



Kidsgrove
Learning Campus
INSPIRE INNOVATE CREATE



Assessment Policy

Drafted By

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Assessment

There are two main aspects of our Assessment Framework:

- **Performance and Reporting**
- **Continuous Reflection, Review and Action**

Performance and Reporting

Performance is a judgement of what **they know** and what **they can do** based specifically on assessing what has been taught in the planned curriculum.

These assessments will only take place twice a year during a calendared assessment session*. This will be in the form of an examination which will be designed with the key focus to assess what has been taught since the previous examination and will also have a minor focus on sampling prior knowledge from previous terms and previous years. Examinations will be designed to assess, and sample, all talk composites and key components during the curriculum period.

** Continuous assessment practises will take place as part of teaching but no other class or topic tests will be expected, this will support staff workload.*

Examination weeks will be planned by the examinations officer for all years and will take place in a two-week window. This has been calendared prior to the start of the school year and will take place in the school hall.

At Key Stage 4 – assessments will be reported as a GCSE Grade.

At Key Stage 3 – assessments will be reported home as the students's % achieved, the class average and the year group average. The assessments will be designed with an aim of a cohort average of approximately 60% being considered an indicator of adequate knowledge of the taught curriculum. To this end, the goal is that the year average should not be less than 60% if it is considered the curriculum has been taught successfully and examination planned correctly.

Thought and reflection must be given to these 2 keys points;

- **What are the students supposed to know and what can they do?**
- **How successful was our curriculum design and the teaching that has taken place so far?**

The use of a % must be supported by the trust in place in our curriculum and how it is delivered, coupled with our judgments to reflect and what the assessments tell us about student learning. Question by question analysis will be critical to the success of this model.

Overtime we will be able to consider trend data of cohort percentage averages comparative to previous years. The *relatively* consistent factor year on year being the curriculum (aside from the evolving and improving) whereas in previous assessment models, the grade was a consistent factor.

Points to note:

1. Careful consideration needs to be given to the design of both the curriculum, and the assessments to be examined. They will also need to be reflected upon with the key goal being that we are confident the examination is informing us of **what students know** and **what they can do**. There is no expectation to 'make the numbers right' or that this will be correct straight away.
- 2.
3. We will also reflect on whether the use of percentage gradings are enough for parents at KS3 or whether a new scale or a series of statements is needed too.

Continuous Reflection, Review and Action

The aim of this is to create a model of a continuous review of the curriculum and pupils' journey through it. It builds on our current practise however does demand a huge shift in practise.

Relying on the performance examinations for hard data should mean that throughout the term, marking can be reduced but reflections, review and actions can become more focused and timely.

Departmental time will be more frequent which will allow time to be built in for reflection, review and action (RRA). Faculties will be provided with a structure to begin with on how to complete an effective RRA.

- All members of the team send their completed RRA document highlighting actions in a timely manner before the meetings.
- Faculty Leads will review the information shared and will use it to focus on key issues and actions during the meetings. This will ensure RRA time is focused and productive.
- All Faculty staff will collaboratively support discussion.
- RRA should be recognised as department CPD time focus on advancing the teams' subject knowledge and pedagogy.

RRA Meeting aims:

1. Reflect on teacher's *messy mark books** and professional judgement to judge the pupils that are in one of three categories:
 - a. Obviously thriving
 - b. Not sure
 - c. Concerned

Any actions are then discussed to respond and intervene where necessary. This can be primarily in lessons but could be supplemented by targeted intervention.

Records will then be kept on:

- The concerns (and gaps in knowledge)
- The pupils with those concerning gaps
- The impact of the concerning gaps
- The actions put in place to address those concerns.

Teachers will also be expected to reflect on whether those pupils identified as thriving are receiving an appropriate level of achievement points.

2. Review the success and quality of the curriculum being taught to the pupils, and to assess if it is working. This needs to be a significant discussion with minutes kept of action points of how the curriculum is being developed and refined.

Good behaviour is foundational to pupils' good progress throughout the curriculum. Therefore, behaviour should be reflected on and discussed regularly, however the main focus is evaluating what the pupils know and what they can do, it is not a forum for discussing behaviour concerns.

A **messy mark book refers to a teacher's individual record of progress. There is no set form or format for this however they need to exist in a format that allows it to be a useful indicator of what is being learnt in lessons and prompt effective reflection, review and if necessary action. **To is about knowing your curriculum and knowing and adapting teaching to meet the needs of students as they progress through it.***

The messy mark book can rely on already embedded principles such as whole class checking templates, practise hinge tasks, literacy feedback, homework marking, whole class and live feedback and recall tasks and testing.