

PLASHET SCHOOL



Working together to promote & celebrate achievement

Assessment at Plashet School

Revised and applicable from 30th June 2016

Signed:

A handwritten signature in black ink, appearing to read "Irene Papadopolou". The signature is written in a cursive style with a long horizontal stroke at the end.

1. Background

In 2014 the Department for Education removed the use of National Curriculum Levels for assessment of Years 7, 8 and 9. At the same time the DfE also moved to radically change the way students will be assessed at GCSE level. Plashet has been working to develop a new assessment, recording and reporting system to enable students and their families to understand how they are doing and how to progress.

2. Rationale

Every young woman arrives at Plashet School having reached different levels of attainment. It is important that we take account of these starting points in setting learning goals and measuring progress. In our system regular progress judgements take account of how well each student is doing compared to where they started. All students have the scope to make excellent progress regardless of where they begin. All students should believe that their learning has no limits and that they can continually improve and reach ever higher standards. Our approach to assessment is designed to:

- Support students to make progress in their learning; to have an understanding of the position they are currently at in their learning and to understand the steps they might take to make progress.
- Be manageable and useful for teachers. It should support teachers to develop their understanding of the learning needs of each of their students and to effectively evaluate their own practice.
- Support the shape of the curriculum and the design of learning. Effective evaluation of formative & summative assessment should support teachers to adapt and develop their schemes of learning and design of individual lessons by providing information of what students can do well and what they need additional support to do better.
- Track progress across Years 7-11. Our system is designed to identify how our students are progressing towards national expectations for the end of the Key Stage 4.
- Provide information that can be shared with parents. Our students' families play an important role in their education. In this respect we are committed to ensuring we offer clear and concise information to parents detailing their daughter's progress and attainment as well as wider learning attributes.

3. The Purpose and Aim of Assessment

The purpose of this policy is to set out our arrangements for the promotion and monitoring of Plashet students' progress in a consistent and systematic way in order to ensure that all our young women make the best possible progress that lead to the very highest outcomes. Our motto is to 'Working together to promote and celebrate achievement'. This Assessment Policy reflects our duties to 'eliminate discrimination, advance equality of opportunity and foster good relations'. Throughout the year different forms of assessment will be carried out. Each has a distinct function. Keeping abreast of each student's progress and attainment through effective use of formative and summative assessment is a fundamental aspect of every teacher's responsibilities. The teacher standards stipulate that as a minimum each qualified teacher must:

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

DFE Teacher Standards: Part one: Teaching/sub section 6

4. Formative Assessment.

The most important reason for assessment is to enable students to make progress in their learning. Grades tell students how they compare to others but don't tell them anything about what they need to do to improve their work or deepen their understanding.

Formative Assessment refers to the wide variety of methods that teachers use to conduct in-process evaluations of student learning. This includes their understanding, learning needs, and academic progress during a lesson, unit, or scheme of learning. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that effective feedback and academic support can be offered and adjustments can be made to the design of lessons or teaching techniques. This form of assessment is commonly contrasted with Summative assessment.

The following demonstrates aspects of formative assessment in the classroom:

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1 Clarifying learning intentions and sharing and criteria for success	2 Engineering effective classroom discussions, activities and tasks that elicit evidence of learning	3 Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	4 Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	5 Activating students as the owners of their own learning	

Assessment for Learning: what, why & how? Dylan William

Formative assessment in each subject discipline is the most important part of our assessment system and therefore should be ongoing throughout day-to-day lessons. Our teachers will plan for and use targeted marking and feedback of classwork and home learning, questioning, tests, quizzes, success criteria and exemplar work to measure a students learning, show students the learning standards that are expected and how to reach them.

Where there is high volume of teacher/student contact hours it is expected some formative assessment will form part of data collection. However whilst the teacher might record a mark, percentage or grade

on the Go4Schools data collection system in line with departmental policy, feedback to students should remain formative only.

5. Marking & Feedback.

It is important that each curriculum/subject area interpret the principles of assessment as detailed in this policy to suit their particular circumstances. It is important to provide constructive feedback to students, focusing on success and improvement needed to improve. Effective feedback should support students to become reflective learners and help them to close the gap between what they can currently do and what we would like them to be able to do. While feedback will be offered by the teacher at all appropriate points verbally, research has shown that targeted deep marking associated to a specific learning outcome has a significant impact increasing progress.

