

Data and Assessment Policy

The White Horse Federation

September 2023

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The Purpose of Assessment

Assessment serves four purposes:

1. **Assessment for learning:** Assessment can serve a *formative* function, by ascertaining students' understanding, diagnosing areas of strength and weakness, and identifying misconceptions. This enables responsive teaching to take place within the lesson and in subsequent lessons. Formative assessment is part of the everyday experience of teaching and learning across the Trust. Examples of formative assessment include regular low-stakes testing, questioning, roaming marking and whole-class feedback.
2. **Assessment of learning:** Assessment can serve a *summative* function, by ascertaining the extent and depth of a students' knowledge at the end of sequence of teaching. Examples of summative assessment include formal assessments and public examinations.
3. **Assessment as learning:** The act of revising for an assessment is, in itself, an act of learning, as it results in the student knowing and remembering more. The act of sitting an assessment is, in itself, an act of learning, as it requires students to retrieve knowledge from long-term memory and to apply it to a novel situation.
4. **Motivation to learn:** When a student knows that the knowledge they are being taught will be assessed, this creates an extrinsic motivation for them to learn harder and to remember more. When a student receives feedback from an assessment, it validates their learning and reinforces that scholarship pays dividends.

Whilst regular, purposeful, and detailed assessment and feedback are an integral part of effective teaching and learning, they must be designed to avoid unnecessary burdens for teachers and students. Furthermore, if summative assessment is over-used, there is a risk that it may drive the delivery of the curriculum (by encouraging 'teaching to the test') or narrow the curriculum (by 'cramming out' teaching time). With this in mind, the trust adopts a measured and deliberate approach to assessment that seeks to avoid its misuse and overuse and which ensures that teachers, students and parents have access to timely, accurate, meaningful and useful data and feedback.

Types of Assessment and Feedback (Primary)

In primary schools, formative assessment follows the *responsive teaching* model proposed by Dylan Wiliam. That is, assessment should be used to shape teaching and curriculum, as well as providing feedback to pupils. Teachers do not record formative assessment, except where it is intended to directly support pupil progress. Most assessment of this type will happen informally in the classroom via the following:

1. **Knowledge recall** – opportunities in each subject to apply / use / recall previously taught content via techniques discussed at network meetings eg quizzing, MOT maths sessions, 'ETIW' criteria
2. **In the moment marking** – When a modelled input is completed by the teacher, teachers either work with an identified group or 'roam mark', to check pupils' understanding and identify misconceptions.
3. **Planned Assessment Opportunities** – Within each sequence of work there is a planned opportunity for pupils showcase their understanding of taught content. These assessments are short pieces of work, embedded in the curriculum, which may take a range of forms e.g. at the end of each 3 week phase in writing, Remember Its, Teach Computing end points.

Types of Assessment and Feedback (Secondary)

Secondary schools use four types of assessment and feedback:

1. **Knowledge recall testing** – In every lesson, the ‘Do Now’ activity consists of 5-10 knowledge recall questions, which are peer/self-marked. In addition, each subject will include other opportunities for peer/self-assessed cumulative knowledge recall throughout the curriculum.
2. **Roaming ‘in the moment’ marking** – When students are working independently, teachers ‘roam mark’, pen in hand, to check students’ understanding and identify misconceptions. SPG errors will be highlighted for the student to correct. Where common misconceptions are identified, the teacher may stop the class to clarify or re-teach, rather than providing the same feedback to each student individually.
3. **Key assessed pieces of work (with whole-class feedback)** – Students complete a series of key assessed pieces of work in every subject over the course of the year. The number of key assessed pieces of work to be completed in each subject is as follows:
 - *English, Maths, Science and all Sixth Form subjects:* 2 key assessed pieces of work per half term
 - *All other subjects:* 1 key assessed pieces of work per half term

These key assessed pieces of work are embedded in the curriculum and may take a range of forms such as an extended piece of writing, an end-of-topic test, a presentation, a performance or a substantial homework task. They are not formal examinations and they are not marked individually or in depth.

The benefit of this assessment approach is that teachers can focus on reviewing the key pieces of work that provide the best assessment for learning information. It enables students and teachers to know which pieces of work will be assessed across the course of the year and removes the expectation of, and teacher workload associated with, trying to mark every piece of work that students produce.

In subjects that follow a common trust curriculum, the key assessed pieces of work are detailed in the curriculum plans. In other subjects, departments should agree the nature and content of the key assessed pieces of work before the start of the year, as part of the curriculum planning process. All classes in the year group should complete the same key assessed pieces of work, to enable moderation between classes.

