



Federation Assessment Policy

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In September 2014 the Government announced that it would be removing level descriptors from the National Curriculum (NC) and that “it would be for schools to decide how they assess pupils’ progress”. The aim is to free schools from an imposed measure of pupil progress and to focus on raising the achievement of every student.

This policy should be read in conjunction with the Federation's Teaching and Learning Policy, Marking Policy, Homework Policy.

Rationale

Students are at the heart of our assessment system in order for us to extend and challenge their learning so they can reach their full potential. and will not set a limit on progress and achievement.

For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.

For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.

For other staff and governors, assessment information will inform an understanding of the current and potential student outcomes and allow the governors to rigorously challenge the school's expectations and outcomes.

It is fundamental to our mission that we are open and clear when making judgements about students' progress. Our assessment system provides multi-level analysis including student level, class level, faculty level, year level, key stage level and school level which will be continually quality assured to monitor the accuracy of assessment.

We believe that students and parents have an entitlement to assessment information through a precise, informative and understandable reporting system.

Principles

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

- monitor progress and support learning
- recognise the achievements of students and identify any areas of development
- Inform students of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of student achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

Responsibilities and Roles

Every member of staff has the responsibility of delivering this policy but for guidance the responsibilities for specific groups can be clustered as follows:

School:

We will involve students actively in their own learning by teaching them how to understand and use assessment criteria and how to assess their own and others' work. We will provide students with meaningful feedback so they know how much progress they have made and what should they do in order to improve further. We will inform schools and students of progress in a way that supports their learning.

Staff will also moderate the work of students at all levels to standardise work and ensure consistency within faculties and across subjects. Work will also be cross-referenced with the National curriculum.

At Key Stage Three we will assess all students regularly, in a valid and reliable way against consistent standards in all three pathways (Omega, Gamma and Alpha) and within core and project lessons in order to inform teaching, help students to make progress and to celebrate their achievements. Assessments at KS3 will track the suitability of students' core curriculum pathway identifying any changes/set changes in a subject within a pathway or across pathways.

Students:

Students are expected to engage fully in the assessment process, by trying their best in both informal and formal assessments. They will also carry out self-assessment, and by helping their peers through peer- assessment. During formal assessments, including external examinations, pupils will follow the exam regulations as specified by examination boards, including those regarding plagiarism. It is the responsibility of the student to read and respond to teachers' written feedback in their books. This includes spelling corrections, responding to questioning and extending answers. If a student does not understand the feedback question/s they must make sure they ask for support.

Parents & Carers:

The school is expected to encourage parents and carers to support the students by encouraging them to do their best in assessments and to make constructive use of the feedback they get. They will help students prepare for any assessments and teachers will provide additional material/support to help parents/carers support the progress and achievement of their son/daughter.

Governors:

Governors will regularly visit the school to monitor standards across the key stages and subject areas. They will also provide constructive feedback and action points to ensure the assessment system is robust and in line with national curriculum targets.

Teaching & Learning Curriculum

Assessment informs both teaching practice and curriculum design with information about each student's abilities, needs, and aspirations and how these change as they progress.

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. We use targets within books to ensure that the students have ownership of their next steps and these are directly linked with marking, questioning and feedback.

The Koinonia federation acknowledges that assessment will be undertaken in a range of different ways for different subjects. However all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson. This may include:

1. oral feedback
2. self-assessment
3. peer-assessment
4. group/whole class assessment
5. written marking of work
6. teacher/student questioning

Primary Phase Summative Assessment :

- Formal summative tests occur at the end of each term and scores recorded in the Markbooks within Classroom Monitor
- We use the Rising Stars assessment framework within Classroom Monitor to assess what children are able to do and identify next steps. This is teacher assessment, using evidence from mainly books as well as test data.
- These outcomes are (once per term) communicated to both pupils and parents at parents evening.
- The leadership team will use the whole school outcomes to identify patterns and gaps and inform whole school or phase training.
- Leadership team will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet the national expectations (or beyond)

AFL: Teacher should be using a variety of strategies that help to inform them of their pupils current level of understanding and progress at the outset of, within and at the end of a lesson/unit.

Such techniques include:

-Mini whiteboard work

- Use of "lolly sticks" for random selection
- Targeted questioning
- Progress Steps shared at the beginning, during and end of the lesson
- Marking that links to the LI/ success criteria
- Children's comments both written and oral about their progress and next steps

Primary Summative examinations

There will be summative testing with national comparisons at the beginning and end of Reception year, phonics testing in year one, and revised statutory tests at the end of year 2 and 6.

Assessment in the Early Years Foundation Stage

On entry to the school children will be formally assessed using a new baseline test. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help them make progress. Pupils will be assessed using the

Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's on going observations and assessments in the following areas:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's developments and achievements are recorded in the Profile. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Year 1 Phonics

Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word. At the Koinonia federation we follow the Rigby Star phonics books as well as the Ruth Miskin, Read Write Inc Programme.

