

Ashton Community Science College

Assessment, Recording and Reporting (ARR)

Review Schedule:

Named Owner:	Miss K Chelton (Assistant Headteacher)
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Overview of Amendments to this Version:	Assessment approach at KS3 and KS4 updated Response to data captures (DC) added

Introduction

At Ashton Community Science College, we see assessment as an integral part of both the teaching and learning processes, and it is therefore inextricably linked to our curriculum.

We use two broad overarching forms of assessment: formative assessment and summative assessment.

Formative assessment

At Ashton, we believe formative assessment is at the heart of effective teaching. Without some method of obtaining and analysing evidence of student learning, we can never know whether our teaching is making a difference.

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis so they can use this information to inform the next steps in the learning sequence. This may include reteaching material from the lesson to the whole group, going back and re-learning some prerequisite element, moving on to new learning earlier than expected, practising some additional examples to consolidate knowledge, or providing appropriate support or extension work to a smaller group of students.
- **Students** to measure their knowledge and understanding against learning objectives and identify what they know and can do and the areas in which they need to improve. In addition, when students see that they are making progress their motivation is sustained and their confidence increases.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Examples of the formative assessment techniques that are used to elicit evidence of learning include: show-me boards, cold-calling questioning with no-opt out, quizzing, class discussion and dialogue during a lesson, think, pair, share, self-assessment, peer-assessment and verbal and written feedback.

Summative assessment

At Ashton, we believe in the value of summative assessments that survey a wider range of the curriculum and generate a more accurate and comparable idea of the standard that students have reached.

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit and reflect on the impact of their own teaching. They can then use this assessment information to plan interventions that will effectively address any areas of concern and further maximise progress.

- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. The feedback students receive should highlight how they can improve, and students should be given opportunities to engage in corrections.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Examples of summative assessments that are used to generate attainment and progress data include: end of unit assessment tasks; mid-year and end of year exams; Year 11 mock exams.

Tracking progress

The curriculum map is a specific plan of what is taught in each year and what we expect students to know; it is therefore viewed as a progression model for each subject. The national curriculum is the starting point for this, but a greater depth of thought is used to devise the curriculum for each subject, to ensure it identifies the essential knowledge that students need. If students are learning the curriculum then they are making progress because they know more, remember more and can do more.

Key Stage 3

As the curriculum is the progression model, assessment is therefore driven by the curriculum. The essential knowledge that we want students to learn is first outlined in the curriculum map and then reflected in bespoke learning journeys that have been produced in each subject area. The learning journey reflects the essential knowledge from the curriculum map but is written for students using a series of 'I can...' phrases. They help students understand what they are learning and provide a mechanism whereby students can keep a record of their level of understanding of the essential knowledge. In doing this, it allows students to develop the skills of metacognition and self-regulated learning which empowers them to take responsibility for their own learning and therefore become independent learners.

The formative assessment strategies used in lessons should therefore assess whether students are acquiring the essential knowledge that is outlined in the curriculum map and the corresponding learning journey. Students should be provided with opportunities to demonstrate their learning in a variety of ways, both formal and informal. This may include completing 'prove it' tasks, quizzes, labelling diagrams, matching activities, show me whiteboards, sentence starters, writing a paragraph to explain, responding to questioning, flow diagrams, using online programmes, vocab tests, etc. The assessment technique used will be based on the most effective format for the knowledge being tested. The outcomes of these assessments will enable teachers to make a judgement as to the extent that students have learned what was intended and therefore the progress they are making. Teachers will then use this feedback to inform future teaching and ensure that any concerns regarding progress are addressed.

As part of the assessment process for Key Stage 3, there should be consistency between the assessments that students across different classes are completing. As a result, common assessment points (CAPs) have been identified in each subject area and these are assessments that are completed by the whole year group. The CAPs should be used to determine whether students have acquired the essential knowledge or skills of the curriculum, and this information is collected and reported to parents. Heads of Department are responsible for ensuring that the CAPs are in place and these assessments will take place within normal lessons, at an appropriate time dictated by the curriculum.

