The Angmering School

Ambition

Courage

Respect

Assessment Policy
2022

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AAN/MWH

Assessment, tracking and reporting policy

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Background and context

In 2015, the National Curriculum was changed to remove levels as the way of assessing students at key stage three, with schools given the opportunity to construct their own systems and mechanisms for assessment. This presented an opportunity for schools to construct a clearer causal link between their key stage three curriculum and assessment and how and what students were taught and assessed on at key stage four. It also had the unintended consequence of bringing GCSE assessment down into key stage three. This was, some have argued, at the expense of the full key stage three curriculum, with the use of GCSE grades to assess students from year 7 onwards becoming commonplace. This policy contends that use of GCSE grades outside of GCSE courses is not a valid mode of assessment as GCSE grades are terminal, assessing a full range of skills and knowledge from a course of approximately two years. Using grades in isolation where single assessments are pre-taught using best practices for scaffolding, support and assessment for learning is well intentioned, but does not reflect the challenge, depth and breadth of GCSE, nor the unseen nature of GCSE exam papers. It therefore meant that these grades were being given as a false representation of student attainment and progress. This policy outlines a shift away from this practice and into a more meaningful approach to assessment, tracking and reporting, which is suitable for students at their specific age and stage.

Rationale

The starting point for this policy is continuity and synchronicity across the key stages to ensure that all students have as rich and full experience of curriculum, teaching, learning, assessment and intervention. This is to ensure that the highest expectations for engagement and progress are established at key stage three and maintained continuously throughout key stage four and five.

What we are therefore aiming for is a fit-for-purpose mechanism for assessment, which uses terminal GCSE grades as the end point and where we assess student progress towards these, ensuring that the assessment and reporting of this progress is relevant to age and stage. This means a re-shaping of our approach in key stage three, moving away from the usage of GCSE grades to judge the progress of students and only beginning to do so when we reach key stage four. We therefore aim instead to construct an assessment and tracking system for key stage three that follows a logical curriculum learning journey and which fulfils each subject's defined intent. This system will therefore need to focus

on measuring domain specific knowledge and skills, covering the whole key stage three curriculum. This assessment and tracking process will then segway naturally into a specific key stage 4 curriculum, progressing and transitioning seamlessly through each subject's curriculum learning journey. This will mean that the curriculum intent is continuously implemented and that the links in knowledge, skills, teaching, learning and assessment from one stage to the next are completely explicit.

Target setting

The vast majority of students enter the school with standardised scores in their SATs[1] from key stage two[2] . These are for GPVS[3], Reading and Mathematics. A student's scaled scores for their SATs outcomes are used as the starting point of their progress journey towards their GCSE outcomes. This means that their outcomes (grades) for GCSE are measured against the outcomes for students who have the same starting point nationally. Their GCSE outcomes are then compared with the average outcomes in each of their subjects for all students with the same starting point. This comparison allows the DFE to attribute a progress score, which then contributes to the school's overall progress headline. These scores are used to create national average starting points which then generate expected GCSE outcomes for each student. Schools then use this data as part of their overall progress headlines.

This measurement of school progress is called Progress 8 and is calculated from eight subject outcomes for each student. Maths and English are double-weighted; students then have to have three subjects from the EBacc group (History, Geography, Computer Science, Modern Foreign Languages and Sciences); the final portion of their score comes from any other accredited qualifications.

A Progress 8 score of 0 means that a child has met the national average GCSE outcomes for a person with their starting point. Any score higher than 0 means that they have exceeded expected progress and anything below 0 means that they are below the national average. As a school, we aim to give our students every possibility to exceed their expected progress and have the best possible opportunities for their studies post-16. We therefore set our targets using a service called FFT Aspire and their FFT20[4] measure.

These targets are reviewed regularly to ensure that they remain challenging and to reflect new national data as it becomes available to FFT Aspire. We will also aim to triangulate this with any other assessment data, such as CATs in a normal assessment calendar, to ensure that these targets remain aspirational.

A student's final target grade is then used as a measure of progress. Regular assessments and reporting will refer to progress towards that target, but this will only be reported against GCSE targets at key stage

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[1] Statutory Assessment Tests, sat by all students at the end of key stage two.

[2] For 2020 and 2021, where SATs were cancelled due to the Coronavirus pandemic, it is currently unclear what measure the Department for Education will use to judge student progress. At the time of writing, further guidance is expected to follow to make this clear to schools. This policy will be updated accordingly in line with any new guidance.

[3] Grammar, Punctuation, Vocabulary, Spelling.

