



**Shaw  
Education  
Trust**

# **Assessment, Recording and Reporting Policy**

**(with Secondary Phase annex)**

Document Owner:	Dawn Platt
Approved By:	Jo Morgan
Queries to:	Education Team
Next Review Date:	June 2026

## 1. Introduction

Assessment is a central part of the teaching and learning process. It is an important feature of the school's planning arrangements and the monitoring of the progression of individual learners.

It is our moral purpose to do all we can to secure our vision that every child should be equally able to secure outstanding outcomes and reach their full potential.

Definitions:

**Assessment** is a process which provides information on the individual child's experience and achievement, which identifies what the child knows, understands and is able to do, and provides information to guide future learning development.

**Recording** is the selection and retention of significant and relevant information on

the individual child's experience and achievement, which indicates what the learner knows, understands and is able to do at that time.

**Reporting** is the communication of significant and relevant information on the individual child's experience and achievements to those who have a right to know.

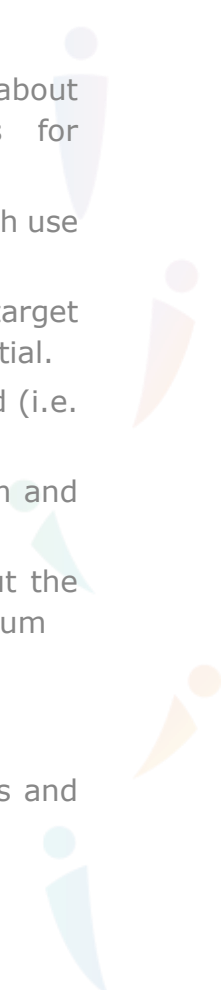
Assessment within our Schools and academies is carried out by:

- Observation of activities
- Talking and listening to learners
- Class discussions that review objectives
- Marking written work
- Helping learners set short-term targets and reviewing their progress
- Specific assessment tasks or tests

## 2. Aims and Objectives

Each school/academy will have its own unique assessment style that supports the needs of learners. However, all academies must ensure they incorporate the assessment aims, objectives and requirements as stated by the Trust.

The aims of assessment are:

- 
- To provide learners with clear and appropriate feedback about their specific achievements and their next steps for development.
  - To actively involve learners in the learning process through use of reflection and peer and self-assessment.
  - To ensure that learners are aware of their current and target grades and what they need to do to reach their full potential.
  - To ensure all learners' work meets the standard expected (i.e. Pride in Work).
  - To provide a means of evaluating the school's curriculum and the quality of teaching and learning.
  - To assist progression, learning and continuity throughout the school and between phases through a clear spiral curriculum

The objectives of assessment are:

Assessment should focus on the needs of the learner, of teachers and the school. For this to be effective:

Learners will:

- Know what is expected of them
- Have short term, achievable targets
- Be offered strategies to help them learn effectively
- Have regular opportunities to review their learning

Teachers will:

- Identify clear learning objectives
- Identify the criteria for assessment
- Employ a wide range of assessment techniques

The school will use assessment information to:

- Evaluate the curriculum
- Inform receiving schools or colleges of learners' achievements
- Ensure full reports are made available to parents, carers and other agencies
- Provide accurate information for academy councillors, the Trust, and other appropriate bodies about curricular achievements

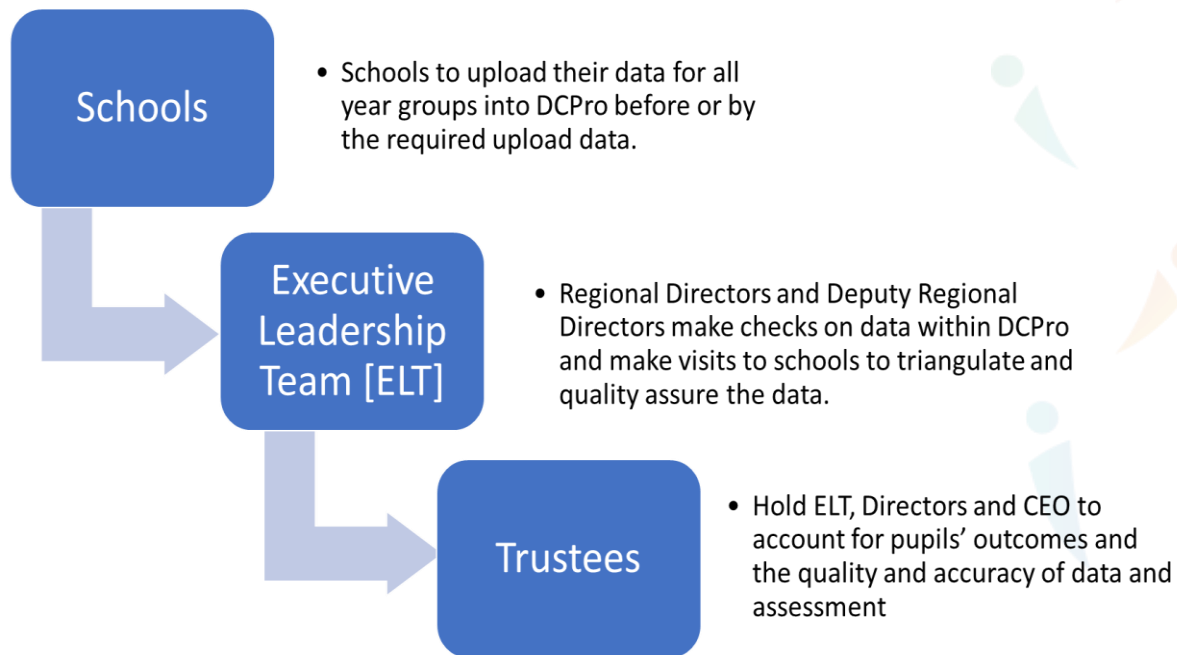
- Identify those learners who need additional support, or additional challenge.