A banding system will be used in KS3 to monitor the progress of individual students in each subject area. This information is for internal purposes only. FFT will be used to generate an estimated target band for students using their KS2 prior attainment data, or CAT scores when a student has no KS2 data. The target bands for each year group are as follows:

Year 7 and Year 8 Bands		Year 9 Bands	
	Target		Target
Band A	7-9	Band A	7-9
Band B	4-6	Band B	5-6
Band C	1-3	Band C	3-4
		Band D	1-2

During the year, at each data capture point, teachers will be expected to make a judgement as to whether a student is working at a level that is below, meeting or exceeding their target band. This will then allow underachievement to be identified early so that interventions and support can be put in place to address any progress concerns. Heads of Department are responsible for ensuring that students complete a robust assessment, prior to each data capture, that assesses the full ability range so that accurate judgements can be made as to whether students are working within their target bands.

Recording Progress Information (KS3)

SIMs will be used for recording progress information at Key Stage 3. The column headers in SIMs will outline the focus of the assessments (CAPs) that students complete throughout each year. Following an assessment, teachers will give students a RAG rating based on the level of knowledge that they have demonstrated:

RED knowledge is emerging
 AMBER knowledge is developing
 GREEN knowledge is secure

This will provide a clear indication of the extent to which students have demonstrated they have acquired the essential knowledge and also where there are students who may need support to gain the essential knowledge.

In addition, SIMs will contain column headers to record whether students are working at a level that is below, meeting or exceeding their target band. This will allow class teachers to reflect on what progress students are making and identify students who are not working at the expected level.

Key Stage 4

Students begin their GCSE course at the start of Year 10. It is at this time that target grades, known as MEGs (Minimum Expected Grades), are set for all students in each subject area. Target grades are set using FFT who use KS2 prior attainment data to create aspirational end-of-key stage 4 estimates for each student. As there was no national KS2 assessments in 2020 and 2021, FFT have used the results of CAT4 tests as the prior attainment model for these year groups.

The school then makes further adjustments to student target grades using SISRA Analytics. SISRA Analytics provides a Subject Progress Index (SPI) which shows how each student has performed in a subject, compared to how all students in the collaboration data with the same KS2 prior attainment performed. An SPI of 0 indicates a student made expected progress, an SPI of 0.25 indicates good progress and an SPI of 0.5 indicates outstanding progress. Adjustments are made to students' individual target grades to ensure that, should they achieve their target grade, this will generate a positive SPI score.

Tracking students' progress against their MEGs is essential if students are to achieve in line with expectations. Students should complete regular assessments throughout their GCSE course that allows the teacher to determine whether students are working at the expected level. The assessments that pupils complete should reflect the structure and difficulty of their GCSE assessments as much as possible to allow accurate reflections on student progress to be made. If a student is working below their target, the class teacher is responsible for employing necessary intervention strategies to ensure that any learning need can be addressed. Heads of Department are responsible for ensuring that the appropriate assessments are in place at KS4 and these assessments will take place within normal lessons, at an appropriate time dictated by the curriculum. In year 10, these assessments should be used to inform the first data capture and give a predicted GCSE grade for students that will be used for internal monitoring. Students in year 10 should also complete end of year exams, using full GCSE papers where possible, that can then be used to generate a grade the student is currently working at, and also a predicted grade.

In addition, departments should conduct formal, cumulative assessments with year 11 students during a three-week period around October half-term. These assessments will take place during normal lesson time and in classrooms, as opposed to the more formal setting of the sports hall. This to balance the importance of assessing progress with the continuation of teaching the GCSE specifications. The assessment used should be both robust and rigorous to allow for accurate grade information to be generated which will then be used to inform the first year 11 data capture and will provide an early indication of what progress students are making. Students will then

complete formal mock examinations following February half-term. This allows detailed assessment information to be collected and analysed whilst providing enough time to address any concerns prior to the final GCSE exams. The mock exams will be managed by the Schools Exams Officer; they will take place in the sports hall under exam conditions and will be supported by exam invigilators. The SENDCo is responsible for the coordination of all access arrangements for students and will ensure that all conditions are met so that our SEND students are not disadvantaged.

Recording Progress Information (KS4)

Heads of Department are responsible for managing departmental spreadsheets that allow individual scores on assessments and other progress information to be recorded. The assessment spreadsheet should contain sufficient information, including target grades, that allows the progress of pupils to be tracked throughout the year. SISRA Analytics can also be utilised to further monitor progress of pupils at KS4. Class teachers and Heads of Department can use SISRA to review the Subject Progress Index (SPI) and Average Point Score (APS) of individual pupils, classes, whole year groups or particular cohorts of students (e.g., SEND pupils).

