



Noel-Baker Academy
A L.E.A.D. Academy

ASSESSMENT POLICY

LEADING STUDENTS
TO A BRIGHT FUTURE



SCIENTIA POTENTIA EST

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Principles of assessment

Assessment is the range of activities through which we come to know about the abilities and achievements of our students and the extent of the knowledge, skills and understanding that they have developed. It is the vehicle by which we can advise students (and others) of their progress, their targets and how close the gap that might exist between their targets and level of attainment. It is an integral part of effective learning and teaching.

This policy will enable us to;

- build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- identify each pupil's strengths and the priority areas for their future learning;
- identify an appropriate curriculum for each pupil;
- identify the progress made over a series of lessons;
- evaluate the progress that each pupil is making over time;
- evaluate and improve the teaching strategies used with each pupil;
- keep the leadership team informed allowing them to make judgments about the effectiveness of the school.
- provide regular information for parents to enable them to work in partnership with the school to support their pupil's learning.
- support pupils, where appropriate, to monitor their own learning;
- identify, celebrate and share achievement.

3. Assessment approaches

At Noel Baker we see assessment as an integral part of the teaching and learning process. In order to achieve full curriculum coherence, the curriculum intent and its successful delivery needs to be assessed in order to determine the impact of our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.1 In-school formative assessment

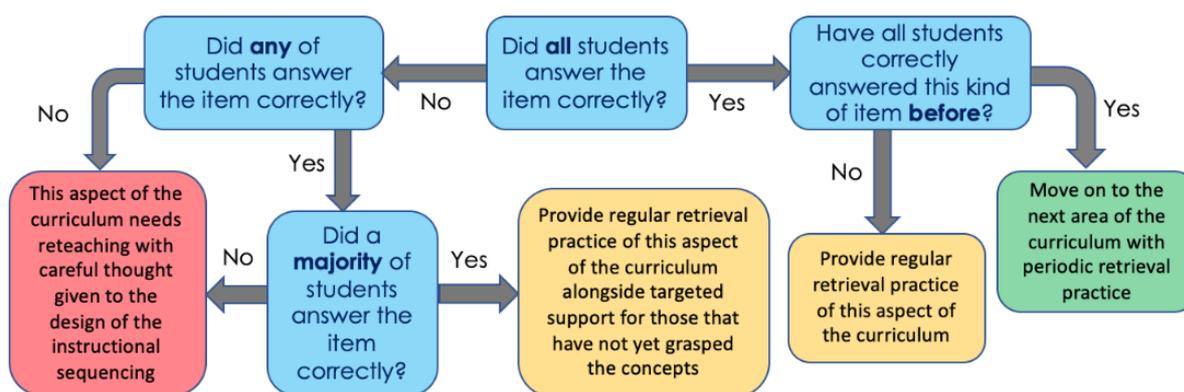
Formative assessment refers to a wide variety of methods that teachers use to conduct informal evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Teachers demonstrating good practice will;

- Share examples of work with students so that they can see the standards they are aiming for. (modelling)
- Use examples of work to highlight best practice.
- Encourage students to review and reflect on work do not meet the necessary expectations.
- Include in their teaching, activities designed to model the necessary skills.
- Circulate throughout every lesson, periodically checking pupils work in order to assess learning and check understanding.
- Use questioning to help assess understanding and identify misconceptions.
- Embrace every 'teachable moment', teachers will stop the lesson, address misconceptions and re-teach any required content before moving on.



Instructional response flowchart

Pupils will be expected to;

- Reflect on their own work
- Identify the standard they are trying to achieve
- Think about how to bridge the gap between aspiration and achievement
- Admit problems without the risk of losing self-esteem
- Take time to work problems out for themselves – show resilience!
- Attempt every question every time!
- Reflect on their own work, using green pen to correct and improve answers.

3.2 In-school summative assessment

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course or school year.

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessments will take place throughout the year depending on the year group and subject. All assessment results will be recorded using 'Go 4 Schools' which allows parents, students and teachers necessary access. The aim of summative assessments is to help identify what a student knows and doesn't know, the number or grade attached to the assessment is of less importance. Students are expected to reflect on summative assessments and will be allocated time to review and improve their answers. Teachers will conduct question level analysis and set aside time to re-teach and review key topic areas.

Summative assessments are designed to assess the entire curriculum taught to that point, questions are specifically designed to cover key areas from previous topics in line with how GCSE examinations work, this allows us to see how well pupils have committed knowledge to their long term memory..

3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

KS3 students will complete GL progress testing across Science, English and Maths. These are standardised tests which allows us to gauge the progress of our students against the progress made by students nationally. GL testing will take place at the end of each academic year. Year 7 are also given a transition test upon entry across their core subjects.

All students complete an NGRT test at the beginning and end of each academic year to gauge in year reading progress

4. Collecting and using data

4.1.1 – Grading scales – KS4

GCSE's are graded using the 1-9 scale, these grades will only be used to in conjunction with formal mock examinations rather than informal assessments. Low stakes assessment across KS4 should serve to identify knowledge gaps which are then addressed through teacher planning and lesson delivery. An arbitrary grade based on a small sample size of exam papers that isn't externally moderated is neither useful nor accurate.