### 3. Requirements of Data and Assessment

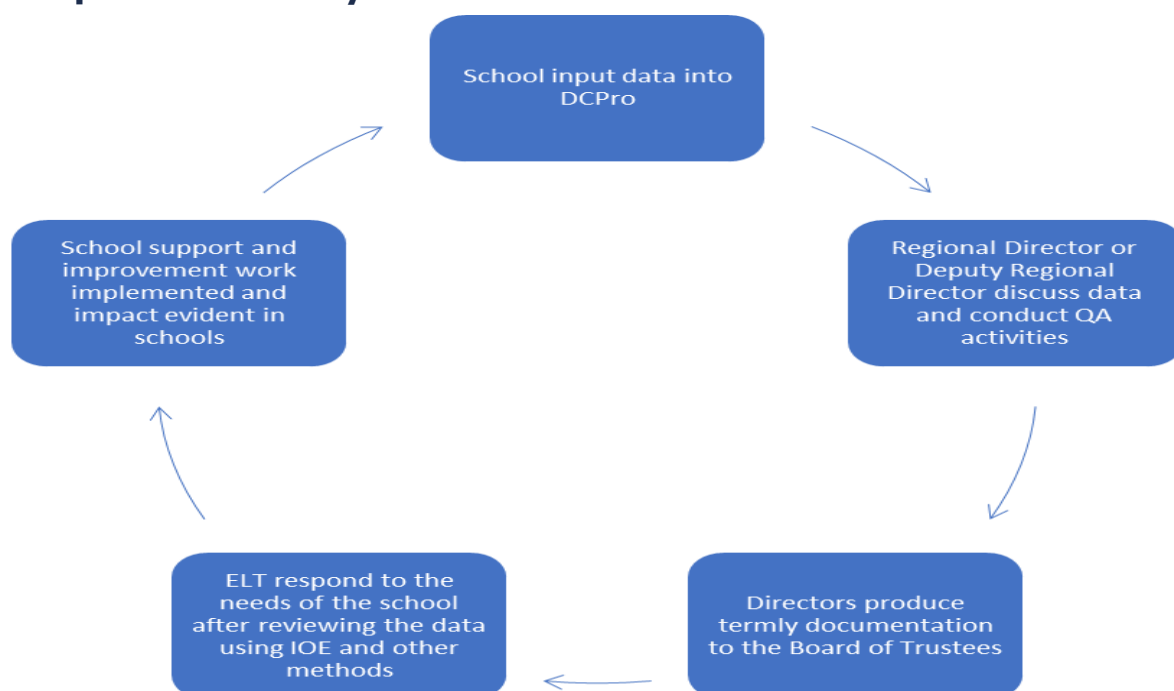
All academies within the Trust must ensure that their data and assessment follows the Trust requirements below:

- Produce clear, concise, accurate information **three times a year** so that performance can be checked and bespoke support from the Executive Leadership Team (ELT) can be provided.
- Data to **report on 'Working at Grades'** in all schools (accumulation of tests, assessments and teacher judgements) Not predictions or forecasts of learners performance.
- **Summary data dashboards** are to be completed three times a year to provide context and further detail to the data and assessment and whole school developments [Dashboards are strengths and areas for development]
- **Learners' targets** within mainstream secondary schools should be **set against FFT 20** guidelines as a minimum. Special schools and primary schools should provide clear evidence of challenging learner targets.
- **Moderation and Standardisation** should be conducted regularly by all schools and departments. (evidenced and checked by senior leaders through the fixed line management agendas – FLMs)
- **The Regional Director or the Deputy Regional Director and other members of ELT will visit all schools** to quality assure school performance. The frequency of the visits will depend on the school need. Expected activities on a visit would include:
  - Discussion on current data of all learners within the school across all subjects
  - Discussion on specific groups (Disadvantaged, SEND, LAC, LAP, HAP and MAP and current focus groups for your school
  - Discussion of Data Dashboard Information
  - Evidence of impact of the schools interventions
  - A learning walk of agreed key subject areas when possible
- **To have knowledge of their own schools 'Analyse School Performance'**. Leaders should be able to identify performance trends and act strategically to improve learners' outcomes.

- **To attend all appropriate hub meetings linked to their sector that discuss Data and Assessment** including sharing and possible visits to other Trust schools as needed to sharpen procedures for data and assessment.
- **To provide annual destination data** to the Trust. [Usually around Feb/March]



### Improvement cycle below:



## 4.Roles and Responsibilities

### The Board of Trustees

The Board of Trustees has responsibility for holding Shaw Education Trust to account for learners' achievements across schools and academies within the Trust.

### Executive Leadership Team (ELT)

The ELT are responsible for monitoring learners' performance across all schools and academies. They will ensure that:

- Systems within schools are producing clear, concise, and accurate information to support the Executive Leadership Team (ELT) in raising standards of performance across the multi-academy trust.
- They will ensure that headteachers and principals are held to account for whole school performance.
- They will provide appropriate and timely data to the Shaw Education Trust Board.
- Data systems are maintaining and developed so that data and targets are transparent for all stakeholders, including the RSC, DfE and Ofsted.
- They lead and developing a training programme for staff and relevant stakeholders, identifying strengths, weaknesses and priorities for improvement in order to help raise standards.
- A variety of quality assurance methods are undertaken to ensure the integrity of data at all times, including regular analysis, reports and checking of school returns.

### The Academy Council

The Academy Council will monitor learners' performance and hold leaders across the school to account for reaching agreed performance targets.

The Academy Council will also ensure that:

- Systems within schools are producing clear, concise, and accurate information to support effective strategies in raising learners' performance.
- They will ensure that headteachers and principals are held to account for whole school performance.
- A variety of quality assurance methods are undertaken to ensure the integrity of data at all times.
- The school implements the relevant statutory assessment arrangements

Headteacher or Principal

The headteacher/principal is responsible for ensuring that data and assessment systems within their school aid the tracking and monitoring of learners performance. They are responsible for ensuring that the Trust Policy aims, objectives and requirements are adhered to, and that:

- To work collaboratively with Trust Directors on the quality assurance of data and assessment within their schools or academies, so that strategies to further improve learners' performance are effective.
- The school's procedures for assessment meet all legal requirements.
- The Academy Council is fully involved in checks on learners' performance and holds leaders to account for systems and learners' outcomes.
- The Academy Council is advised on whole-school targets in order to make informed decisions.
- Clear assessment processes are in place for learners with different abilities and needs, including children with SEN.
- To ensure clear standardisation and moderation of data and assessment takes place across the school or academy to secure the accuracy of teachers and leaders judgements.