[4] The FFT20 is based on over 30 years of data and is based on the progress of the top 20% of students nationally.

four. This is because students at key stage four are being assessed against a specific GCSE specification and its defined curriculum, meaning that these grades only become completely relevant from the point at which these key stage four subjects are being followed.

Curriculum planning

All departments have a Curriculum Learning Journey, which charts the structure, direction and progression of the curriculum across all key stages. This includes key subject knowledge and skills that are taught throughout the key stages to ensure that there is a full coverage of the curriculum and that this is clear for students, staff and parents/carers. It also ensures that the sequence of lessons and wider curriculum progression (schema) that is constructed in the curriculum is continuously taught and referenced at all times, with explicit modelling, explanation and testing of this schema through interleaved practice in the classroom, formal and informal assessment and through home learning.

Teaching and Learning

The Angmering School's Teaching and Learning Policy gives a full overview of our approach to teaching and learning in the school in relation to the five principles, but for the purposes of this document a definition of the best practices around approaches to teaching and learning is necessary. The crux of this is embedded in Rosenshine's 'Principles of Instruction' and the absolute focus on the explicit teaching and deliberate practice of skills and knowledge, ensuring that this is central in all planning and classroom delivery. Coupled with this is the need to ensure that this approach deliberately and explicitly builds schema for students, embedding interleaved revision of material through both low stakes and formal assessments.

Upon the completion and marking of assessments, the feedback cycle is embedded in quality teaching and learning, whereby teachers use both specific targeted feedback and open questions linked to assessment criteria, as well as modelling, direct instruction, explanation and whole-class feedback. Best practice in teaching and learning will ensure opportunities for students to respond to this feedback, with expert guidance so that they understand how to progress and build upon their knowledge and skills, using everything they have learnt to date. Explicit and deliberate practice in the classroom should make the curriculum learning journey clear so that students understand and are able to articulate where they have been, how they are building upon and where they are going with their learning. This is with the ultimate aim of them knowing more and remembering more.

Principles of assessment

Formative and Summative assessment are the terms used in this policy.

This policy's aim is to develop a culture of deep, long-term and resonant learning, which covers the whole curriculum, rather than pace. To do this the purpose of assessment is clearly identified to allow teachers the opportunity to relay the correct information at the correct time. It is also bound to the curriculum, where assessment either takes a formative approach in building competency and

embedding knowledge and skills through high quality teaching and learning, or through summative approaches where the aim is carefully defined to provide us with the information we need about student progress. Key to both of these approaches are the identification of what the domain specific skills and knowledge in each subject are and how students are going to be taught these and made ready to approach assessment successfully. This requires deliberate and explicit practice through a carefully planned and sequenced curriculum.

After the lost learning of the Covid-19 pandemic from March 2020 onwards, it is important the school takes into account the core questions posed by Professor Rob Coe in his EEF blog of July 2020:

1. What assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills and competencies we want our students to develop through the school curriculum? Do our assessments target the anatomy of learning, not just its final product?

2. Are we clear about the kinds of choices we want information from our assessments to support? Are these choices that we actually can and do act on? Do our assessments give us the information we need to inform good choices?

(Coe, 2020, https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2)

Good day-to-day in-school formative assessment helps students to measure their skills, knowledge and understanding and respond to feedback. When shared with parents it provides them with a broad picture of where their children's strengths and weaknesses lie, as well as how to address gaps and progress further. It allows teachers to identify when pupils are struggling and what interventions are needed to close any gaps.

Day to day in-school formative assessment takes place through the following examples, but is not exclusively bound to these practices:

- Questioning during lessons
- Marking of pupils' low-stakes assessed work
- Observational assessment
- Regular short recap quizzes testing retrieval
- Scanning work for pupil attainment and development

Good in-school summative assessment will give students the opportunity to understand how well they have understood a topic or course of work taught over a period of time, gives parents an understanding of achievements, progress and wider outcomes of their children over a period of time. It also gives teachers the opportunity to evaluate their delivery of a topic and set of skills, the impact they have made, allowing school leaders to monitor performance of pupil cohorts, identifying and evaluating

interventions and changes to practice in line with the Assess, Plan, Do Review cycle in the SEND Code of Practice.

In-school summative assessment takes place through the following examples, but is not exclusively bound to these practices:

- End of year exams testing retrieval and application of the breadth of knowledge and skills from the year's study
- Regular, low stakes retrieval testing on subject knowledge
- Regular, low stakes exam question testing at Key Stage 4
- Short end of topic or unit tests (half termly assessments)
- Mock examinations
- Coursework or Non-Exam Assessments
- Reviews for pupils with SEN and disabilities

Students, parents, teachers, school leaders and governors are all audiences of the assessment themes we have in place. It is important to ensure not any one type of assessment is used for too many purposes as outcomes can become unreliable due to conflict of purpose.