Marking and feedback should:

- Formatively assess specific and targeted learning objectives.
- Be a combination of self, peer and teacher assessment.
- Be meaningful and provide the student with clear strategies for improvement. Effective marking should highlight strengths and offer one possible improvement using techniques such as WWW (**W**hat **W**ent **W**ell) and EBI (**E**ven **B**etter **I**f).
- Inform future planning and lesson design.
- Be seen by the students as a positive approach to improving their learning and promote a growth mind-set.

Teachers should always allow dedicated time for students to read feedback, reflect on, respond to and make improvements to their work. It is accepted that there will be variation in the number of formative comments in student's exercise books depending on the allocation of lessons and the nature of the learning tasks. However, as a general guide, we would expect that student's work is assessed approximately once every six weeks.

Teachers should be aware of the impact that verbal and written comments, marks and grades can have on student's confidence and enthusiasm and should be as constructive as possible in the feedback they give. Comments must focus on the work and always give guidance on how to move forward.

6. Summative Assessment.

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined period; typically at the end of a project, unit of learning or school year. Testing is used to determine whether students have learned what they were expected to learn. Scores and grades are recorded and factored into a student's academic record. Summative assessment is designed to evaluative rather than diagnostic. In this respect it allows the evaluation of a students learning from and to a defined point.

We have defined two fixed summative assessment points for the collation of student data in all subject disciplines. These are fixed in the second halves of the autumn and summer terms. The summer term summative assessment will take place through formal end of school year examinations and will be subject to the usual rules and regulations of public examinations.

Please see **Appendix 1** 'Plasht School AR&R Schedule 2016-17'

It is recommended that the following practices are followed in the design and marking of tests at each summative point:

- Tests should be designed to cover the entire ability scale so that all students might access a single tier paper. Tests should not cap achievement at any point.
- To enhance memory and retention, all summative testing should be designed to cover a wide range of subject knowledge and skills rather than be confined to recent learning. Where possible synoptic questioning of subject knowledge and skill should be designed and offered.
- All summative testing should be blind marked. Students should use candidate numbers only and papers should be allocated to teachers for marking randomly.
- Where marking utilises criterion referencing, Subject and Curriculum Leaders should facilitate the moderation of marking so all papers are marked to equal standards. Alternatively comparative judgement may be used.

7. Monitoring Attainment and Progress

The recent reforms in Key Stage 2 (KS2) and Key Stage 4 (KS4) testing are effectively rooted in a comparative assessment methodology.

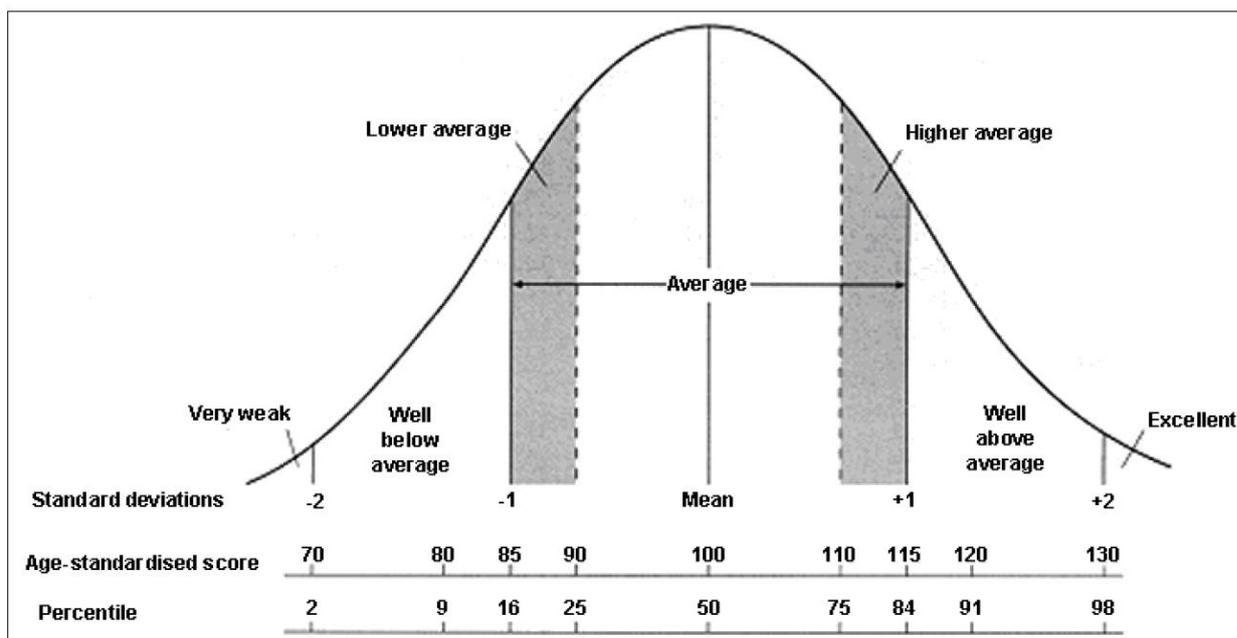
- KS2 scores will in future be reported as a score around 100, effectively forming a bell curve around this mid-point. The scores derived from this comparative assessment will then be used to generate end of KS4 targets for each score band on the KS2 curve. This KS4 target will be referred to as a student's Attainment 8 or Attainment Target.
- GCSE grades have changed to a 1-9 grade scheme with grades apportioned based on the historic grade spread for the subject combined with 3 fixed points of reference between the A*-G scheme and 1-9 scheme.