At the end of Year 1, all children will take the phonics screening check – this is a statutory assessment.

Key Stage 1

Teacher assessment (TA) is the main focus for end of key stage 1 assessment and reporting. It is carried out as part of teaching and learning.

The statutory national curriculum tasks and tests will be administered to all eligible pupils who are working above P levels in reading, writing and mathematics. These inform the final TA judgements reported for each pupil at the end of KS1. Pupils will have either met the expected standard, working at a greater depth than the expected or will be working towards the standard in maths, reading, writing and EGPS.

Key Stage 2

Externally marked Formal summative tests and Teacher assessment (TA) is the main focus for end of key stage 2 assessment and reporting. It is carried out as part of teaching and learning.

The statutory national curriculum tests will be administered to all eligible pupils in reading, writing and mathematics (Science if selected as a sample school). These inform the final end of Key Stage judgments reported for each pupil at the end of KS2. Pupils will have either met the expected standard or not met expected standard in maths, reading and EGPS. In writing Pupils will be working towards expected standard, reached expected standard or working at a greater depth than the expected standard. If children have not met the expected standard they will be required to re-sit the End of Year assessments.

Secondary KS3 Phase Assessment Policy

Use of data, recording and reporting

The data collected on students will consist of attitudinal data including effort, behaviour, as well attainment data used to track the progress and achievement of each student in the core and project subjects.

Assessment at Key Stage 3

It is important that we recognise and incorporate the rich data obtained from KS2 assessments (scaled scores), teacher assessments and baseline data in order

to place a student in the correct pathway. This does not mean the pathways are set or that attainment for students in any pathway is capped, and movement can take place between pathways to help aid a student's learning. This information will be shared with parents/carers.

For example, a student who enters St Mary Magdalene with a KS2 standardised score of 100, a reading age of 10/11 and a baseline standardised score of 100 will be in the Gamma pathway. In Years 7 and 8 students will then be assessed against assessment objectives and criteria in line with the national curriculum and with some links to the KS4 curriculum. This will ensure that students are building on the standards needed to hit the national curriculum aims and objectives and are GCSE-ready.

In both the core and project subjects, leaders and teachers will:

- Identify the knowledge and skills which a student needs in order to be successful in meeting the requirements of the National Curriculum at KS3 and also in preparation for GCSEs.
- Use the Assessment Framework to judge students' attainment and progress, and share this information with students.
- Ensure that assessments and marking are guided by the Omega, Gamma and Alpha descriptors on the Assessment Framework.
- Monitor students in Years 7 and 8 who are continually exceeding/working below the pathway criteria so that they may be moved accordingly.
- Assess Year 9 students against criteria which is closely linked to the KS4 curriculum so as to enable students to make informed decisions about the appropriate GCSE pathway.
- Be based on a growth mind-set of 'not yet, but if I work on that I will be able to'.
- Identify, at the end of KS3, how ready the student is for KS4 study and what targets and interventions are required.

Reporting cycle outline

Reports promote and provide:

- Good home/school relationships
- Information for students about what they need to do to improve
- Information for parents/carers about their son/daughter's progress
- An opportunity for discussions with parents/carers
- Targets for students to work towards

The reporting date for Autumn term is the first Wednesday after the Christmas holiday; for Spring term it is the first Wednesday after the Easter holidays, and for Summer term it is Monday 17 July 2017 (and the corresponding date each following year).

The report will outline the student's progress in the core and project curriculum. At the end of each academic year, the teachers of the core subjects and projects being taught will provide a written comment/target which will help the

student and parents/carers know what needs to be done to continue to make progress.

Parents/carers are invited to attend formal consultation evenings with the class teachers throughout the year. The timetable will be published at the start of each academic year. For the most up to date information please see www.koinoniafederation.com

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria in the following ways:

- With colleagues in school
- With colleagues from other schools within the federation
- With colleagues from other schools within the cluster
- By attending RBG and SDBE sessions to ensure our judgements are in line with other schools

Both the core and project curriculum will report on student progress once each term (three times a year). The report will indicate a student's current progress against their specific pathway criteria for the core and two reports against the assessment criteria for the projects they have studied within the term.

Assessment cycle: core subjects

Starting Year 7

All Year 7 students take a baseline test. These scores are recorded as 'Below', 'Year 6 emerging', 'Year 6 expected' or – if students are working at a high level – converted to a SMM grade (A- to O+).

$\alpha -$ Alpha-	α Alpha	$\alpha +$ Alpha+	$\gamma -$ Gamma-	γ Gamma	$\gamma +$ Gamma+	$\Omega -$ Omega-	Ω Omega	$\Omega +$ Omega+
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When all KS2 scores have been retrieved, targets are set for both end of Year 8 and provisional GCSE scores.