When in-school formative assessment occurs, colleagues need to ask themselves the following questions:

1. **What will this assessment tell me about students' knowledge and understanding of the topic, concept or skill?**
2. **How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?**
3. **How will I ensure students understand the purpose and outcome of this assessment and can apply it to their own learning?**
4. **How will I ensure my approaches to assessment are inclusive of all abilities and take account of their start and projected end points?**
5. **How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?**
6. **What follow up action should I take to plug gaps in knowledge and skills or to support progression where learning is secure?**
7. **Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?**

It is a requirement on staff that formative assessment occurs throughout lessons within good teaching and learning practices. It is the responsibility of the departments to collect information either at the end of each half term or at the end of the unit through summative assessment. The primary purpose of this is to inform decisions when inputting data for Academic Reviews. All decisions around input of progress data at each Assessment Review should be informed by a full, cumulative data set so that there is an accurate representation of a student's assessment record and progress to that point. To ensure consistency and accuracy in the input of this data, all inputs should be moderated and standardised to

ensure that there is greater reliability and that all assessment criteria are being applied equitably and without unconscious bias.

Assessment and tracking at key stage three

Assessment at key stage three should not seek to apply GCSE or GCSE equivalent questions, criteria or content, nor should it seek to transpose this into the lower school curriculum learning journey. Such practices have devalued the key stage three curriculum and provided assessment data which can be described as inappropriate for age and stage at best and lacking validity and tokenistic at worst. The approach of using GCSE grades and markschemes at key stage three is problematic as it does not account for the full challenge and breadth of a two year GCSE course. It may be suggested that these approaches have been employed at the expense of a much more carefully planned and sequenced system of assessment which follows the full intent and curriculum learning journey for a subject at key stage three.

The starting point for assessment design at key stage three is understanding the big picture of the whole key stage three curriculum within a specific subject area. Each subject area needs to give careful consideration as to how their schema of knowledge and skills is constructed, built upon, continuously and explicitly taught and reviewed. Once this is determined and outlined on the curriculum learning journey, assessment needs to be carefully planned into said curriculum learning journey in order to test skills and knowledge as they are learnt and through interleaved assessment and retrieval practices to ensure that students' long-term memories are engaged through targeted recall. This also needs to be explicitly and directly instructed throughout ongoing teaching and learning in the classroom, so that there is complete clarity over where students are going in their learning and where they have been.

A key priority for assessment at key stage three is to ensure that there is full coverage of the national curriculum. This is so that students get a full entitlement within their individual subject areas and the opportunity to therefore be both enriched by the subject knowledge and skills, but also to have the potential to achieve mastery. This means that design and purpose of both formative and formal assessment is of the utmost importance and must be carefully planned and reviewed to cover this full entitlement.

The end point for student assessment is their terminal assessments for their formal qualifications at the end of year 11, typically these will be GCSEs or mostly GCSEs. Each student has a GCSE target grade generated upon entry into the school in year 7, which is based on their SATs or CATs. These grades should not be used for assessment until GCSE or other key stage four courses start in year 10. Based on their SATs or CATs grades, students will be assigned a prior attainment group, which is based upon their mean standardised score[5]. As this is an average, their target grades may vary from subject to subject because specific elements within their tests are weighted differently in calculating target grades in some

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[5] Also known as SAS, this is the mean score of their collective assessments in these testing series.

subjects. The table below gives an overview of the range of standardised scores which fit within each prior attainment group and the likely GCSE target outcome for students within this group.

	CAT SAS	SATs SAS	End point (FFT 20)
Low prior attainment band	≤88	80-95	1-3
Mid prior attainment band	89-111	96-109	4-6
High prior attainment band	≥112	110+	7-9

In order to effectively assess individual student performance in any formal assessment, the curriculum design around skills and subject knowledge needs to be constructed to enable competencies to be identified. These skill and knowledge competencies should be defined within the three prior attainment groups, giving clarity over what is expected by high, middle and low ability learners. This enables teachers to explicitly teach these competencies and assess them in a granular way through formative assessment practices leading up to the formal summative approaches. Once these formal summative assessments are done, the sliding scale of competencies within each prior attainment group can be used as an agreed benchmark so that leaders can quality assure assessment practices and outcomes through robust moderation and standardisation processes. This ensures confidence in the assessment and both validity and reliability of the outcomes and resultant data with each individual dataset and upon the repeat of the process at any further assessment point or review.

