

Blackpool Skills Academy Pupil Assessment Procedure for KS3 and KS4

Introduction

The pupil assessment procedure at Blackpool Skills Academy is designed to track, support, and enhance student progress across all subjects, including Maths, English, PE, Art, Cooking, PSHE, and vocational courses. Assessment is central to our educational philosophy, as it allows us to identify students' strengths, areas for improvement, and to guide them on their learning journey. Our approach to assessment is holistic, focusing on both formative and summative assessments, while ensuring the development of independent learners who can assess and reflect on their own progress.

This document outlines the key principles, strategies, and procedures for pupil assessment across both Key Stage 3 (KS3) and Key Stage 4 (KS4).

Aims of the Assessment Procedure

- 1. Monitor and Track Progress:** Assessments allow staff to monitor pupil progress in real-time, identifying strengths and areas for development.
 - 2. Provide Feedback for Improvement:** Through both formal and informal assessments, pupils receive timely feedback on how to improve and extend their learning.
 - 3. Guide Teaching and Learning:** Assessment data is used to inform teaching practices, helping staff to differentiate their lessons and adapt content to meet the individual needs of students.
 - 4. Build Self-Assessment and Reflection Skills:** Encouraging pupils to assess their own work and set goals is essential for developing independence and ownership over their learning.
 - 5. Ensure a Fair and Consistent Approach:** Our assessment process ensures that all pupils are treated fairly and that the assessments align with national standards for each subject area.
-

Key Assessment Procedures

1. Formative Assessment (Ongoing Assessment)

Formative assessments are conducted on an ongoing basis to evaluate student progress during lessons. They are designed to provide immediate feedback and to guide future learning.

- **Methods of Formative Assessment:**
 - **Observation:** Teachers observe students during practical lessons, group work, and individual activities.

- **Classroom Participation:** Active engagement, discussions, and questioning are used to gauge understanding.
- **Peer and Self-Assessment:** Pupils assess their own and each other's work, developing their reflective skills and enhancing understanding.
- **Quizzes and Short Tests:** Brief, informal tests to check understanding of concepts and skills taught in class.
- **Exit Tickets:** Quick written responses at the end of lessons to check key learning points.
- **Purpose:**
 - To guide immediate teaching and intervention.
 - To adjust and differentiate lessons based on pupil needs.
 - To give students quick feedback for continuous improvement.

2. Summative Assessment (End-of-Unit and End-of-Term Assessments)

Summative assessments are used to evaluate students' overall learning at the end of a unit, term, or academic year. These assessments contribute to final grades and reports, but they also help identify long-term learning outcomes.

- **Methods of Summative Assessment:**
 - **Exams:** End-of-term or end-of-year exams that test knowledge and understanding across multiple units of work.
 - **Projects and Portfolios:** Extended projects where students demonstrate their ability to apply skills and knowledge over a longer period of time (e.g., Art portfolios, cooking projects).
 - **Written Tests and Essays:** Formal written tests that assess understanding, especially in Maths, English, and PSHE.
 - **Presentations and Performance Tasks:** In subjects like PE and Art, students may present their work or perform tasks to demonstrate understanding.
 - **Practical Assessments:** In vocational courses like Hairdressing, Beauty Therapy, and Construction, students complete practical assessments where their skills are evaluated in real-world scenarios.
- **Purpose:**
 - To provide a clear picture of students' overall progress and attainment.
 - To track whether students are meeting curriculum objectives and national standards.
 - To help prepare students for formal examinations at KS4.

3. Diagnostic Assessment (Initial and Mid-Year Assessments)

Diagnostic assessments are conducted at the start of a new academic year or term to gauge students' prior knowledge and identify any gaps or areas for improvement. These assessments help teachers understand where each pupil is in their learning journey and tailor their approach accordingly.

- **Methods of Diagnostic Assessment:**
 - **Baseline Tests:** Initial tests conducted in subjects such as Maths and English to assess knowledge and understanding before beginning new topics.
 - **Interim Assessments:** Mid-term assessments to gauge progress and identify students needing additional support before final exams.
- **Purpose:**
 - To identify gaps in knowledge and skills.
 - To ensure that teaching is appropriately pitched and that no student is left behind.
 - To track and measure progress from the beginning of the course.