In line with the national system for measuring progress, we will therefore use a **cohort referencing approach** to monitoring the attainment of all students based on Key Stage 2 scaled scores.

Key Stage 2 Scaled Scores

A student's scaled score will be based on their National Curriculum testing raw score at the end of KS2. The raw score will be translated into a scaled score using a conversion table to compare it to the 'national standard'. A scaled score of 100 will always represent the 'national standard'. According to the DfE a student who achieves the national standard will have demonstrated sufficient knowledge and skill in the KS2 tests. Research suggests measurements of ability conform to a pattern known as 'normal distribution', which assumes that the majority of people tend to be clustered within an average range, with far fewer at the extremes.

For an illustration please see the diagram below.



The central point of the distribution is the mean and is the average score for the group whom the test was standardised on. Those students with a score of 100 represent the 'average' ability of the cohort. These scores therefore provide reference points from which an Attainment 8 target grade might be applied.

Attainment 8 and Progress 8

The DfE will use Attainment 8 scores as the foundation to calculate each individual student's Progress 8 score. Progress is measured as the difference between the expected Attainment 8 and achieved Attainment 8 score for a student based on their KS2 scaled score.

From September 2016 in Years 7-10 we will allocate each student an expected **Attainment 8 Target Grade** (1-9). This target will not be used to label students but will sit in the background of our data system to help track each student's attainment between Year 7 and the end of Year 11. All students will be expected to **meet** their or **exceed** their Attainment 8 target. Where a student is not meeting their target grade intervention to further support learning will be considered.

Where no KS2 data is available we will use baseline testing at the start of Year 7 to create an allocation. This baseline testing will take place in English and Maths as well as our normal Cognitive Ability Tests and Reading Age Scores. All students in Year 7 will be baseline tested using these nationally benchmarked packages.

Please see **Appendix 2** 'Transition Matrix KS2-4 from September 2017' for KS2-KS4 expected progress.

Grades 1-9

New GCSEs will be graded 9 – 1, rather than A* – G, with grade 5 considered a good pass and grade 9 being the highest and set above the current A*.

The new system is intended to help provide more differentiation, especially among higher achieving students. Ofqual propose student numbers for grades 1-9 will be allocated to each grade band based on historical performance in the A*-G qualifications, using defined anchor points and numeric distribution from these anchor points. The grade bands may alter slightly in the future if NFER national Reference Testing shows changes in relative cohort strength or if a subject entry cohort changes significantly in size or strength.

Ofqual

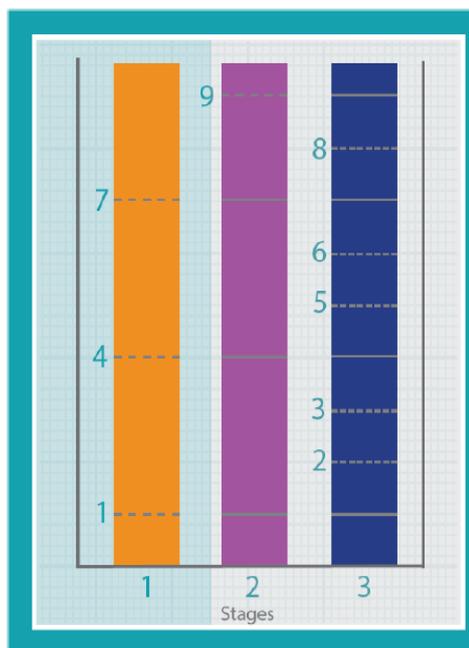
New GCSE grading structure

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Figure 1: Setting grade boundaries in new GCSEs



Comparable outcomes dictate the scores of all the students in the country based on the prior attainment model of that cohort. Grade boundaries are shifted to match the bell curve of each cohort. Therefore we are no longer in a situation where students need to know specific amounts of knowledge to get a grade C instead they need to keep learning until they know as much as they possibly can; at which point they will take their exams. If they know more than x percentage compared to the rest of the country, they will get y grade.