Although there is no defined or preferred approach to the production of proformas or criterium for assessment, a simple example for year 7 History is below. This is a typical assessment for the first term in year 7, where students are being tested on their skills of structure explanation and providing evidence. The subject knowledge required is the events prior to and during the Battle of Hastings, with students required to explain the reasons why the Normans emerged victorious. At a very reductive level, the skills and knowledge required can easily be staged to reflect the expected progress that teachers and leaders would expect to see towards that terminal end point. Their definition means that they can be quality assured through the standardisation and moderation process, providing model responses which help teachers to benchmark. They can also be shared and deliberately taught and retaught, assessing readiness, knowledge and understanding through formative practices in advance.

	Low prior attainment	**Mid prior attainment**	**High prior attainment**
Skills	Students will **state simple reasons** for the Norman victory.	Students will **describe** and begin to **provide supporting evidence** for the Norman victory.	Students will provide **structured explanation**s for the Norman victory in f**ull paragraphs**.
Knowledge	Students will **recall basic**	Students will **recall key**	Students will **recall**

	facts about the Battle of Hastings	**events** before and during the Battle of Hastings.	**specific and pertinent events in support of their argumen**t before and after the Battle of Hastings which led to the Norman Victory

Once competencies are defined and there is confidence in their application and coherence within the learning journey, the dataset which is used to provide centralised tracking data through ARs[6] will be much more reliable and valid. This will allow more comprehensive comparison of datasets and for leaders to identify trends, progression or concerns which need addressing, reviewing these through subsequent datasets. It also means that an incremental picture of assessment can be built and coherently placed within the curriculum learning journeys so that knowledge and skills can be developed and re-assessed to embed them in student long-term memory, freeing up capacity in their working memory. Students can then be directly and explicitly taught again and again with the aim of gaining agency through their own metacognitive reflection and understanding of them so that they feel more in control of their learning.

The formal assessment schedule for key stage three is outlined below and the windows for these formal assessments are fixed yearly so as to be tied into the key stage three learning journey within each subject area.

	English, Maths and Science formal assessments	**All other subject areas**
Year 7	Minimum 5	Minimum 3
Year 8	Minimum 5	Minimum 3
Year 9	Minimum 5	Minimum 3

Each year group at key stage three will have two Assessment Reviews every year, with the data being collected on students' subject skills and subject knowledge. The following gradations and descriptors will be used to define their progress in both of these areas, with each student being judged based on their starting point:

- **Excellent**: *Students who are deemed excellent are **working above and beyond** what we would expect of them in that subject and are **likely to achieve higher grades in the long term** if they can sustain this.*

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[6] Assessment Reviews, where centralised data is collected for each year group. A typical schedule is included on the next page.

- **Meets expectations**: *Meets expectations. Students who are meeting our expectations are **working exactly at the level we would** expect them to. This means that they are **likely to meet their potential in the long term** if they sustain this.*
- **Improving**: *Students who are improving are **working towards, but not yet meeting our expectations**. This means that they are **less likely to achieve their potential in the long term** if they remain at this level.*
- **Concern:** *Students whose progress is deemed a concern are **not yet working at a level that meets their potential** and will be **in need of an extra push to help them to meet it in the long term***.

Students will also be graded on their effort and home learning, using the same gradations for consistency and simplicity of communication, but different descriptors:

- **Excellent**: Effort and engagement is exemplary. Home learning goes above and beyond.
- **Meets expectations**: Effort and engagement is good. Home Learning is typically completed.
- **Improving**: Effort and engagement are not yet good. Home Learning is inconsistent.
- **Concern:** Effort and engagement are a concern. Home Learning is rarely or never completed.

Assessment and tracking at key stage four

The formal assessment schedule for key stage four is outlined below and the windows for these formal assessments are fixed yearly so as to be tied into the key stage four learning journey within each subject area.

	All subject areas	**Mock Examinations**
Year 10	Minimum 5	Minimum 1
Year 11	Minimum 5	Minimum 2

Each year group will have two Assessment Reviews every year, with the data being collected on students' subject skills and subject knowledge. In Year 11, an additional final projected grade will be collected. Mock examination results will be reported separately. The following gradations and descriptors will be used to define their progress in both of these areas, with each student being judged based on their starting point:

Current Grade

This is based on current work, trial examinations and short assessments. This is not a prediction of a student's final grade. Current grades are fine grades - for example:

Grade 4+   A strong grade 4. A grade 5 could be achieved with continued effort and progress.
Grade 4   Consistent effort and progress is needed to achieve a grade 4
Grade 4-   A grade 4 is still the most likely grade, but this could slip to a grade 3 without consistent effort.