## **5. Links with other policies**

This policy will be monitored as part of the Trust's annual internal review and reviewed on a three-year cycle or as required by legislative changes.

This policy links to the following policies and procedures:

- The Curriculum Policy
- EYFS Compliance Policy
- SEND Policy and information report



**Shaw  
Education  
Trust**

# **Assessment Policy Annex**

## **Secondary Phase**

Document Owner:	Julie-Ann Wilson
Approved By:	C-Suite
Queries to:	Julie-Ann Wilson
Review Period:	3 years



## **SET Assessment Policy: Secondary Appendix**

### **Introduction:**

Assessment is a vital part of the learning process for our pupils and can be used in various forms to enable all pupils to achieve the very best outcomes throughout their time in our schools.

Learning involves a lasting change in pupils' capabilities or understanding (DfE 2019). We cannot observe learning directly, but we can make inferences regarding learning based on pupil performance (Soderstrom and Bjork, 2015). Assessment is the tool we use to do this, it supports us in avoiding poor proxies for learning, such as how busy pupils are, whether the curriculum has been "covered" (Coe, 2013). Making an inference can be described as "forming an opinion based on evidence". Different types of assessment allow us to make different inferences.

Assessment is broadly split into two main groups: formative and summative assessment. Formative assessments are used on a regular basis to identify gaps in pupils' knowledge and facilitate a new learning process, allowing opportunities for a pupil to overcome the weaknesses in their own knowledge. Summative assessments are used much less regularly to assess a pupil's ability to retain knowledge over a prolonged period and can only sample a smaller section of the curriculum being taught. Whilst summative assessment outcomes can be useful to help teachers and leaders identify gaps in a pupil's knowledge, its primary purpose is to identify longer term trends in pupil performance. This information should be used by teachers and school leaders to intervene when performance is not at a sufficient level to prevent under-performance continuing over a prolonged period. It is important to recognise the fundamental role formative assessment also plays on pupil ability to learn and retain new knowledge.

### **Contents:**

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Section 7: Standardisation and moderation

Section 8: Reporting to parents

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Appendix

term trends  
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a assessme  
g half-term

11/12/2023			
Agency			
Agency			
WAG	(RSL Day 2)		
ected			

	18/03/2024	
		25/03/2024
3 WAG & rejected		
	South	North

	08/07/2024	15/07/2024
Data Capture 2	Reporting	
PPEL WAG & Projected	Reporting	


Key	
	Curriculum Delivery
	Assessment & QA Window
	Fluency Tests
	SET Data DEADLINE
	School Holiday

- Green coded weeks mark the proposed assessment windows for each year group, where schools have flexibility to run assessments in balance with their own school calendar
- Light blue coded weeks mark the SET fluency testing weeks for all core subjects (whether aligned or not)
- Dark blue coded weeks mark the SET data entry deadlines that must be adhered to by all schools

### **The precise dates/times for 2023/24 are as follows:**

3pm 14/12/23 – Year 11 PPE2  
 3pm 08/03/24 - Years 7-10 Data Capture 1  
 3pm 20/03/24 – Year 11 PPE3  
 3pm 10/07/24 – Year 7-9 Data Capture 2 & Year 10 PPE1

\*Dates and means of assessing will be reviewed on an annual basis to ensure they are fit for purpose.

### **Section 2: Baselining and target setting**

On arrival from primary school, all year 7 pupils should complete SET baseline assessments for maths and English to identify gaps in knowledge for adaptive teaching and to inform setting plans. Additionally, schools should administer reading tests, such as the GL NGRT tests, to identify the reading ages of all pupils so immediate intervention can be put in place for those who need support.

**Any pupil without KS2 data should complete a baseline test to obtain an equivalent KS2 value.**

Schools should use FFT5 to obtain an aspirational target for the end of KS4 for every pupil across all subjects from year 7. Target data can be analysed in SIRSA MAT to understand the likely outcomes for cohorts of pupils in our settings. The Trust's ethos for delivering an ambitious curriculum to all pupils, teaching to the top and ensuring the curriculum is accessible to all means that there is no expectation for schools to limit potential by sharing a sealing target with pupils, especially in KS3 where GCSE grading is not used. If schools wish to share a target with KS4 pupils and parents, the FFT5 target should be reviewed in line with FFT annual updates, care should be taken to ensure that this grade is pitched high enough to secure a positive Progress 8 score at the end of KS4 and that the grade is not lower than the WAG (working at grade) of the pupil.

### **Section 3: KS3 Summative assessment for aligned curricula**

#### **3.1 KS3 summative assessments**

Where alignment with the SET curriculum is in place, schools are to complete the summative assessments provided by the SET central team. Summative assessments for aligned curricula will include questions that are from the current term (80% max) and interleaved assessment of knowledge from the start of the course (20% min). The SET central team will utilise the Smartgrade digital platform to administer tests and to collect raw scores from classroom teachers. The exception is in mathematics; summative assessments will be administered through 'Sparx Maths' with raw scores being bulk uploaded into Smartgrade for further analysis in line with the other core subjects.