Following the completion of each key assessed piece of work, teachers should read every student’s work to monitor book standards, identify common misconceptions and identify underachievement. Rather than writing detailed, personalised feedback in every book, the teacher should prepare ‘whole-class feedback’ (see below).

4. **Formal Internal Assessments (individually marked and graded, with whole class feedback)** – Wherever possible, formal internal assessments are set centrally by the trust and are not seen by teachers before the test. Some of the assessments are sat as formal internal examinations, the marks from which are moderated and benchmarked with other schools in the trust. Following each formal assessment, the teacher marks and grades each individual assessment. The extent and detail of any personalised feedback should be determined by departments. The teacher should also provide ‘whole-class feedback’ (see below).

Whole-class feedback

When teachers review a set of completed assessments, they should note the feedback that they will provide to the whole class. This feedback should be presented on a whole class feedback template and should include

- Common strengths
- Common weaknesses and misconceptions
- Examples of excellent work (and what was good about them)
- Repeated spelling, grammar and punctuation mistakes

An exemplar template is provided in Appendix 1, which departments may adjust this to meet the requirements of their subject.

Every student should be provided with a copy of the whole class feedback to append to their assessment. The whole-class feedback should be printed on yellow paper, so that it is easy for students, parents and teachers to spot in students' books. A copy should also be given to the head of department, to support departmental quality assurance.

Each key assessment should be followed by dedicated feedback time for addressing misconceptions, re-teaching content, re-drafting work or extending knowledge, as required. Students should use a green pen to make any corrections or additions to their work, so that these amendments can be distinguished from the original work.

Target-setting

Every student is set ambitious minimum attainment targets for the end of their key stage, based on the expectation of making strong progress from their starting points. Minimum attainment targets are generated through the use of widely used target-setting tools such as Fischer Family Trust (FFT) and ALPS.

Target grade data is used by teachers and leaders to evaluate current performance and to identify underachievement so that remedial steps can be taken. Following each assessment point, predicted grades are compared to target grades to identify where intervention may be required by teachers, school leaders or the central education team.

Target grades are not shared with students or parents, as they risk acting as a cap on aspiration. Rather, every student is expected to work hard and to achieve their best. Students and parents receive regular updates about students' current attainment, predicted outcomes and attitude to learning (see 'Reporting' below).

At subject-level and school-level we adopt a 'triple-lock' in relation to target setting. Attainment targets are set in line with the highest of the following three measures:

1. National average performance
2. Performance of the school last year
3. Fischer Family Trust (FFT) 20 benchmarks

Formal Assessments

Each school follows a common assessment calendar which includes:

- Formal internal assessments
- Reading assessments
- Standardised benchmarking assessments
- National assessments and public examinations

Assessment	When it is sat	Description
Formal internal assessments	Twice per year	Wherever possible, formal internal assessments are set centrally by the trust. Some of the assessments are sat as formal internal examinations, the marks from which are moderated and benchmarked with other schools in the trust.
Reading assessments	At the start of and mid-way through each year from Year 3 to Year 10	New Group Reading Tests (NGRT) are used in key stages 2, 3 and 4 to reliably measure reading skills. The assessment is fully adaptive and standardised and provides information about sentence completion and comprehension skills. Each student receives a Standard Age Score (SAS), which is based on the student's raw score, adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students across the UK.
Standardised benchmarking assessments	At the end of Years 3 – 5 At the beginning of Year 7	GL Progress Tests are used in key stages 2 and 3 to accurately measure how students and schools are performing in English, maths and science. The tests are standardised across a sample of over 100,000 children. They help teachers and school leaders to understand current levels of attainment and to identify any gaps in learning at both an individual and cohort level. Detailed

	At the end of Years 7 - 9	reports analyse key dimensions of learning for each subject and provide a question-by-question breakdown. In addition, students sit a CAT4 Assessment before joining Year 7. This provides a standardised assessment of developed abilities in verbal, non-verbal, quantitative and spatial reasoning, and provides an indicator of potential student achievement.
National assessments and public examinations	In accordance with national timetables	The following statutory assessments take place in primary schools: - Baseline Assessment (EYFS) - Phonics Screener (Year 1) - SAT Teacher Assessments (Year 2) - Multiplication Timestables Check (Year 4) - SATs (Year 6) The following publication examinations take place in secondary schools - GCSEs (Year 11) - A Levels and vocational qualifications (Year 13)

The assessment calendar for the 2023/24 academic year can be found in Appendix 3.

