All pupils take the Cognitive Abilities Tests (CAT) upon entry into the school, usually in Year 7 or within their first half-term if they start in a different year group. This is also used to set targets if a student arrives at the school without KS2 scores.

¹ Includes science, MFL, geography, history and computer science

² Includes RE, DT, art, music, drama and PE

Target Setting for Year 7 in 2020 only

Due to Year 7 not taking SATs tests in 2020, a different approach has been used to calculate expected target grades for the end of Year 11. The data from CATs tests taken in October is used in conjunction with FFT Aspire to produce target grades. These will be used for this cohort until 2025 unless there is revised guidance from the DfE.

Feedback

Every pupil should gain feedback from a range of formal and informal assessments. Feedback to pupils will be both verbal and written. It will be constructive, positive and honest, and largely formative in nature i.e. informing the pupil what needs to be done in order to progress.

Assessment and feedback should motivate all pupils to want to continually progress. Feedback to pupils must distinguish between 'effort' and 'attainment'. Teachers must be clear about their expectations of pupils and the criteria used in assessing their work. Pupils must be made aware of these criteria and feedback provided should relate clearly to them.

Teacher assessment can take various forms:

- spontaneous verbal feedback in lessons;
- marking of assignments/homework;
- tests/exams;
- pupil/teacher dialogue.

Pupils should be encouraged to participate actively in the assessment process through considered self-evaluation and reflection on their work. For example:

- self-evaluation
- self-marking
- peer assessment
- setting and/or reviewing assessment criteria
- target setting

Further details of how work is marked at the school can be found in the marking policy.

Personal Learning Checklists (PLCs)

PLCs are Assessment for Learning tools determined by evidence, they track Learning rather than Teaching. There are PLCs for each subject and students use them throughout the year to help support their learning.

PLCs should include an ordered set of learning outcomes organised by characteristics and elements. A characteristic is a theme, topic or module. Below this sit the key elements, i.e. the constituent parts of the theme, topic or module. Using this structure, students will be able to develop their understanding of how to learn and an improved grasp of the most effective strategies to use when faced with a problem or task. The use of PLCs, therefore, will play an important role in the process of fostering strong metacognitive awareness. By articulating and labelling operational steps, the implementation of PLCs, will help to scaffold students' metacognitive development.

As well as developing student-centred checklists, PLCs allow teachers to review diagnosis evidence and decide which topics will be taught to the whole class and which will be taught in small intervention groups thus systematically converting learning insecurities into learning securities.

Recording

Data relating to formal assessment will be recorded by the teacher to inform teaching strategies for individual or groups of pupils. It will also inform discussion between staff at departmental meetings and with line managers.

Assessment data is recorded not only to inform the feedback given to pupils and staff but also to provide information on how the school as a whole is progressing. It should be used in the following ways:

- Subject staff to reflect on the progress of different groups
- Heads of faculty to analyse and reflect with their departments on the achievement of different groups and individual pupils in relation to targets set.
- The Data Manager, reporting to the SLT, will analyse recorded assessment data as part of the school's monitoring and evaluation process.
- Senior management to draw conclusions from data analysis about the progress of the school in general and on specific areas for development, and to use this to inform the Self Evaluation Form (SEF) and School Improvement Plan (SIP) processes

Data is entered by staff at three points during the academic year based on commonly assessed pieces of work (CAPS). These can take various forms in different subjects.

End of year exams for Yr7-10 take place in June in all subjects and these form the third and final CAP.

Mock GCSE exams take place for Yr11 in November and February and this data is recorded in SIMS and SISRA to allow analysis and intervention.

Reporting

Pupil progress is reported to parents at various points throughout the year.

- Interim Reports sent to families in December with first subject grade alongside ACE and homework (see appendix 1)
- Second Interim Report in April with subject grades alongside ACE and homework. For Yr11 this will include grades for their mock GCSE exams and will be sent in March.
- July end of year full reports with subject grades and comments from teaching staff.

In addition, Parent Consultation Evenings form an integral part of the reporting cycle. These are held once annually for Yr7-9 in May with progress tutors, with an additional tutor evening for Yr7 in October. For Yr10 & 11 there are full Parent Consultation Evenings with all teaching staff in March (Yr11) and April (Yr10).

All previous reports for any student can be accessed by parents/carers using the Insight system online.

Review

This policy will be reviewed annually to assess its effectiveness and updated as necessary.

This policy was reviewed by members of the SLT.

Next review date: Sep 2021

Appendix 1: Information on targets, grades, ACE and homework given to parents

50% Target	Average Achievement	50% of all students with similar KS2 results are expected to achieve this grade
20% Target	High Achievement	Only 20% of all students with similar KS2 results are expected to achieve this grade
5% Target	Very High Achievement	Only 5% of all students with similar KS2 results are expected to achieve this grade

+ and – grades

Grade	Description
4+	Usually working at grade 4, but sometimes advancing beyond this grade.
4	Consistently working at grade 4
4-	Sometimes working at grade 4, but usually working below this grade.

Attitude, Commitment & Engagement (ACE)

Grade	Description
4	Outstanding Shows great commitment and effort, works exceptionally well and independently in class. Demonstrates excellent cooperation and works very well with other students. Consistently displays behaviour which contributes towards very good learning.
3	Good Shows commitment and effort that supports progress and often works independently in class. Demonstrates good cooperation and works well with other students. Usually displays behaviour which contributes towards good learning.
2	Requires Improvement Can lack the commitment to make good progress and often needs reminders to be brought back on task. Requires frequent monitoring to demonstrates cooperation and work with other students Behaviour is not helping with learning.
1	Inadequate Frequently lacks commitment and effort, which limits progress. Only works independently when closely supervised in class. Demonstrates very little cooperation and will only work with other students when closely directed. Learning is being prevented because of poor behaviour.

Homework

Grade	Description
4	Outstanding All homework is completed on time and to a very high standard, clearly demonstrating skills of independent learning and personal organisation. The standard of homework makes a significant contribution to the overall attainment of the student.
3	Good Homework is mostly completed on time and to a generally high standard, which shows evidence of independent learning and personal organisation. The standard of homework is making a positive contribution to the overall progress of the student.
2	Requires Improvement Homework is often late or falls below the expected standard, showing a lack of independent learning or personal organisation. Occasionally, homework is not completed at all. The standard of homework makes very little or no contribution to the overall attainment of the pupil.
1	Inadequate Frequently fails to complete homework, or hands in work that is well below an acceptable standard. The standard of homework is having a negative impact on the overall attainment of the pupil.

Attendance

Grade	Description
Above 98%	Outstanding
93-98%	Good
90-93%	Requires Improvement
Below 90%	Inadequate