### 3.2 Data entry for aligned summative tests

For any aligned summative tests, teachers (or staff assigned to this role) will be expected to record pupil raw scores in the Smartgrade markbook (or Sparx platform for the mathematics departments). As a minimum, this must include the total score for the pupil in that test. For full use of the QLA (question level analysis) and TLA (topic level analysis), data needs to be entered per question or per topic for each pupil in that given test. It is the teacher and middle leaders' responsibility to ensure that all pupils have sat the summative assessments and data has been entered. Once all data has been entered, subject leads should check and submit all classes in their departments. A designated senior leader in each school is responsible for checking that all data has been correctly entered by the dates set out in section. School MIS systems will need to ensure that marksheets fields are set up in line with the data collected. Data can be bulk exported from Smartgrade into school MIS systems in a csv file. As a minimum, schools should record the % score for each test and the ATL (attitude to learning) for each pupil for every subject that they study. School may wish to employ a variety of other reporting data as detailed below.

### 3.3 Data analysis for aligned summative tests

Utilising the Smartgrade platform, the SET Central Team will provide the following information to schools:

In Smartgrade:

1. Pupil raw score
2. Pupil % score
3. Average % for cohort (class and subject at school and MAT level)
4. Pupil percentile rank
5. Pupil's decile rank within the MAT data pool presented as a 'Smartgrade' on the dashboard
6. Access to question level data (QLA) and topic level data (TLA)

Last Name ^	Raw score ∴	Raw % ∴	Smartgrade 2 ∴	Percentile rank ∴	Std Score ∴
Bailey	9	30%	80	8	70
Baker	9	30%	80	8	70

**MAT level accountability: measuring progress using decile rank comparisons from KS2 starting points**

Using pupils' KS2 scaled scores/ equivalent, pupils can be placed into a decile rank within the pool of data available across the Trust. As Smartgrade allows for each test to be standardised, a decile rank can also be calculated for each pupil, for each assessment. A comparison can then be made by comparing the baseline KS2 decile rank value with the assessment decile rank value. From this, we can calculate the number of pupils who are on track (remain in the same decile rank), working above (have moved up a decile rank) or working below (have moved down a decile rank) as a progress reporting measure. This calculation will be done in excel by the subject Directors and will not be available in Smartgrade. A Trust wide report will be published to summarise this progress data.

For example, if a pupil scored in the top 20% of the country at the end of KS2, SET would expect them to maintain a score in the top 20% of pupils across the SET. If their comparative performance has dipped and their assessment score puts them in the top 40% of the trust, then SET would deem this below expectation for that pupil. Similarly, if they increased their assessment score to be in the top 10% of the trust, it would be deemed that the pupils are demonstrating above expected progress. To ensure we have sufficient challenge within deciles, we set a benchmark of expectations to run alongside this, for example, we would expect the top 10% to achieve 90% or above.

**For this system to work effectively, it is essential for schools to ensure that all pupils have KS2 data or equivalent.**

See appendix 1 for modelling of this system. <sup>2</sup>

## **Section 4: KS3 Summative assessment for non-aligned curricula**

### **4.1 Non-aligned subjects**

For non-aligned subjects, it will be an individual school's responsibility to create a summative assessment that is fit for purpose. Summative assessments should include questions that assess knowledge from the current term (80%) along with interleaved assessment of knowledge from the start of the course (20%).

### **4.2 Practical subjects**

For subjects such as Art, it may not be appropriate for pupils to sit a written exam at KS3. However, where possible, schools should create a two-part assessment:

Part 1) retrieval of core knowledge (for example, 15 marks)

Part 2) practical assessment (for example, 35 marks).

The assessment should be designed to produce a raw score and %. It is the responsibility of the school leadership team to ensure the validity of the assessments.

### **4.3 Data analysis for non-aligned tests**

For non-aligned summative assessments set by the school, similar data analysis should be followed as with the aligned process so there is consistency in reporting

to parents and consistency with SET approaches when using data to inform future teaching.

Non-aligned summative assessments should produce the following data:

1. Pupil raw score
2. Pupil % score
3. Subject and cohort % scores across each KS3 year group

Schools may choose to adopt other comparative data when reporting to parents. This could include comparison to:

- Class average %
- Cohort average %
- Average % of pupils with similar starting point as per DfE guidance for Higher, Middle, Lower prior attainers
- Decile rank comparisons to KS2 deciles (as with SET aligned assessments)

Schools are encouraged to carry out their own analysis and reporting as they see fit in their local contexts (see appendix 1, 2, 3 for examples).

#### Overview of section 4

For clarity, a brief overview of section 4 for KS3 subjects has been added below:

	<b>Aligned subjects</b>	<b>Non-aligned subjects</b>
Subjects Examples	Eng, Maths and Science *Where year groups are following the aligned curriculum.	All other non-aligned subjects plus *Any non-aligned core subjects Practical subjects - Art, Drama, PE (with practical element and knowledge check included)
Who sets the summative assessment	SET Directors	School Leaders
Where is data to be entered	Smartgrade (Eng, Sci) Sparx (Maths) <sup>3</sup>	School systems
What is to be entered	Question level raw scores for QLA and total marks	Raw scores, % scores and school choice of comparative % data
Progress to be judged by	Number of pupils achieving 80% or higher as an indicator of fluency Number of pupils achieving 80% in both English and Maths Number of pupils achieving 60% and above Number of pupils achieving 60% and above in both English and maths Average % for subjects, across each year group *TBC once data published	Number of pupils achieving 80% or higher in each subject Number of pupils achieving 60% or above in each subject Average % for subjects, across each year group *TBC once data published

## **Section 5: KS4 Summative assessment**

### **5.1: KS4 summative assessments for aligned curricula**

Where alignment with the SET curriculum is in place, schools are to complete summative assessments as outlined by the SET central team. Where possible, full exam papers should be used, and exams conducted in line with JCQ regulations ([Home - JCQ Joint Council for Qualifications](#)). Exams access arrangements should be applied for identified pupils. Consistency with alignment will allow for cross-school moderation and CPD opportunity, as detailed further below. Pupils in year 10 will sit one summative assessment window in term 2 with their first PPE (pre-public examination) at the end of year 10. In year 11, pupils will then sit a further two PPEs. As with KS3 aligned tests, Smartgrade will be utilised to administer examinations and provide teacher markbooks for school data entry of raw scores.