Students will sit regular assessments and an end of year test.

Progress is measured in each reporting cycle. The expectation is that all students will make at least four stages of progress by the end of Year 8, relative to their Year 7 baseline grade.

Starting Year 8

At the start of the year, there will be a review of how far students are from the end of Year 8 target and the target will be edited for the year. The starting point is the end of Year 7 test score.

The end of year test will determine the final score at the end of Year 8 and be used to review whether four stages of progress have been made from the baseline test. This progress will be reviewed against the KS2 SATS scores.

From these end of Year 8 scores, the provisional GCSE scores set in year 7 will be revised.

Year 9

All grades will be the GCSE 1-9. The 'on-entry' Year 9 score will be taken by subtracting three from the end of KS3 score.

Example

Student A

	Year 6	Year 7 baseline	End of Year 7	End of Year 8	Year 9 conversion	End of year 9	Year 10	Year 11
English	Expected	Expected	A+	G	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Maths	GD	A-	G-	G+	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Science	Expected	Year 6 emerging	A	G-	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

Student A has made expected progress throughout the process and achieved well. There was a high expectation for achievement in Maths at the beginning of Year 7 due to the score of 'Greater Depth' in Year 6 and a strong score on the Year 7 baseline test. Attainment of students who have achieved a 'Year 6 Expected' grade in Year 6 can vary as there is a large range of scores within this Year 6 band. End of Year 8 and GCSE predictions will therefore be based on both KS2 and SMM baseline tests.

Subject specific information:

English

At KS3, English students will be assessed at six stages during the academic year, focusing on student attainment of different skills studied, learned and applied in each of the six units of work. These pieces of work will relate closely to each topic and will assess students' abilities across all aspects of the National Curriculum in Reading, Writing and Spoken English. Judgements on attainment will be made according to the assessment framework.

As well as the unit-specific assessments, students will complete a baseline assessment at the beginning of Year 7 and a test at the end of the academic year, from which the school will measure each student's progress in English. In Years 7 and 8, the school expects to see all students make two stages of progress between the assessments at the start and end of each year, and at least one grade's progress over Year 9.

Maths

In Maths at KS3, students will cover 6 units of work during the academic year. They will be assessed at the end of each unit, focusing on the content covered during that unit and on the mathematic skills that are developed throughout all 6 units. Depending on the unit studied that term, these pieces of work will assess students' abilities across the Number, Algebra, Statistics, Probability, Shape & Measures and Geometry sections of the National Curriculum.

The topics studied under each discipline are often very different and students may find that their attainment in some topics is higher than in others. This is normal and some fluctuation in students' grades during the academic year is expected. As well as the unit-specific assessments, students will complete a baseline assessment at the beginning of Year 7 and an end-of-year test, from which the school will measure each student's overall progress in Mathematics.

In Years 7 and 8, the school expects to see all students make two stages of progress between the assessments at the start and end of each year, and progress of at least one grade in Year 9.

Science

In Science, students will complete a minimum of nine units during the academic year. They will be assessed at the end of each unit, focusing on the content covered during that unit and on the scientific skills that are developed throughout all units. Depending on the unit studied that term, these pieces of work will assess students' abilities across the Biology, Chemistry, Physics and "Working Scientifically" sections of the National Curriculum.

The topics studied under each discipline are often very different and students may find that their attainment in some topics is higher than in others. This is normal and some fluctuation in students' grades during the academic year is expected.

As well as the unit-specific assessments, students will complete an assessment at the end of the academic year, from which the school will measure each student's overall progress in Science. The school aims to see all students make two stages of progress between the assessments at the start and end of each year in Years 7 and 8, and progress of at least one grade over Year 9.

Secondary Phase Assessment for Learning (AfL)

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing or contexting objectives allows students to engage with the process of learning.

It is often appropriate to share the learning ideas (steps to success) pupils need to understand to reach the learning objectives. This provides them with small goals to keep them focused, challenged and motivated and helps them to decide if their learning is progressing through the lesson and the further steps they need to take in order to help them reach their objectives. Again, it may be

appropriate, occasionally, to ask pupils to suggest the steps to success thereby giving them responsibility for the learning process and the teacher an opportunity to assess their ability to apply prior knowledge.

AfL, sometimes referred to as formative assessment, is the process for identifying what the learner has achieved in order to plan the next steps in teaching and learning. Feedback is provided to the learner in such a way that either the teacher adjusts the teaching to help the learner learn more effectively, or the learner changes her/his approach to the task, or both.

AfL is not only part of our everyday classroom practice, but also an area of continuing development. AfL strategies are planned for daily use within all lessons, where they are directly linked to the learning objectives. Examples of AfL include: (For additional information see Marking):

- Verbal feedback to individuals.
- Written comments.
- Self-assessment using various methods in line with the learning intentions/assessment criteria.
- Peer assessment where a peer measures the students learning against the intention.