Assessment Policy

Approved at SLT: 13 December 2022

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 (Yr7,10-11)

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 Aspir. Each student has three targets in each of the four subject areas; maths, English, Ebacc[1] and Open[2].

- 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.

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

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

Target Setting for Year 8 and 9

Due to Year 8 and 9 not taking SATs tests in 2019/20, 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 conjuncture with FFT Aspire to produce target grades. These will be used for these cohorts until they finish Year 11 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.

Target Setting for KS5

KS5 targets are generated using FFT Aspire and students GCSE results. As per Yr9-11, Students receive a 50%, 20% and 5% target for each of their A Levels and BTEC subjects.

All targets follow the A Level and/or BTEC grading system of A*-E and D*-P.

On entry to sixth form, all students undertake a baseline assessment set by classroom teachers. This assessment is formative and is designed to assess knowledge retained from any relevant KS4 studies and/or summer transition work. Teachers use the findings of these assessments to close any gaps and reteach key concepts.

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 there 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 two points during the academic year based on commonly assessed pieces of work (CAPS) and mock exams at KS5. These can take various forms in different subjects.

Year 7 -9 (KS3)

Assessment criteria are used in Year 7-9 as a record of student progress (see appendix 2). These consist of condensed versions of the PLCs for each subject. They are completed twice a year, moderated and shared with staff, students and families.

Each assessment criteria is rated by the class teacher and given Red, Amber, Green or Blue (see appendix 1) based on how much progress a student has made in that particular area over the previous term.

In July each year, students sit an end of year exam in each subject. This results in a percentage mark that then allows analysis of a student's attainment over that academic year.

Year 10/11 (KS4)

For the first data entry point in Yr10, students are given a percentage based on the work completed so far in GCSE subjects. For vocational subjects, they are given a working at grade (Pass, Merit etc.)

End of year exams take place for Year 10 in July and these are also given GCSE/BTEC style grades. These exams vary between subjects but will include elements of actual GCSE past questions to allow more accurate grades to be awarded.

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.

Year 12/13 (KS5)

Students in Years 12 And 13 undertake regular, formal in-class assessments, as well as formal mock exams once per term. All students undertake the same exam which are moderated within faculty areas and exams will consist of either part of whole past papers in

their early stages of Y12, moving towards series of papers at the end of Year 12 and into Year 13, to allow for an accurate reflection of current attainment.

Current working grades are entered by teachers at three points across the year, as well as a predicted final grade, used for UCAS and apprenticeship applications, that can be altered/amended at any time by teachers.

Teachers enter current working grades holistically, taking into account all formal assessments, not just formal mock exams. As per KS4, there are sub grades for each level (e.g. C-, C, C+) to represent a pupil beginning, securing or mastering a particular grade. Data is recorded in SIMS and SISRA at the end of each term, to allow analysis and intervention.

Reporting

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

- Health Checks are sent to parents at the end of autumn term. This outlines attendance, merits and behavioural demerits over the term

- Interim Reports given to families at the appropriate Parent Consultation Evenings with assessment criteria for Year 7-9 and percentages for Yr10. Alongside this, students are given an effort and homework RAG rated grade (see appendix 1).

- Mock exam results for Yr11 and Yr13 are shared in late November and February following the relevant exams. These reports also contain an effort and homework RAG rated grade.

- For Year 7-9, end of year reports with assessment criteria, effort, homework and an overall percentage for their end of year exam. The report also contains a class average percentage.

- Year 10 end of year reports have GCSE/BTEC style grades based on the results of their end of year exams. The report also contains an effort and homework RAG rated grade.

- Year 12 end of year reports with full teacher comments and current working at grades.

In addition, Parent Consultation Evenings form an integral part of the reporting cycle. These are held annually for each year group throughout the year involving all subject teachers. For Yr7 & 11 there are additional Parent Consultation Evenings with tutors in October.

In KS5 consultation evening run twice a year; in Autumn with tutors and in Spring term with subject teachers.

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: December 2023

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

Red	Not making as much progress as expected.
Amber	Making progress at the expected pace. Most pupils will be in this group.
Green	Making progress beyond what is expected
Blue	Making exceptionally strong progress, significantly beyond what is expected.
X	If a topic could not be assessed, due to Covid or another reason, it will be given an X

Effort

Grade	Description
B	**Outstanding effort.** Exemplary: fully prepared, committed and working to best of their ability in every lesson. Often volunteers constructive contributions in class. Takes lesson content further and shows initiative. Completes classwork to an exceptional standard. Has prepared and revised thoroughly for examinations in the subject
G	**Good effort.** Tries hard in the lesson. Contributes to class/group discussion. Follows instructions willingly and thoroughly. Always ready to learn, including having the correct equipment. Completes classwork to a good standard. Has prepared and revised well for examinations in the subject
A	**Requires improved effort.** Usually engages in the lesson but needs reminding to keep on task and rarely gives maximum effort. Usually willing and ready to learn but sometimes unprepared, e.g. forgetting equipment. Classwork is often not completed to an acceptable standard. They have not prepared and revised for examinations to an acceptable standard
R	**Inadequate effort.** Makes little apparent effort and needs frequent reminders to stay on task. Often not willing or ready to learn, frequently forgetting equipment and/or late to lessons. Classwork is often not attempted, there is little evidence of any preparation or revision for examinations
X	**X** is used if an effort score could not be given because of absence or for any other reason.

Homework

Grade		Description
B	Outstanding	All homework is completed on time and to a very high standard, clearly demonstrating skills of independent learning and personal organisation.
G	Good	Homework is mostly completed on time and to a generally high standard, which shows evidence of independent learning and personal organisation.
A	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.
R	Inadequate	Frequently fails to complete homework, or hands in work that is well below an acceptable standard.

Appendix 2: Example Assessment Criteria for KS3

Art, Mrs Murray-Brown			
ACE	1	Homework	3
Can show they understand the artists style of work.			R
Can explain and describe the materials and techniques that have been used in their own work			A
Can present their own ideas through both written and drawing forms			R
Can develop a personal piece of work that is informed by all of the research.			R

Computing, Mr Woodhead			
Assessment Mark			64%
ACE	3	Homework	3
Use variables in a computer program.			G
Create a computer program that uses a sequence of instructions.			G
Create a computer program that uses selection statements.			G
Create a computer program that uses Iteration (loops).			A

English, Mrs Aslam			
Assessment Mark			57%
ACE	3	Homework	3
Demonstrate knowledge of Aristotle and rhetoric			A
Recognise rhetorical techniques within a text.			A
Apply accurate knowledge of rhetoric to a range of texts.			A
Retain and recalls previous learning.			A