End of Year Exams

In addition to the assessments that students complete throughout the academic year, all year groups (with the exception of year 11) will complete end of year exams. At the beginning of the school year, the school calendar will indicate when end of year exams will take place. All students should be given guidance on how to revise in their subject lessons and students should be provided with resources to enable them to revise effectively in preparation for their exams. At KS3, the end of year exams should assess a wide range of the key curriculum content that has been delivered throughout the year. For Year 10, the end of year exam should be an exam paper that reflects the structure and difficulty of the GCSE exam as far as possible.

Reporting to Parents

The timing of data captures has been considered carefully and decided on by Heads of Department. Heads of Department will ensure that the data entered by subject teachers is accurate, rigorously achieved and robust. Reports are generated and uploaded to SYNERGY after every data capture in order that information about students' progress is shared with students and parents.

There are two data captures for students in Key Stage 3.

Data Capture 1 will be sent home mid-way through the year (Feb/March). DC1 reports will contain:

- RAG information on the curriculum content assessed so far during the year.
- Approach to learning
- Approach to homework

A judgement will also be collected as to whether each student is working at a level that is below, meeting or exceeding their target band. However, this is for internal monitoring only and will not be shared with parents.

Data Capture 2 will be sent home at the beginning of July following end of year exams. DC2 reports will contain:

- RAG information on the curriculum content assessed in the second half of the year.
- Percentage score achieved on the end of year exam
- an overall RAG statement that shows whether the students' knowledge of the curriculum for the year is considered to be emerging, developing or secure
- Approach to learning
- Approach to homework

A judgement will also be collected as to whether each student is working at a level that is below, meeting or exceeding their target band. However, this is for internal monitoring only and will not be shared with parents.

There are two data captures for students in Year 10.

Data Capture 1 will be sent home mid-way through the year (Feb/March). DC1 reports will contain:

- Written report
- Approach to learning
- Approach to homework

A predicted GCSE grade will also be collected at DC1, but this is for internal monitoring only and will not be shared with parents.

Data Capture 2 will be sent home at the beginning of July following end of year exams. DC2 reports will contain:

- Grade achieved in the end of year exam
- Approach to learning
- Approach to homework

A predicted GCSE grade will also be collected at DC2, but this is for internal monitoring only and will not be shared with parents.

There are two data captures for students in Year 11.

Data Capture 1 will be sent home in December following the formal in-class assessments. DC1 reports will contain:

- Grade the student is currently working at
- Teacher prediction of what student is likely to achieve in their GCSE exam
- Written report
- Approach to learning
- Approach to homework

Data Capture 2 will be sent home in March following the mock exams. DC2 reports will contain:

- Grade achieved in the mock exam
- Teacher prediction of what student is likely to achieve in their GCSE exam
- Approach to learning
- Approach to homework

Response to Data Captures

It is essential that assessment data serves a clear and purpose; class teachers, heads of departments and the pastoral year teams need to have an overview of what progress students are making in order to identify strengths and areas for development, tailor interventions effectively and ensure that every student is supported in reaching their full potential.

Class teachers

Class teachers should regularly assess the progress that students are making, both through regular formative assessment within the classroom and through scheduled summative assessments. The information gathered from these assessments should be used to identify where there are gaps in knowledge, address misconceptions and determine where students are not making the expected progress. Class teachers should then consider what adjustments need to be made to their future teaching to address these concerns. Actions that class teachers may consider implementing are:

- Adjusting seating plans to ensure pupils who need additional support are easily identifiable and can easily access assistance from the teacher or, where appropriate, a teaching assistant.
- Explore whether structured peer support could be an effective strategy to use in the classroom to support pupils who are struggling and adjust seating plans accordingly.
- Consideration given to retrieval activities that could be incorporated into future lessons to provide opportunities to revisit areas where misconceptions or gaps have been identified.
- Planning opportunities for repetition of key knowledge to help improve retention.
- Planning opportunities for the practise of key skills.
- Reviewing upcoming lessons and adding additional scaffolding or structured support for pupils who may be struggling to access the curriculum content.
- Reviewing upcoming lessons to ensure there is sufficient challenge or exposure to certain types of questions – such as high demand tasks, extended responses, or evaluative questions - for those students who may be struggling to formulate responses to these specific question types.
- Sharing clear, detailed feedback with students to help them understand what they need to do to improve.
- Consider whether meaningful, structured homework activities could be set to help address any gaps in knowledge.
- Review upcoming topics to see whether there are any good opportunities to revisit key concepts prior to introducing new learning.
- Consider whether there are any opportunities in upcoming lessons to provide additional focused support to individual pupils to address specific gaps in knowledge.

