

Assessment – appendix

Queen Elizabeth's Academy

September 2022

Published: September 2022	Review September 2023	Statutory/non: Non-stat	Lead: MWN
Associated documents:			
Curriculum policy Curriculum rationales Examination policy			
Links to:			

Aims

- To give a clear purpose for all the assessment used in the Academy.
- To establish how this will be quality assured to ensure accuracy.
- To ensure that reducing workload is taken into account.

Assessment without levels

Following the removal of National curriculum levels in 2014 we assess students' attainment at KS3 using raw test scores e.g. 60 out of 80. This is converted into a percentage mark. The curriculum coverage increases as the students gain more knowledge over the year and key stage.

Progress will be measured by allocating students to an ability band (bands 1-4) using 'quartile ranking' of SATs scores. Students without a SAT score will be allocated an ability band based on a CATs assessment.

Band 1 – lowest 25% of students based on SAT scores.

Bands 2 and 3 – middle 50% of students based on SAT scores [Band 2 = low middle and Band 3 = high middle].

Band 4 – top 25% of students based on SAT scores.

At the end of each data collection window, students will be placed in one of four attainment bands using 'quartile ranking' (band 1 being the lowest and band 4 being the highest). A student's ability band will then be deducted from their attainment band to give them a score ranging from -3 to +3, e.g. a student with an attainment band of 3 in history who has an ability band of 4 would receive a progress score of -1.

There are four colour coded progress indicators:

- **Above** [+1 to + 3]
- **On Track** [0]
- **Below** [-1]
- **Well Below** [-2 to -3]

Principles of assessment

The most important aspect of assessment is the impact it has in the classroom. Whichever form of assessment is being used the central purpose must be for teaching staff to use the information to close the gap between the intended and enacted curriculum. What core knowledge do we want students to know and can they apply this independently. If we assess that they have not retained this, what will we do to make sure they have clearly understood and remembered this information or technique?

Assessment approaches

Formative assessment

This is ongoing on a lesson by lesson basis by adapting teaching in response to students acquiring knowledge or the ability to apply knowledge. Staff evaluate the intended, enacted and implemented curriculum by using methods such as:

- Low stakes quizzing
- Hinge questions and exit tickets
- Quality questioning
- In class verbal feedback
- Use of talk structures
- Whole class feedback

In school summative assessment

Summative assessments are tailored to the curriculum students have been taught, the subject area they are taken in and are a combination of knowledge and skills based questions. They may also contain a practical aspect depending on the subject. We aim to ensure that all summative assessments sample from the full domain to enable us to make valid inference. At KS4 we also use past papers where appropriate but do not test curriculum content until it has been covered.

The conditions of the assessment, where possible should be the same to allow accurate comparison of data across the year group. This is to ensure that we are creating conditions that increase the reliability of the inference that can be made from the data.

Examples of in school summative assessments are:

- Mock exams
- Baseline tests
- Mid-year assessments
- End of year tests

At KS3 test scores are entered and converted into a percentage. As more curriculum content is covered the amount of knowledge that students are expected to have is greater. Although a student's percentage score may not improve, they have still made progress as the challenge of the assessment has increased at each assessment point.

Students' percentages can then be compared to the overall year group so teachers, students and parents can understand how they are performing relative to others. In addition, students are banded on entry and this is correlated to summative assessments to ensure that progress and attainment are tracked.

For instance, students placed in the top band on entry would be expected to achieve, as a minimum, a top band in a summative assessment.

At KS4 we use FFT targets at either 50 or 20 depending on the subject's prior performance. GCSE grades are reported by teachers, giving a current and predicted grade.

In addition, more regular progress updates are given through half-termly meeting cycles around the 3 attainment 8 buckets in year 11. This includes the full picture of in class work, homework, coursework as well as summative assessments.

Nationally standardised summative assessment

We also use some assessment methods to be able to judge the progress of our students against others nationally, in order to bench mark and compare progress to inform responsive wave 1 teaching.

For example:

- GL CAT4 Cognitive Ability tests on entry to QEA
- Star Reading tests Y7 –Y10
- Star Maths tests Y7-10
- No More Marking or Comparative Judgement National tests
- External BTEC/ GCSE/ A level exams

Collecting and using data

Formative and summative assessment will be used to inform decisions when inputting data onto SIMs. This data will then be reviewed by classroom teachers, Heads of Department and progress leads to identify to identify tailored wave one interventions and to measure the impact of interventions over time. Ongoing CPD throughout the year, inset days and Heads of Department meetings will support the assessment practices.