### **5.2: KS4 summative assessments for non-aligned curricula**

For non-aligned subjects, it will be the school's individual responsibility to administer summative examinations that are in line with exam board expectations and JCQ regulations (as above), using full papers where possible.

In both cases, assessments must only assess the taught content to date. Outcomes should be carefully weighted against coursework components and future challenge within the sequence of the curriculum should be considered.

### **5.3 Grading**

Where full GCSE scripts have been used, the SET team will apply grade boundaries via the markbook set up in Smartgrade. The methodology for grade boundaries is a worst-case scenario, i.e., taking the toughest boundary from the last two years and adding a 5% buffer to each individual paper. When a full set of papers has been used, the 5% buffer will be added to the full total of course boundaries. This methodology will be under continual review and is intended to mitigate the risk of underestimating likely outcomes for pupils.

Where GCSE Scripts have not been used, or they have been altered, subject leaders are expected to work with senior leaders in school and/or SET Subject Directors to ensure the grade boundaries give a true reflection on performance.

### **5.4 Data and analysis of outcomes**

Pupil outcome grades provided by Smartgrade for aligned tests will need to be exported via a csv file into the school MIS for usual data procedures. For example: following U, 9-1 range. Schools should continue to enter data for all other non-aligned subjects into their MIS system; data should be inclusive of:

1. Pupil WAG (working at grade)
2. Pupil projected grade- this should be based upon the trajectory of progress currently shown by the pupil, considering the likely impact of any upcoming interventions or barriers the individual pupil may be facing, to offer a realistic teacher assessment of likely outcome
3. Target grade (FFT5 or above and must be higher than WAG)



#### 4. ATL grade

### **5.6 MAT level accountability: SISRA**

All schools must ensure that their assessment and reporting infrastructure is in line with SET policy and SISRA labelling (see appendix 5) and the SET assessment calendar (see section 1). This is essential for SISRA MAT analytics to work effectively. Schools will be held to account against the DfE accountability measures ([Secondary accountability measures - 2023 guidance for maintained secondary schools, academies and free schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/714442/Secondary_accountability_measures_-_2023_guidance_for_maintained_secondary_schools_academies_and_free_schools.pdf)); therefore, it is the responsibility of the school to ensure that SISRA calculations are being drawn from any DfE updates for Progress 8.

## **Section 6: Fluency tests**

### **6.1 Rationale**

Our aim is for all pupils to reach a depth of understanding in each topic so their ability to recall becomes automatic, where retrieval is effortless and immediate. With successful automatic recall, pupils are ready to apply new learning to more difficult questions and interconnect ideas with other learning as they become fluent in the taught subject.

Alongside other responsive formative approaches, fluency testing provides a means to check pupil's understanding of the key knowledge set out in the curriculum journey at set points in time, so gaps in knowledge can be identified and addressed through feedback. These points in time are positioned in the SET assessment calendar in half-terms where summative data captures do not exist. The data generated will provide a MAT wide overview of how well learning is being embedded across school in the Trust.

A pupil will need to achieve 80% or more in a test to be considered as being fluent in the subject content. Where this is not the case, schools are expected to use assessment data to intervene accordingly. A notable 60% boundary has been applied to help identify pupils who have significant gaps.

### **6.2 MAT accountability**

Data from the CORE fluency tests will be used to complete the SET SOAPS (school on a page) for the given half term.

#### **Key measure will include:**

- Number of pupils achieving 80% or above
- Number of pupils achieving 80% or above in English and maths
- Number of pupils achieving 60% or above
- Number of pupils achieving 60% or above in English and maths
- Average % for subjects across each year groups, across all MAT schools

Additional gap analysis will be put in place accordingly.



### **6.3 Test design**

CORE fluency tests will be generated by the SET Directors and will be administered through Smartgrade, apart from KS4 Maths (see below). Where a school is not following the aligned curriculum, bespoke CORE fluency tests will be created for each school. Questions will be multiple choice and will include distractor questions to increase deeper thinking and challenge. The tests will need to be conducted online through a device or computer and will not take more than 1 hour. The fluency tests will assess knowledge of the most recent taught curriculum and any prerequisite knowledge from earlier in the curriculum sequence.

#### **Maths**

KS3 Maths fluency tests will be administered through Smartgrade

KS4 Maths fluency tests will be administered through the AQA adaptive diagnostic tests pilot programme

## **Section 7: Examinations, Standardisation and Moderation**

### **7.1 Summative examination conditions**

Wherever possible, pupils should sit their summative exams in conditions in line with JCQ regulations. For PPE exams, this procedure should be executed as close as possible to a terminal examination series. This is to allow pupils to acclimatise in preparation for external exams and it will limit the threats to exam validity.

### **7.2 Marking Standardisation**

Before teaching staff begin to mark the exam papers, a process of standardisation should take place. Any teaching staff ready to mark an exam series must complete this process. For aligned curricula, SET Subject Directors will create and distribute standardisation materials; it is the responsibility of the subject middle leader to ensure all staff undertaking marking has completed this standardisation process. For non-aligned curricula, it is the responsibility of the school leaders to ensure this is in place.

This task should not be onerous: a small number of pre-created responses to be marked by the teacher that are then checked against a pre-agreed score would be sufficient. The subject leader in school should meet with any teacher whose score is significantly different from the pre-agreed score to determine the reason for the differences; intervening where required to ensure any discrepancies do not appear when the teacher is marking pupil scripts. Less experienced teachers may need further CPD opportunities to apply mark schemes correctly.

### **7.3 Marking Moderation**

Once pupils have sat the summative assessment and papers are marked by the class teacher, a process of moderation should take place. This will include a sample of scripts that cover a range of marks being re-marked by a colleague (from a different school in SET, where possible). Any significant differences in marking will lead to further enquires being made by subject leads within schools or SET Subject Directors, where appropriate. For aligned curricula subjects, this will be organised in regional clusters by SET Subject Directors. Moderation mapping for all other subjects will be organised via the RSLs and Q of E Directors.