- Liaise with other teachers, including the SEND team if appropriate, to consider whether there are any additional strategies that could be used to support individual students.
- Communicate with parents or carers about specific learning gaps and suggest ways in which they can support learning at home to address gaps in knowledge.

Heads of Department

Heads of Department should have a clear understanding of the progress students are making across all year groups within their subject area. Following each data capture, summary information is shared with HoDs to provide an overview of the year group's progress, the performance of individual classes, and detailed insights into the progress of specific students. HoDs are expected to review this data for each year group and should then consider what actions may be required to address any emerging concerns or patterns in pupil progress. Actions that Heads of Department may consider implementing are:

- Clear identification of students or groups of students who are underperforming based on assessment data.
- Liaise with class teachers to explore concerns and consider what interventions could be implemented in the classroom to address them.
- Reflect on the afterschool revision programme for Y11 and whether this is focused on reinforcing key knowledge and skills and addressing student misconceptions.
- Consider whether upcoming retrieval activities could be modified or enhanced to reinforce key knowledge and address areas of weakness.
- Review curriculum content and sequencing to consider whether changes could be made to support student progress by revisiting key concepts or spending time addressing gaps in knowledge.
- Reviewing lesson content and schemes of work to ensure they include both structured scaffolding to support those who may struggle to access the curriculum but also include appropriate levels of challenge to stretch all learners, but particularly those at risk of underachievement.
- Reflect on the effectiveness of current homework and revision activities – are there opportunities to adapt or enhance them to improve student outcomes.
- Conduct focused QA activities and consider using student voice activities to gain a fuller picture of classroom experiences and areas for development.
- Liaise with other HoDs, the year team, and the SEND team where appropriate, to explore additional strategies that could be used to support individual students.

Year Team

The year team should have a comprehensive overview of the pupils in their year group so they can identify where there might be widespread concerns. Following a

data capture, the year team will be provided with the full data for the year group, and the following will be highlighted for them to consider –

- which students have excellent A2L and A2HW scores across the majority of subjects and are consistently engaged in all aspects of learning
- which students have low A2L scores across the majority of subjects
- which students have low A2HW scores across the majority of subjects
- which students are not making the expected progress in multiple subject areas and may need additional support

The year team will then consider what actions can be taken to recognise and praise those students who are consistently engaged in their learning, and what monitoring or support needs to be put in place to further engage the students who are a concern. Actions that the year team may consider implementing are:

- Praise letters to be sent home for those students with highest average scores across A2L and A2HW
- Celebration of top-performing students in any upcoming assemblies for those with highest average scores across A2L and A2HW
- Headteacher award and badge to be awarded to any students who achieve a grade 4 across all subjects for A2L and A2HW
- Where there is a parents' evening following a data capture, the year team to arrange appointments with students causing concern so that the concerns can be discussed.
- Where meetings could not take place on parents' evening, additional parental meetings or phone calls home to be organised, to discuss concerns, identify potential barriers to learning and consider how they can be addressed.
- Additional meetings with the students may be organised to discuss concerns with the aim of improving attitude, effort and ultimately supporting academic progress.
- Introduction of report cards focused on monitoring effort in lessons for those students with consistently low A2L scores.
- Introduction of homework monitoring for those students with consistently low A2HW scores.
- Conversations with form tutors about students causing concern so they can offer consistent support to pupils during form time.
- Liaison with SEND Team and other key staff where are concerns regarding progress or attitude of our most vulnerable students.
- Referrals for discussion in pastoral REV meetings could also be made if appropriate.

Reporting to Governors

The in-year progress of students and detailed analysis of performance in external exams is reported termly to the Governors' Curriculum and Personnel Committee.