Data will be inputted 3 times a year for each year group. Assessments will be moderated at department level and where possible at KS4 by an external source. Question Level Analysis is an expectation at KS4. Heads of department meet with each teacher for a one to one meeting to discuss the evidence base and actions that will impact on wave one teaching.

This data will form the basis of reporting to parents.

Reporting to parents

Assessment data will be reported to parents during parents' evenings. A tutor and separate subject evening for year 7, a subject parents' evening year 8 and 9 (prior to options evening for year 9) and two parents' evenings spaced at appropriate points for year 10 and 11.

In addition, parents will receive a progress report up to 3 times a year detailing achievement over the course of the year in all subjects that form part of the school curriculum. These reports tie in to parents' evenings to allow opportunity to discuss reports. Reports also include the pupil's attendance record, praise and behaviour points and an attitude to learning score with a clear descriptor.

GCSE target grades using FFT50 or 20 as appropriate will form part of KS4 reports. Where no KS2 information is available, CATs test will be used to create targets. At KS3 there will also be a progress indicator which will be measured against the student's starting point using SAT or GL data.

Inclusion

The principles of this assessment policy apply to all students including those with special educational needs or if accessing our alternative provision (The Summit).

We will use meaningful way of measuring all aspects of progress including communication, social skills, physical skills, resilience and independence.

Roles and responsibilities

Governors are responsible for:

- Being familiar with the assessment systems and how this captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil performance by rigorously analysing assessment data.

SLT are responsible for:

- Ensure that the policy is adhered to.
- Monitoring standards in all subjects.
- Analysing pupil progress and attainment, including individual pupils and pupil groups.
- Prioritising key actions to address underachievement
- Reporting to LAB/ ERM all on all key aspects of pupil progress and attainment including current standards and trends from previous years.

Heads of Department are responsible for:

- Creating or using assessments that reflect the curriculum delivered
- Holding data conversations with staff in their department
- Ensuring the accuracy of the data analysed and reported to parents through standardisation.
- Use the data pack provided to identify actions to impact on student progress through wave one teaching and any department strategies needed, such as reviewing the curriculum.

Tutors are responsible for:

- Having an overview of student attainment and progress for those students in their tutor group in all years.
- Holding formal mentoring conversations following data collection using the data pack provided to praise, celebrate or support students as appropriate including contacting home if progress is an issue.

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Meeting deadlines set
- Use the data pack provided to identify actions to impact on student progress through wave one teaching and any department strategies needed, such as reviewing the curriculum.
- Taking part in moderation activities
- Attending and preparing for one to one meetings with the Head of Faculty.

This assessment policy is linked to:

- Curriculum policy
- Non examination assessment policy
- Examination contingency plan

Evidence base:

- Bjork and Bjork
- Didau and Rose
- Christodoulou, D

Appendices

Appendix 1: Sample KS3 report

Student Name:

Tutor Group:

House:

Attendance: 100.0%

Absences: 0 Authorised

0 Unauthorised

Achievement Pts: 1815

Behaviour Pts: 80

Students at QEA sit three assessments during each academic year. To ensure that we are always building on the knowledge that students are able to recall, our assessments build as we go through Key Stage 3. For example, an assessment in the first term of Year 7 will test what students have been taught to that point. An assessment at the end of Year 9 will test what students have been taught from the start of Year 7 all the way through to the end of Year 9. As a result the assessments will increase in difficulty through Key Stage 3.

Subject	Progress	Attitude to Learning	Homework concern	Parental Contact Required	Teacher
English	On Track	3			
Maths	Above	2			
Science	Above	2			

French	On Track	3	Yes		
Geography	Above	4		Yes	
History	On Track	3			
Religious Education	Above	3			

Art	Above	3			
Design and Technology	Above	2			
Drama	Above	2			
ICT	Below	3			
Physical Education	Above	2			
Music	Below	3			

Progress

All students have expected levels of progress for each curriculum subject. These are based on how they performed in their KS2 SATS or baseline assessments when they joined the academy. This shows how XXXX is performing against these expected levels of progress. ***If the Progress box is blank, this means that XXXX did not complete the assessment for that subject so their progress cannot currently be measured.***

Attitude to Learning (ATL)

Attitude to Learning is measured on a scale from one to six, with one being the highest score and six being the lowest. **Appendix 1** provides reports linked to each ATL score so that you can understand how XXXX is performing in each of their curriculum subjects.

Homework Concern

Where this is present (Yes) homework for this subject has been highlighted as a concern. This means that homework may not have been completed on a regular basis, is often late or is not completed to a high standard.