4. Feedback and Reporting Procedures

At Blackpool Skills Academy, we believe that effective feedback is integral to student development. Feedback is provided regularly to ensure students understand what they are doing well and where they need to improve.

- **Methods of Feedback:**
 - **Verbal Feedback:** Given during lessons, practical activities, and one-on-one discussions to address immediate concerns or areas for development.
 - **Written Feedback:** Clear and constructive comments on assignments, projects, and tests. Teachers provide specific feedback on what is good and what can be improved.
 - **Marking Schemes and Rubrics:** Clear criteria are used to mark students' work, allowing students to understand how their performance is evaluated.
 - **Target Setting:** Students are encouraged to set personal goals based on feedback, enabling them to track their progress.
 - **Progress Reports:** At regular intervals (typically at the end of each term), progress reports are sent to parents and guardians, detailing students' performance, achievements, and areas for improvement.
- **Purpose:**
 - To inform students of their strengths and weaknesses.
 - To ensure that students have the information they need to make improvements.
 - To create an ongoing dialogue between teachers, students, and parents/guardians regarding student progress.

5. Tracking and Monitoring Student Progress

Progress is tracked using a range of assessment tools and records, including:

- **Individual Learning Plans (ILPs):** Developed for students who require additional support. ILPs are used to outline specific targets and strategies to help the student achieve their goals.
 - **Tracking Sheets and Data:** Teachers use tracking sheets to monitor the progress of each student, noting achievements, areas for improvement, and interventions.
 - **Regular Meetings with Parents:** Parental involvement is critical. Parents are invited to attend termly meetings to discuss their child's progress, review reports, and set next steps.
 - **Purpose:**
 - To monitor individual progress and adapt learning plans as necessary.
 - To ensure that students are meeting their learning objectives and are ready for the next stage in their education.
 - To identify early interventions for students who are falling behind or need extra support.
-

Assessment in Specific Subjects

Maths:

- **Formative:** Regular quizzes, classwork, and homework to assess progress on key topics (e.g., algebra, geometry).
- **Summative:** End-of-unit tests, mock exams, and problem-solving assessments.
- **Feedback:** Clear feedback on how to improve calculations, methods, and reasoning.

English:

- **Formative:** Writing activities, reading comprehension tasks, and group discussions.
- **Summative:** Essays, formal writing tasks, and examinations that assess writing skills, reading comprehension, and analysis.
- **Feedback:** Detailed comments on grammar, structure, style, and content.

PSHE:

- **Formative:** Group work, role-playing, and case studies.
- **Summative:** Written reflections on personal development, projects, and end-of-term assessments.
- **Feedback:** Emphasis on personal growth, emotional intelligence, and the application of PSHE principles.

Art:

- **Formative:** Ongoing assessment through sketchbooks, practical work, and peer critiques.
- **Summative:** Final portfolio reviews and exhibitions.
- **Feedback:** Constructive feedback on technique, creativity, and presentation.

Cooking:

- **Formative:** Assessments of practical cooking tasks, recipes, and hygiene standards.
- **Summative:** Final cooking assessments and evaluations of menu planning.
- **Feedback:** Feedback on technical skills, presentation, and nutritional understanding.

PE:

- **Formative:** Observation during physical activities, skill development, and fitness tracking.
- **Summative:** Physical fitness tests, participation in sports events, and performance evaluations.
- **Feedback:** Focus on personal improvement in physical skills, fitness, and teamwork.

Conclusion

The assessment procedure at Blackpool Skills Academy is a comprehensive, transparent, and inclusive process designed to enhance learning and achievement. By combining formative, summative, and diagnostic assessments, we ensure that students receive the support and feedback they need to progress and succeed. Our commitment to tracking and monitoring progress, paired with timely feedback, empowers students to take ownership of their learning and strive for excellence in their academic journey.