8. The Cohort Referencing Approach

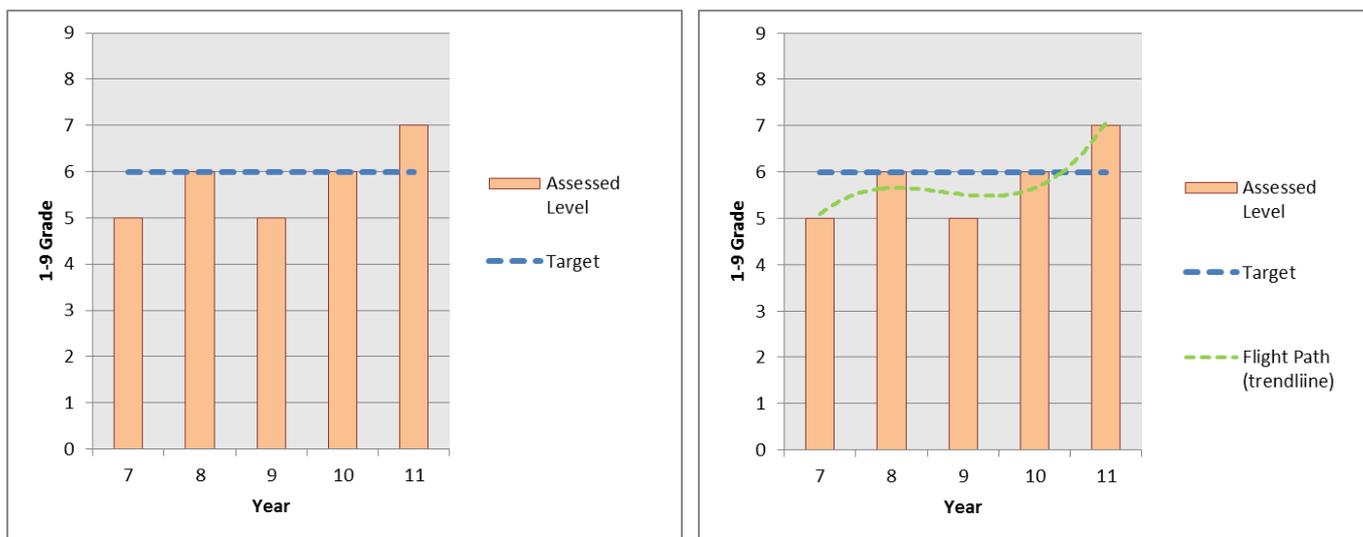
In practice, standards in learning are often defined by comparing certain outcomes to the full range of outcomes from all students in a year group. "How good is my writing?" or "Is 70% a good score?" are questions best answered by comparison with standards set by the year group as a whole.

Cohort -referencing is when you allocate a fixed percentage of grades each year across a cohort of students. This can be applied to any year group as it is a comparative assessment rather than a measure against a specific grade scheme. The proportions of grades available in a subject will be

modified depending on School versus National performance. The consistent target throughout a student's school career enables year on year progress comparison, supports consistency in reporting and creates familiarity for teachers, students and parents. It enables the identification of student's strengths and weaknesses between subjects at an early stage, thus enabling more focussed and timely intervention. However above all it mirrors the approach carried out at KS2 and KS4 formal examination stages.

Baseline testing in each individual subject is converted from raw scores to 1-9 grades. This illustrates the gap in learning between the expected Attainment 8 target and current position. Each teacher should aim to close the gap by the end of Year 8. In practice, this method of recording assessment will not significantly change how teachers assess in the classroom. Assessment will require a numerical raw score to be applied, with assessments designed with GCSE attainment objectives and criterion referencing mark schemes in mind. Students should still be formatively exposed to model answers and success criteria derived from specifications prior to summative assessment. The focus should then be on maintaining or exceeding the target A8 position by the end of Year 11 as illustrated in the diagram below.

Student A8 Target = 5.5 (School Target is therefore a grade 6)



9. The Reporting Process

Families will receive termly updates regarding their daughter's progress. Please refer to **Appendix 1** 'Plasht School AR&R Schedule 2016-17' for the details of this.