Parental Contact Required

Parents can have a significant impact on outcomes for students. Therefore, where this is present (Yes), the Academy would appreciate a phone call from you or a meeting with you as soon as possible. Alternatively, if a parents evening is coming up, your attendance is required to discuss what the subject teacher and you can do to support XXXX to improve in this area.

Attendance

The Academy expects a minimum attendance of 97%. There is a strong link between attendance and attainment. National evidence shows that missing 17 days per year reduces Key Stage 4 results by one whole grade on average.

Any questions you have regarding specific subjects in this report should be directed to the subject teacher in the first instance. Where concerns cover a range of subjects, please contact XXXX Form Tutor via the Academy Office on 01623 623559.

Yours sincerely,

Mr M. Watson
Assistant Principal

Appendix 2: Sample KS4 report

Student Name: **Tutor Group:** **House:**

Attendance: 98%

Absences: 2 Authorised 0 Unauthorised

Achievement Pts: 1150 Behaviour Pts: 0

This report shows whether XXXX is making the required level of progress to achieve his/her potential in each subject. Subjects are GCSE unless otherwise stated.

Subject	Target Grade	Current Grade	Projected Grade	Area To Improve	ATL	Homework Concern	Parental Contact Required
English Language	5	4	5	Subject Skills	2		
English Literature	5	2	5	Attendance	3		
Maths	7	5-	6		1		
Biology	6	3	5	Revision	3		
Chemistry	6	4	6	Revision	3		
Engineering Des. CN Certificate	L2M	L2P	L2M	Coursework	2		
Food Prep and Nutrition	5	1	4	Confidence	2		
French	5	3	3	Attendance	3		
History	5	3	4	Revision	2		
Physics	7	3	6	Content Knowledge	3		

Attendance

The Academy expects a minimum attendance of 97% because there is a strong link between attendance and attainment. National evidence shows that missing 17 days per year reduces Key Stage 4 results by one whole grade on average.

Target Grade

This is the minimum grade that XXXX should aim to achieve in his exam at the end of the course. Targets are based on his/her attainment in the Key Stage 2 SATs or in baseline assessments.

Current Grade

This is the grade XXXX is currently working at based on assessments completed in class.

Projected Grade

This is the grade XXXX is currently predicted to achieve at the end of the course.

The colour-coding shows how the predicted grade compares to the target grade for each subject:

Predicted Grade higher than Target	Predicted Grade equal to Target
Predicted Grade one grade lower than Target	Predicted Grade two or more grades lower than Target

Grades

- GCSE subjects are graded 9 to 1, with 9 being the highest and 1 the lowest.
- P3, P2 and P1 grades are all below grade 1, with P3 being the highest and P1 the lowest.
- BTEC 1st Award grades are Distinction*, Distinction, Merit, Pass at Level 2 (L2D*, L2D, L2M, L2P) or Pass at Level 1 (L1P).
- BTEC Tech Award grades are Distinction*, Distinction, Merit, Pass at Level 2 (L2D*, L2D, L2M, L2P) or Distinction, Merit, Pass at Level 1 (L1D, L1M, L1P).
- CN Certificate grades are Distinction*, Distinction, Merit, Pass at Level 2 (L2D*, L2D, L2M, L2P) or Distinction, Merit, Pass at Level 1 (L1D, L1M, L1P).
- + after a grade (e.g. 5+) represents strong achievement of that grade.
- - after a grade (e.g. 5-) represents minimal achievement of that grade.
- U signifies Ungraded.
- X means will not be entered for the end of course exams.

Area to Improve

This is the main factor currently preventing XXXX from achieving his target or the area he most needs to focus on to ensure he reaches or exceeds his target.

Attitude to Learning (ATL)

Attitude to Learning is measured on a scale from one to six, with one being the highest score and six being the lowest. **Appendix 1** provides reports linked to each ATL score so that you can understand how XXXX is performing in each of their curriculum subjects.

Homework Concern

Where this is present (Yes), homework for this subject has been highlighted as a concern by the subject teacher. This means that homework may not have been completed on a regular basis, has often been late or has not been completed to a high enough standard. If this is not present, this means the subject teacher is happy with the quality of the homework.

Parental Contact Required

We know parents can have a significant impact on outcomes for students. Therefore, where this is present (Yes), the Academy would appreciate a phone call from you or a meeting with you as soon as possible to address issues identified by the subject teacher, so please get in touch.

Alternatively, if a parents evening is coming up, your attendance is required to discuss what the subject teacher and you can do to work together to support XXXX to improve in this area. Even if this is not present, feel free to contact the Academy at any time and we would obviously still like to see you at the next parents evening!