## **Section 8: Reporting to Parents**

### **8.1 Statutory requirements**

As set on the .gov website, there are minimum expectations that schools must follow when reporting a pupil's school performance to parents. Please see [School reports on pupil performance: guide for headteachers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-reports-on-pupil-performance-guide-for-headteachers) for more detail.

### **8.2 SET requirements**

**Schools should ensure that reports home to parents include a minimum of:**

- Pupil % scores in KS3 or grades for KS4 for all subjects studied
- ATLs

It is to the discretion of the school to decide that other data should be communicated with parents. See appendices 1,2,3 for examples).

## **Section 9: Formative Assessment leading to Responsive Teaching**

An assessment is formative if it is designed to lead to a change in what the teacher (or the pupil) does (Black & Wiliam, 1998; Speckesser et al, 2018).

Formative assessment is useful for gathering evidence to be used as feedback to improve learner performance, identify gaps and address them, It MUST be integral to effective teaching on a day-to-day basis.

### **9.1 Five Key Formative Assessment Strategies**

Dylan William and Siobhan Leahy have written extensively about five key formative assessment strategies (Embedded Formative Assessment, 2011). The five strategies promoted by William and Leahy are:

- Clarifying, sharing and understanding learning intentions and success criteria
- Engineering effective discussions, tasks, and activities that elicit evidence of learning
- Providing feedback that moves learners forward

- Activating pupils as learning resources for one another
- Activating pupils as owners of their own learning.

For each of these strategies a range of approaches can be deployed in the classroom. Formative assessment approaches take place during the learning process in contrast to summative assessment that focuses on a final and high stakes exam or test. The aim of the formative assessment approaches is to continually help pupils make progress and develop. (See Appendix 5.1 for a range of formative approaches).

## 9.2 Designing Formative Assessment

Every Lesson

1. Identifying and set clear learning goals: this proves useful in formulating precise assessment questions.
2. Focus the questions that shows whether pupils have mastered the key ideas in the lesson or whether they hold misconceptions. Taking into account the pupils with specific learning barriers linked to special educational needs or disabilities.

Formative Assessment approaches should be:

- designed to check pupils' understanding of the **most critical content**.
- designed to **reveal common and consequential errors** in pupils' understanding.
- designed to be **easy for pupils to complete** and **efficient for teachers to review**.
- designed to generate information that **guides teachers on what to do next: leading into responsive teaching**.
- **planned and embedded** into the schemes of work.
- delivered every lesson.

## 9.3 Using Formative Assessment.

Gain a response from ALL pupils independently.

Nuances and Caveats

1. Formative assessment is a powerful way to identify what pupils have understood in the moment. However, getting an answer correct one day doesn't mean that pupils will recall it in future: they are very likely to forget some of it.

**Planned retrieval should include spaced and interleaved topics** over time, it should be well thought out and planned throughout the curriculum.

2. Formative Assessment is an approach NOT a technique.

e.g. Mini whiteboards, Exit tickets or Hinge questions: Does not mean a teacher is using formative assessment.

What matters is **why and how they are used**: if they are used to find out what pupils understand and to improve their understanding, the teacher is using formative assessment and practising responsive teaching (Christodoulou, 2017).

#### 9.4 Responsive Teaching

Responsive teaching entails:

- Clearly specifying curriculum content so that teachers know what they are assessing for.
- Designing activities to gauge pupils understanding and misconceptions of the curriculum content.
- **Gathering and analysing pupils' responses to those activities.**
- **Responding to this data by addressing the gaps and misconceptions that they reveal (Fletcher-Wood, 2018). Teachers identify lack of secure knowledge and quickly decide the best course of action.**

#### 9.5 Curriculum Collaboration Time

*This is not intended to be an inflexible model. It is suggested discussions incorporating key principles which schools can interpret and apply to suit their context.*

These meetings should aim to discuss: have the curriculum goals been achieved? Using all available evidence teachers should routinely check the implementation and impact of the intended curriculum.

##### **Data to inform the meeting:**

-Teacher mark book based on outcomes from the formative assessment approaches collected (online quizzes, recall tasks, homework etc)

-Curriculum adaptations needed: based on formative and/or summative approaches: recorded on to the school's documentation sheets (see Appendix 5.2 for an example)

-Pupils work

-Summative data reports (if appropriate)

##### **Discussions**

The information gathered should be used to:

- Isolate the specific gaps in the building blocks of knowledge.
- Plan new teaching and practice sequences to address those gaps.
- Highlights any pupils who require further intervention and support.
- Highlight any good practice or areas that require subject specific CPD.

#### 9.6 Quality Assurance

Heads of department play a critical role in ensuring that evidence-based formative assessment strategies are effectively embedded in the curriculum as intended. Quality assurance in this context involves monitoring, evaluating, and supporting the implementation of these strategies to ensure they align with the department's goals and objectives.

See the SET Quality Assurance Framework (QAF) and Senior/Middle Leader Fixed Line Management Agenda (FLMA).

## Appendices:

### Appendix 1 Modelling of the Decile ranking system used to calculate progress for aligned examined subjects.

Raw Score	Decile	KS2 Test Results	KS2 Percentile Rank	Decile	Progress?
60	90	119	99	90	0
58	80	119	99	90	-10
60	90	118	98	90	0
55	80	117	97	90	-10
50	70	112	86	80	-10
45	70	110	79	70	0
43	60	106	60	60	0
43	60	105	55	50	10
40	50	105	55	50	0
39	50	99	27	20	30
38	50	98	23	20	30
35	40	98	23	20	20
30	40	96	18	10	30
29	30	95	15	10	20
29	30	95	15	10	20
28	20	92	9	0	20
25	10	88	5	0	10
25	10	87	4	0	10
23	10	87	4	0	10
22	0	84	2	0	0
22	0	82	1	0	0
				Average	9
				Below %	14.28571
				On/Above %	86