Whilst GCSE subjects are assessed using the 1-9 scale, students many study technical or vocational courses for which the following scale is the most common to be used.

BTEC Tech Award Grading

Level / Qualification Grade	Grade Equivalent
Level 2 / Distinction*	8.5
Level 2 / Distinction	7
Level 2 / Merit	5.5
Level 2 / Pass	4
Level 1 / Distinction	3
Level 1 / Merit	2
Level 1 / Pass	1.25

4.1.2 – Grading scales – KS3

Noel Baker Academy uses a rank order system across KS3. Assessment scores are converted into percentiles thereby indicating student performance against the rest of the year group.

Example

- A student in the 90th percentile will have performed better than 90% of the cohort (top 10%)
- A student in the in the 20th percentile will have performed better than 20% of the cohort (bottom 20%)

This will be consistent across all subjects ensuring key stakeholders are able to accurately compare progress between subjects. Percentiles will be placed onto G4S enabling both students and parents to view. Assessment results will be compared against student targets (calculated using KS2 performance) when determining progress.

4.2 – Data collection

Data will be collected and entered at various points throughout the year depending on when subjects schedule their assessments.

All subject data will be entered onto Go 4 Schools which all parents and students will have unlimited and unrestricted access to.

Subjects will be asked to take a snapshot of pupil progress at three pre-determined assessment points;

- 17th December 2021
- 4th April 2022
- 15th July 2022

At these dates, teachers will judge Year 7 - 9 students to be either;

- Excellent progress
- Above expected progress

- Expected progress
- Below expected progress
- Significantly below expected progress

Judgements will be based on both formative and summative assessment in addition to pupil's attitude and effort in lessons.

Year 10 and 11 students will be assigned both a current grade and predicted end of GCSE grade.

- 1) Current grade – this will be judged using all relevant assessment data entered at this time in addition to classwork and homework performance. Current grades are likely to improve throughout the year as pupils complete their program of study.
- 2) Predicted grade – Teachers will enter a predicted end of year grade, this will be used as an indicator to determine if a pupil is still on track to achieve their target based on current progress.

4.3 – Target Setting

All KS3 pupils will have the same target which is to make expected progress.

At primary school, pupils complete their SATS test for both English and Maths. We use these KS2 results to determine a Noel – Baker Academy quintile target. This acts as a fixed point against which a student's performance is compared in order to determine progress.

Due to Covid-19 related disruption, our 2020 and 2021 Year 7 cohorts have no KS2 data, GL assessment data will be used instead to determine student starting points.

Students are assigned a percentile which serves as their starting point, assessment results are then compared with this starting point to determine progress.

80th percentile = student has performed better than 80% of other students

70th percentile = student has performed better than 70% of other students

60th percentile = student has performed better than 60% of other students

50th percentile = student has performed better than 50% of other students

40th percentile = student has performed better than 40% of other students

30th percentile = student has performed better than 30% of other students

<30th percentile = student performance is in the bottom 30%

Students will be awarded a percentile score for each significant assessment they complete. A student who achieves a percentile within their target (or very close to it) will be most likely be judged as 'making expected progress'.

KS4 targets will be set using Fischer Family Trust data (Year 10 and 11) - FFT calculates estimates from the grades of pupils in the previous year's results datasets. Each student has a unique set of estimates which are calculated from the results of students similar to them. Similar students are identified by their:

- KS2 data
- Gender
- Month of birth

Pupils will also be set a second target based using attainment 8 which is main school performance measure. Attainment 8 target grades are calculated using KS2 prior attainment and reflects pupils best 8 results including English and Maths.

FFT does not calculate targets for technical or vocational courses, for this reason attainment 8 targets will be set used for all affected qualifications.

5. Reporting to parents

Noel Baker School has adopted Go 4 Schools which is an online assessment system for teachers, students and parents.



Parents and students will receive log in information and instructions on how to use G4S within the first half term providing them unlimited and unrestricted access to the following;

- Pupil timetables
- Assessment data
- Attendance and punctuality data
- Behaviour points
- Homework tasks set / due in

As the above information is accessible from home at any point, Noel Baker is proposing not to send out yearly reports, however, parents not accessing G4S will be sent home a print out of their child's progress at each assessment point and a printed report can be requested at any time by any parent.

Every year group has been allocated a single parents evening across the year except year 11 who have two. Summary reports will be printed out for all parents to collect as they sign in to help inform the topic of conversation during teacher meetings.

6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

7. Training

This assessment policy will be shared with all teachers at the start of each academic year and will be form part of the new staff induction pack.

Data and Assessment training will be provided as part of any new staff induction program. In addition twilight sessions will be run on a regular basis where staff can attend on a voluntary basis to improve their practice.

These will be run by DHT for student outcomes who will also conduct assessment training for trainee teachers and NQT's.