Student Progress Report 1 will contain:

- A judgement on their progress towards their KS4 Attainment Target for each subject they study as well as a percentage achieved in the summative assessment for each subject.
- An assessment by each subject teacher of their General Attributes for Learning.
- Attendance & punctuality data.
- An assessment by their form tutor regarding Pastoral Attributes for Learning.
- Current Attainment for Year 10 Progress reports and Year 11 Progress Report represented as -5, 5 or 5+.

Student Progress Report 2 will contain:

- A judgement on their progress towards their Attainment Target for each subject they study, a percentage achieved in the summative assessment for each subject and subject specific targets for improvement.
- An assessment by each subject teacher of their General Attributes for Learning.
- Attendance & punctuality data.
- An assessment by their form tutor regarding Pastoral Attributes for Learning.
- Current Attainment for the End of Year 9 and Year 10 represented as -5, 5 or 5+.

Parents and carers will also have an opportunity to meet all their daughter's subject teachers to discuss progress at the annual parents' meeting.

10. Roles and Responsibilities

The Governing body:

- To regularly review the school's assessment procedures and make recommendations that reflect students' needs.
- To regularly review the school's assessment procedures and make recommendations that support manageable staff workload.
- To have an overview national developments that affect assessment, recording and reporting of student progress to parents and carers.
- To have an understanding of the current assessment model and the impact this has on both students' progress and whole school standards of achievement.

The Head Teacher and Leadership Team:

- To review the assessment model annually making changes in response to national frameworks that will maximise student learning, progress and achievement.
- To keep abreast of national changes and apply these judiciously.
- To ensure the assessment procedures track clear progression for all students throughout their five years at Plashet.
- To monitoring the impact of on-going assessment on student achievement, learning and progress and adapt as necessary in order to maximise these.
- To have an understanding of the subject specific nuances of the assessment policy used in subject areas they line manage and monitor these closely.
- Driving, developing and supporting whole school assessment policy and practice.
- Developing the whole school systems and approaches needed to ensure consistency, coherence and cohesion.
- Enabling teachers to work collaboratively, within and across subjects, to share their practice and learn from each other.

Curriculum and Subject Leaders are responsible for:

- Implementation of the Assessment Policy for the curriculum area/subject, aiming for a consistent approach.
- Monitoring overall assessment of student progress and achievement in their subject area and reporting findings to LT line managers as outlined in the School Self-Review Cycle.
- Developing systems to aid day-to-day and periodic assessment in the curriculum area/subject.
- Ensuring that there are sufficient opportunities within their department(s) for students to experience formative assessment.
- Recording, moderation and analysis of assessment within the curriculum area/subject.
- Intervention with students, whose progress is causing concern, working in conjunction with the subject teacher.
- Monitoring of standards within the curriculum area/subject and intervention if staff members are not following agreed policy.

SENCo is responsible for:

- Identifying, assessing and monitoring students with special educational needs and/or disabilities are the responsibility of the subject teacher in conjunction with the SENCo and SEND Teachers.
- Liaising with outside agencies and coordinating input from SEND teachers to support subject teachers in providing a differentiated curriculum in order for all students to achieve their potential.

Year Coordinators are responsible for:

- Interpreting the Assessment Policy for the Year Group.
- Analysis of periodic assessment for the Year Group.
- Intervention with those students whose progress is causing concern, working in conjunction with form tutor, subject teachers and inclusion areas as necessary.

Individual Subject Teachers are responsible for:

- Implementation of the Assessment Policy.
- Marking, recording, moderation and analysis of periodic assessment for their students.
- Intervention with students, whose progress is causing concern, liaising with the Subject Leader.

Related Policies

- **Teaching & Learning**
- **Marking & Feedback**
- **School Self-Review**

Glossary of Terms

Formative Assessment

Formative is the use of day-to-day, often informal, assessments to explore students' understanding so that the teacher can best decide how to help them to develop that understanding.

Summative Assessment

Summative is the more formal summing-up of a students' progress that can then be used for purposes ranging from providing information to parents to certification as part of a formal examination course.

Criterion-referenced assessment

The measurement of students' performances against a set of criteria specifying educational attainments and ability levels.

Norm-referenced assessment

The simplest statistical approach to maintaining standards is to ensure that the proportion of candidates awarded each grade remains the same from one examination to the next. This is the most commonly referred to as norm-referencing.