## Appendix 2. KS3 reporting

% Score	Prior Attainment	Average for PA group			
74	H	65			
65	H	65			
64	H	65			
63	H	65			
61	H	65			
60	H	65			
61	H	65			
72	H	65			
61	H	65			
72	H	65			
66	M	43			
74	M	43			
78	M	43			
33	M	43			
33	M	43			
66	M	43			
69	M	43	% below	27.58621	
34	M	43	% on	48.27586	
25	M	43	% above	24.13793	
41	M	43			
26	M	43	HAT Avg	65.3	
10	M	43	MAT Avg	42.92857	
10	M	43	LAT Avg	21.2	
36	M	43			
34	L	21			
20	L	21			
20	L	21			
26	L	21			
6	L	21			

## Appendix 3. Examples of reports to parents using various reporting mechanisms

### Reporting home

#### Student Report – Year 7 Term 1

Student's Name: Sandy Student  
Form: 09D

#### Attainment and R2L Information

Subject	Ready to Learn (R2L)					
	Student Score (%)	Year Group Average (%)	Effort (1-4)	Behaviour (1-4)	Homework (1-4)	Attendance (%)
Art	67%	69%	2	1	2	92.0%
Computing	56%	69%	2	1	2	100.0%
Dance	73%	67%	2	2	2	100.0%
Drama	47%	52%	3	2	2	100.0%
English	71%	60%	1	2	2	97.0%
Geography	67%	69%	2	1	1	94.0%
History	64%	68%	1	2	1	100.0%
Maths	34%	72%	2	1	2	98.0%
Music	45%	51%	2	1	2	100.0%
PE	87%	66%	1	2	1	100.0%
Religious Studies	79%	70%	2	2	3	100.0%
Science	51%	72%	1	1	2	97.0%
Spanish	66%	55%	2	1	1	100.0%
Technology	57%	53%	2	2	2	100.0%

Student Score

r2L grades

Attendance

Year group average

#### Year 10 Progress Report – Autumn 2021

Students Name: Jane Doe  
Form: 10X

#### Progress and r2L Information

Please find below details of Jane's current r2L and projected Key Stage 4 grades. The projected grade is the most likely result at the end of Year 11 based on current performance.

Subject	Projected Grade	r2L (Ready to Learn)			
		Effort (1-4)	Behaviour (1-4)	Homework (1-4)	Attendance (%)
English Language	6+	2	1	2	96
English Literature	6=	1	2	1	96
Maths	5=	2	2	2	95
MFL: French	3=	2	1	2	98
Science (Double)	6+	1	2	1	96
Art	7=	2	2	1	96
Computing	5+	2	1	1	95
Dance	6=	1	2	2	98

r2L Key	
Grade	Description
1	Outstanding
2	Expected
3	Less than expected
4	Significant Concern

Projected Grade Key	
Indicator	Description
+	Sometimes exceeds
=	Consistently performs at
-	Mainly performs at

#### Attendance information

Attendance %	96%
Authorised Absence (sessions)	3
Unauthorised Absence (sessions)	2

Note: Sessions equate to half days.

r2L grades

r2L and projected grade keys

Attendance

**Percentage Attendance: 95.6%**

**House Points: 114**

**\*Average House Points for the Year Group: 162**

**Number of Detentions: 0**

**\*Average Number of Detentions for the Year Group: 1.7**

Data calculated on 29<sup>th</sup> April 2022

Target Attendance is above 95%, however we understand that due to exceptional circumstances this target may not be achievable by every student.

SUBJECT	Y7 Spring Term Assessment Percentage (0-100%)	Class Average Percentage (0-100%)	Year Group Average Percentage (0-100%)	Attitude to Learning (Bronze, Silver, Gold)
Art	80	72	65	Gold
Computing	74	79	76	Gold
Design Technology	59	62	55	Silver
English	60	59	63	Gold
Food & Nutrition	67	65	58	Gold
French	56	40	41	Silver
Geography	64	57	54	Gold
German	67	50	46	Gold
History	65	51	51	Gold
Learning for Life	83	76	75	Gold
Maths	56	53	49	Gold
Music	67	66	58	Gold
PE	65	63	55	Gold
Religious Education	77	54	56	Gold
Science	40	45	42	Gold

#### Assessment Percentages

Assessment Percentages are predominantly results from the recent assessment window.

#### Attitude to Learning

Bronze	Most lessons the pupil needs intervention to get them to play their part in the lesson or to learn effectively.
Silver	A mixed attitude where sometimes they are on track but at times they need reminders to engage promptly and effectively.
Gold	A positive attitude and ready to learn consistently.
X	Cannot be reported due to long-term staff absence.

NCBT: Not Currently Being Taught in this subject.



Student: [REDACTED] Form: 11 SPODE

Percentage Attendance: 91.7%

House Points: 86

Average House Points for the Year Group: 73.8

Number of Detentions: 3

Average Number of Detentions for the Year Group: 3.7

Data calculated on 18<sup>th</sup> March 2022

Target Attendance is above 95%, however we understand that due to exceptional circumstances this target may not be achievable by every student.

SUBJECT	Y11 Spring Term Working At Grade	Attitude to Learning (Bronze, Silver or Gold)
English Language	4	Gold
English Literature	5	Gold
Mathematics	5	Gold
Combined Science (Trilogy)	6	Silver
Religious Education	3	Silver
Business Studies	4	Silver
Drama	7	Silver
French	4	Silver
History	4	Silver

#### Working At Grades

Working at Grades are predominantly results from the recent mock window.

#### Attitude to Learning

Bronze	Most lessons the pupil needs intervention to get them to play their part in the lesson or to learn effectively.
Silver	A mixed attitude where sometimes they are on track but at times they need reminders to engage promptly and effectively.
Gold	A positive attitude and ready to learn consistently.

#### Child Development & Creative iMedia Grades

These grades are for students studying the Cambridge National in  
Child Development or Creative iMedia.

L2D*	Level 2 Distinction*		
L2D	Level 2 Distinction	L1D	Level 1 Distinction
L2M	Level 2 Merit	L2M	Level 1 Merit
L2P	Level 2 Pass	L1P	Level 1 Pass

NCBT: Not Currently Being Taught in this subject.