The DHT for student outcomes is also responsible for middle leader development for data and assessment, this will be done within middle leader meetings and form part of the TLR development program once up and running.

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

8.2 SLT

The DHT with responsibility for student outcomes is to:

- Support the Headteacher in setting and maintaining a culture of high expectations throughout the school ensuring the setting of appropriate targets
- Lead on and monitor assessment practices to ensure that the school's assessment policy is implemented rigorously and effectively and is evaluated
- Lead, co-ordinate and support Heads of Department in effective assessment practice identifying and addressing any training needs
- Lead and support middle leaders in effective use of assessment data to ensure student groups make good progress and gaps in progress are addressed and closed
- Ensure that assessment practices within and between departments are rigorous and that moderation, standardisation and benchmarking have been thorough and accurate
- Promote the sharing of good practise in processes of standardisation so that all Heads of Department are skilled in standardisation and their teachers are effective in applying success criteria and exam board mark schemes when marking assessments
- Ensure appropriate and effective intervention is provided for underperforming groups of students
- Ensure that information about student progress is communicated to various audiences including students, parents, staff, governors and external agencies in a clear, timely and meaningful manner
- Line manage the Data Manager and Examinations Officer in the implementation of summative assessments and external examinations and ensure the collection, collation and analysis of assessment data

8.3 Middle leaders

Middle leaders are expected to;

- Ensure that formative assessment is part of classroom teachers' lesson planning and lesson delivery in the subject area they are responsible for
- Ensure that subject teachers are clear about the aims and purposes of assessments carried out by the department
- Ensure that the assessments set by their department are related to schemes of work and assess the topics being learned by students. At KS4 and KS5 assessments must be informed by assessment objectives from external exam specifications
- Ensure that all subject teachers carry out assessments in line with the format and conditions set out in the school Assessment Policy
- Ensure that subject leaders give ample warning of upcoming test and assessments and that they assist students in preparing for their assessments
- Promote a culture of high expectations in their subject area and conduct assessments that deliver these high expectations
- Lead department meetings to standardise use of success criteria and exam board mark schemes prior to the marking of assessments in order to standardise marking across the department and across year groups
- Ensure that moderation of assessments occurs
- Check that subject teachers have met marking and data entry deadlines
- Quality assure assessment marks submitted by subject teachers and ensure that they are accurate
- Use assessment data to plan meaningful and effective interventions that are based in research evidence and which support those student groups not making expected progress from their KS2 starting points
- Use assessment to inform changes of setting for students not being provided with sufficient challenge or to provide support and intervention within current setting
- Develop the use of student progress tracking sheets so that students can themselves record, track and reflect on their own progress and set themselves targets
- Ensure that subject teachers have knowledge of and training in external examination specifications and marking criteria for those examinations

8.4 Teachers

Teacher are expected to;

- Carry out assessment of learning during lessons (AFL)
- Provide feedback to each student about their learning so that each student can identify what they are doing well and what they need to improve
- Use assessment information for each student when planning and delivering lessons
- Use baseline data for each student when planning lessons to ensure that each student is provided with the right level of challenge and set high expectations to ensure sustained progress
- Carry out assessments according to the assessment calendar providing the agreed formal and standardised format and conditions for these assessments
- Give students ample warning of upcoming tests and assessments and provide them with revision time. Communicate the topics that students need to prepare
- Attend training on use of success criteria and exam board mark schemes where applicable to be able to standardise their marking of assessments in line with other teachers and exam board grade boundaries
- Update department trackers / markbooks on G4S after each assessment
- Use the data from assessments to plan interventions within lessons that remove barriers to improved progress

- Share assessment information with students and with parents at parent's evenings.

9. Monitoring and rigor

The quality of assessment is essential to provide all stakeholders with accurate information and data. At Noel Baker Academy we try to ensure our assessments are as robust as possible by;

- A Quality Assurance process facilitated by Senior Leaders. The process includes reviewing informal lesson observations, book scrutinies, learning walks and faculty meetings.
- Moderation of assessments are conducted regularly to ensure that standardisation of grade boundaries, standards of work and expectations takes place.
- Baseline Data (Key Stage 2 reading, writing, numeracy) is provided to the Academy from SATs assessments (reading and numeracy) and teacher assessment (writing).
- Trust advisors in English and MFL monitor the standards of assessments and quality assure the validity of grade boundaries alongside internal moderation.
- The DHT for student outcome and HT works in collaboration with other Trust Senior Leaders at the curriculum and assessment focus group.
- At Key Stage 4 and 5, subject leaders and teaching staff attend exam board training in the assessment, marking and moderation of national examinations where possible.
- Some teaching staff are certified markers for the major examination boards.
- In key stage 4, past papers, mark schemes and grade guides are used.
- End of year predictions are then compared with actual exam results for year 11 to determine effectiveness of assessment system for each subject.

This policy will be reviewed at the end of each academic year by the DHT responsible for student outcomes. At every review, the policy will be shared with the governing board.