Target Grade

This is the target grade for GCSE/BTECs based on prior attainment data from Key stage 2. This shows what a student could achieve.

Students will also be graded on their effort and home learning, using the same gradations for consistency and simplicity of communication, but different descriptors:

Effort

Excellent   shows ambition and challenges themselves to improve
Meets   shows a consistent effort
Improving   inconsistent effort
Concern   struggles to meet expected standards

Home Learning

Excellent   shows ambition and challenges themselves to improve
Meets   shows a consistent effort with quality and meeting deadlines
Improving   inconsistent in quality and/or meeting deadlines
Concern   struggles to meet expected standards

Moderation and standardisation

In order to ensure the reliability of data entry in the first instance, there needs to be robust moderation and standardisation practices within subject areas. This begins with the definition of assessment criteria and an agreement on model examples, ideally from the exam board, which meet this assessment criteria. Once this is completed, assessed work from all teachers involved in the process should be sampled, with a cross section from different levels. This should be scrutinised by other markers in the team to ensure confidence in the marking and a set standard which all staff are following. If there are clear anomalies from the rule, marking should be adjusted accordingly so that all meet the set standard.

Moderation and standardisation should form a central part of the co-planning agenda, with all assessments undergoing this process. This should happen regardless of teacher experience and all members of the team should be involved as appropriate so as to develop their full knowledge and understanding of the learning journey and assessments within their subject area. Examples of marked assessments with commentary should be kept as evidence of the standard so that there is always a clearly defined reference point.

Assessment Reports (AR) data

AR data is scrutinised by the Subject Leader, Year Team Leaders and Line managers as well as the classroom teacher. Year Team Leaders report to the Headship Team after every AR. In Year 11, Subject Leaders report to the Headteacher and Deputy Headteacher with responsibility for KS4 after the first set of mock examinations. Regular data reviews occur throughout the Key Stage as part of the line management review process.

How the outcomes will be collected and used

- Day to day formative assessment – collected by the class teacher to identify gaps in students' understanding. This data will inform planning prior to the next lesson and be used as one assessment method to complete the academic review.
- End of unit/half term summative assessments – collected within the department to inform academic reviews, identify gaps and plan for interventions.
- A subject designed feedback proforma with clear success criteria will be given to students for them to identify and write www and ebi statements. For uniformity the proforma should be in "Jungle Green"
- Dedicated Improvement and Reflection Time will be planned and delivered following half-termly assessments.
- End of year summative assessment – Common tests will be used to identify understanding across the year, assess the effectiveness of interventions and be used for teacher appraisal purposes.
- Percentage scores for end of year assessments will be entered on SIMs for central tracking.
- Academic reviews – judgement is made on the progress being made at that particular time. Students making less than expected progress will have the gaps identified to them for parents, subject leaders and year team leaders to utilise for intervention.
- A Y7, and Y10 settling in review will take place to track both pastoral and academic progress in the first term.
- Year 12 and 13 academic reviews – An initial review will take place for Y12s to identify any apprehensions over a student's ability to complete a particular course they are on.

Ability to conduct assessment competently and confidently

Shared understanding of assessment practices in a department will be developed through moderation and standardisation of tests completed throughout the year.

Inset days, CPD and school development team meetings will be utilised to share good practice, formative assessment ideas and ideas around summative assessment in different subjects.

It will be the role of the subject leader to ensure staff are fully aware of the assessment requirements of their subject and provide time for co-planning and moderation opportunities throughout the year.

Governance, management and evaluation of assessment

The policy will be maintained by the Deputy Headteachers for Key Stages Three and Four and will be followed by all teaching staff within the school

The Deputy Headteacher for Key Stage Three is responsible for monitoring the effectiveness of assessment practices across KS3.

The Deputy Headteacher for Key Stage Four is responsible for monitoring the effectiveness of assessment practices across KS4-5.

Subject leaders are responsible for ensuring curriculum content and success criteria are available for parents and pupils on the school website, monitoring formative assessment, half term assessment, common end of year tests, analysis and comparison of assessment review data and interventions within departments.

Year team leaders are responsible for monitoring data for trends and patterns across year groups and departments creating intervention packages when needed and reporting this to the headship team after every academic review.

All professional predictions will be moderated via discussions between colleagues with similar ability classes.