## Summer Progress Update – 2021/22

Name: EXAMPLE Form: 7U

**Year 7 – GCSE Foundation Building Block and Skills** (Total marks available are in brackets)

Data omissions are due to learner absences

### Art

Assessment	Mark	Class Average	Effort
1. Fastenings (40)	25	21	Good
2. Architecture (30)	15	17	Outstanding
3. Russian Dolls (30)	15	18	Good

### English

Assessment	Mark	Entry Level	Class Average	Effort
1. Oliver Twist – Description of London	51		40	Outstanding
2. A Midsummer Night's Dream Evaluation (100)	48		42	Good
3. Unseen Poetry Analysis (100)	41		41	Good
4. Contemporary Novel – Character Analysis (100)	45		52	Good
5. End of Year Exam (100)	48		39	Good

Subject	End of School target	% Achieved on WA1 Assessment	Class Average %	Year Group Average %	Progress Judgement (WA1)	Attitude to Learning (ATL)	Homework
Geography	5	75%	70%	74%	Achieving	1	1
History	5	80%	65%	67%	Exceeding	1	1
Technology	5	68%	74%	70%	Achieving	1	1

## Appendix 4: Data collection in SISRA



SCHOOL SPECIFICS	SISRA MAT TERMS	
Collection Name	Term	Grade Type
Yr 11 Targets	KS4 Exams	Targets (End of Key Stage)
Yr 7 DC1	Year 7 Term 2	Attainment
Yr 7 DC2	Year 7 Term 3	Attainment
Yr 11 Targets *updated	KS4 Exams	Targets (End of Key Stage)
Yr 8 DC1	Year 8 Term 2	Attainment
Yr 8 DC2	Year 8 Term 3	Attainment
Yr 11 Targets *updated	KS4 Exams	Targets (End of Key Stage)
Yr 9 DC1	Year 9 Term 2	Attainment
Yr 9 DC2	Year 9 Term 3	Attainment
Yr 11 Targets * updated	KS4 Exams	Targets (End of Key Stage)
Yr 10 DC1 WAG	Year 10 Term 2	Attainment
Yr 10 DC1 Projected	Year 10 Term 2	Predicted
Yr 10 PPE1 WAG	Year 10 Term 3	Mocks
Yr 10 PPE1 Projected	Year 10 Term 3	Predicted

### SET Yr 11 Data collections 2023-2024

	Essential mapping for all schools so SISRA MAT is accurate	
Essential Data Collections (schools to code individually)	Term	Grade Type
Yr 11 Targets *updated	KS4 Exams	Targets (End of Key Stage)
Yr 11 PPE2 WAG	Year 11 Term 1	Mocks
Yr 11 PPE2 Projected	Year 11 Term 1	Predicted
Yr 11 PPE3 WAG	Year 11 Term 2	Mocks
Yr 11 PPE3 Projected	Year 11 Term 2	Predicted
Yr 11 Exams	KS4 Exams	Exams

## Appendix 5. 1: Examples of formative assessment approaches

- Use hinge questions, MCQ at key learning points in a lesson or unit of work.
- Ask pupils to summarise the material.
- Quizzes and Low-Stakes Testing.
- Start each lesson with a retrieval exercise which has spaced and interleaved topics.
- Use 'all pupil response systems' such as ABCD cards, mini whiteboards and exit tickets.
- Cold Call using carefully planned questions.
- Don't allow pupils to opt out of answering questions.
- Use of 'wait time' where pupils are given time to think and develop their thoughts before being asked to answer a question.
- Make statements which pupils have to agree or disagree with, with reasoning.
- Use 'why' and comparison questions: "Yes but why?"

More detailed examples can be found on the SET Formative Assessment Toolkit.

## Appendix 5. 2: Examples of Curriculum Collaboration Documentation

Date	Class/Year group Reviewed	Reflection, Review and Action		
Curriculum Taught:  What has gone well and are there significant areas where gaps are arising in their knowledge.		Pupils thriving	Pupils Improving since last time	Pupils causing concern
Good practice with mark book and evidence highlighted.  Adaptations of the curriculum needed.	Action points for intervention:			

## Appendix 6: Assessment Design Theory

### Assessment Construct

The construct of an assessment is what it is designed to assess. Within schools, the construct is the academic curriculum that the pupil has been studying in their lessons. It may be thought of as the "knowledge" (both substantive and

disciplinary) that a pupil is exposed to in their lesson of a certain subject. A summative assessment cannot, nor should it attempt to, assess every part of a wider curriculum. Instead, the summative assessment indicates an opportunity to recognise the pupil's ability in that subject. For example, a pupil receiving a grade 9 in a GCSE subject may not know the whole of the GCSE specification being taught, yet has shown their capabilities to a high enough standard to show that would be more than able to complete further study in the subject and would be proficient at using skills and knowledge being tested in different situations. <sup>1</sup>

## **Assessment Validity**

The validity of an assessment is a measure of how well a summative assessment actually tests the construct that it was designed to assess. Two of the main threads to exam validity are construct under representation and construct irrelevant variance.

Construct under representation happens when the summative assessment fails to sample enough of the curriculum that has been taught. If there are not enough questions from each area of the curriculum then any inferences that can be made from the assessment are limited. For example, if a GCSE Geography paper only asked a small number of questions on rock formation and nothing else, then a grade 9 that a pupil may receive after sitting that assessment would be a true measure of their ability to understand and recall relevant information from the whole curriculum.

Construct irrelevant variance are when external factors effect a pupil's test score that is not connected to the construct designed to be tested. This may include factors such as test conditions (pupils sitting an exam in the school hall under external exam conditions compared to pupils sitting the exam in a classroom in less controlled conditions), cultural bias in exam questions, trivial information in an exam question that is not relevant and causes confusion to the pupil. Pupils who have greater access to topics, or more opportunity to practise incredibly similar exams questions before the assessment, would also have an affect on the validity of an assessment. <sup>5</sup>

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**Be  
innovative**

**Be best  
in class**

**Be  
accountable**