Data collection, analysis and intervention

At biannual Assessment Points, teachers enter moderated student performance data into central marksheets. The following data is entered:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
End-of-KS1 prediction	Y	Y											
End-of-KS2 prediction			Y	Y	Y	Y							
End-of-KS4 prediction							Y	Y	Y	Y	Y		
End-of-KS5 prediction												Y	Y
% from most recent assessment							Y	Y	Y	Y	Y	Y	Y
Mock exam grade						Y					Y		Y
Attitude to learning	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Following each Assessment Point,

1. The data is analysed by the central education team and returned to school leaders to provide a common understanding of academic performance at student-, subject- and school-level.
2. School leaders discuss the implications of the data with teachers and agree any actions and interventions that may be required at student-, subject- and school-level.
 - In primary schools, this takes the form of Pupil Progress Meetings between school leaders and class teachers
 - In secondary schools, this takes the form of Raising Attainment Meetings between school leaders, heads of department and heads of year
3. Principals meet with the central education team to discuss the implications of the data, to summarise the actions that the school will be taking and to agree any central support that may be required
4. Data summary documents are provided to local governing bodies and the trust board's Teaching, Learning and Standards Committee.

Reporting to parents

All parents receive a report card twice per year which includes information about their child's:

- Conduct and attitude to learning
- Attendance and punctuality

- Reading ability
- Academic performance

The format in which academic performance data is provided will differ between phases and key stages.

In secondary schools, for each subject, parents will be provided with information about their child's:

- Performance in the most recent assessment (Percentile ranking in year group)
- Predicted grade for the end of Year 11 or Year 13 (At key stage 3, the end-of-year 11 prediction is provided as a three-grade range)
- Attitude to learning

Students' attitude to learning is categorised as being:

- 1 – Excellent
- 2 – Good
- 3 – Inconsistent
- 4 – Unacceptable

Where an 'Unacceptable' grade is to be awarded, parents will receive a telephone call from the class teacher to explain why this is the case.

Related Policies

1. Teaching and Learning Policy
2. Reading Policy

Appendices

1. Exemplar whole class feedback template (Secondary)
2. Report card template (Secondary)
3. Assessment calendar 2023/24

Appendix 1 – Exemplar Whole Class Feedback Template (Secondary)

Whole Class Feedback

Subject		Teacher	
Class		Feedback date	
Key assessed piece of work			

Strengths	Common Misconceptions
Common SPG errors	Great work

Follow-on actions (if applicable):
1.
2.
3.

Appendix 2 – Student Report Card Template (Secondary)

<School> Report Card – Year XX – Date

Name:		Photo
Tutor Group:		
Tutor:		
Head of Year:		

Pastoral data

	<Student>	Position in school (out of XXX students)
Achievement Points		
Behaviour Points		
House Points (net score)		
% Attendance		
% Lateness		

Reading

Reading Age:		Date of assessment:	
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Year XX Assessment Point 1: (Date)

Subject	Teacher's name	Position in year group from most recent assessment 1 – 80: Percentile Below 80: 'Not yet in top 80%'	Predicted grade 3-point range (KS3) Predicted grade (KS4 and KS5)	Attitude to learning (1 to 4) 1 – Excellent 2 – Good 3 – Inconsistent 4 – Unacceptable
English				
Maths				
Science				
History				
Geography				
MFL				

Appendix 3 – Assessment Calendar 2023/24

Legend:

Formal internal assessments
Reading assessments
Standardised benchmarking assessments
National assessments and public examinations

Calendar:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Baseline		AP1			AP2
Year 1			AP1			AP2 background-color: #ffffe0;">Phonics Screener
Year 2		AP1		AP2	SATs	
Year 3	NGRT		AP1	NGRT		AP2, background-color: #ffe0e0;">GL Progress
Year 4	NGRT, background-color: #ffe0e0;">CAT4		AP1	NGRT		AP2, background-color: #ffe0e0;">GL Progress background-color: #ffffe0;">MTC (timestables)
Year 5	NGRT		AP1	NGRT		AP2, background-color: #ffe0e0;">GL Progress
Year 6	NGRT	AP1		AP2, NGRT	SATs	
Year 7	NGRT*, background-color: #ffe0e0;">CAT4* background-color: #ffe0e0;">GL Progress		AP1	NGRT		AP2, background-color: #ffe0e0;">GL Progress
Year 8	NGRT		AP1	NGRT		AP2, background-color: #ffe0e0;">GL Progress
Year 9	NGRT		AP1	NGRT		AP2, background-color: #ffe0e0;">GL Progress
Year 10	NGRT			NGRT	AP1	
Year 11		AP1		AP2		Public Exams
Year 12	AP1				AP2	
Year 13		AP1		AP2		Public Exams

*To be completed in on the Year 6 Induction Day, in advance of students joining Year 7