Any questions you have regarding specific subjects in this report should be directed to the subject teacher in the first instance. Where concerns cover a range of subjects, please contact XXXX Form Tutor via the Academy Office on 01623 623559.

Yours sincerely,

Mr M. Watson

Assistant Principal

Appendix 3: Attitude to Learning Reports	
ATL Score	Report
1 – Star Pupil	<p>A pupil who always settles quickly to You do tasks, applying their knowledge independently. They think hard about a task before they ask for help from the teacher. They consider what knowledge they already have to help them solve a problem or task. They always ask questions about their learning to deepen their understanding.</p> <p>A pupil who always gives of their best, even when the work is challenging. They are not afraid to get things wrong, as they know this is how they learn. They never shy away from attempting work that challenges them.</p> <p>A pupil who always attends lessons with the correct equipment and takes responsibility for their own actions, effort, homework and learning. Their work is always of a very high standard and they catch up on work missed through absence. They prepare conscientiously and thoroughly for assessments / exams, which usually means they make progress in line with or above the expected standard for someone of their ability.</p> <p>A pupil who always reflects on the advice and feedback from their teacher and acts upon it to improve their work. They always reflect on gaps in their learning, identified through knowledge retrieval activities and address these through homework and revision.</p> <p>A pupil with exemplary behaviour who always follows the QEA Way. They listen, avoid interruptions, follow instructions and take pride in what they do. They show respect to other learners by listening to and respecting their views and by not interrupting their learning.</p>
2 – Secure Pupil	<p>A pupil who regularly settles quickly to You do tasks, trying their best to apply their knowledge independently. They think hard about a task before they ask for help from the teacher. They consider what knowledge they already have to help them solve a problem or task. They regularly ask questions about their learning to deepen their understanding.</p> <p>A pupil who regularly gives of their best, even when the work is challenging. They are not afraid to get things wrong, as they know this is how they learn. They regularly attempt work that challenges them.</p> <p>A pupil who regularly attends lessons with the correct equipment and takes responsibility for their own actions, effort, homework and learning. Their work is regularly of a high standard and they regularly catch up on work missed through absence. They prepare thoroughly for assessments / exams, which usually means they make progress in line with or above the expected standard for someone of their ability.</p> <p>A pupil who regularly reflects on the advice and feedback from their teacher and acts upon it to improve their work. They regularly reflect on gaps in their learning, identified through knowledge retrieval activities and address these through homework and revision.</p> <p>A pupil with very good behaviour who regularly follows the QEA Way. They listen, rarely interrupt, follow instructions and regularly take pride in what they do. They show respect to other learners by listening to and respecting their views and by rarely interrupting their learning.</p>

<p style="text-align: center;">3 – Developing Pupil</p>	<p>A pupil who sometimes settles quickly to You do tasks, and sometimes applies their knowledge independently. They could spend longer thinking about a task before they ask for help from the teacher. They sometimes consider what knowledge they already have to help them solve a problem or task. They sometimes ask questions about their learning to deepen their understanding but need to do this more frequently.</p> <p>A pupil who sometimes gives of their best, even when the work is challenging. They sometimes refrain from engaging in lessons because they are afraid to get things wrong. They sometimes attempt work that challenges them but need to do this more frequently to progress.</p> <p>A pupil who sometimes takes responsibility for their own actions, effort, homework and learning. Their work is usually of a standard that reflects their ability. They sometimes catch up on work missed through absence. They sometimes prepare for assessments / exams but need to do this more thoroughly if they are going to consistently make progress in line with or above the expected standard for someone of their ability.</p> <p>A pupil who sometimes reflects on the advice and feedback from their teacher and acts upon it to improve their work. They sometimes reflect on gaps in their learning, identified through knowledge retrieval activities, but need to address these gaps through regular homework and revision.</p>
<p style="text-align: center;">4 – Emerging Pupil</p>	<p>A pupil who rarely settles quickly to You do tasks, failing to apply their knowledge independently. They rarely think about a task and are either too quick to ask for help from the teacher or not to ask for help at all. They rarely consider what knowledge they already have and as a result do not apply it to solve a problem or task. They rarely ask questions about their learning and this limits their understanding.</p> <p>A pupil who rarely gives of their best. They lack confidence in their abilities and rarely attempt work that challenges them. They usually prefer not to engage in lessons so as not to get things wrong.</p> <p>A pupil who rarely takes responsibility for their own actions, effort, homework and learning. Their work is rarely of a standard that reflects their ability and they rarely catch up on work missed through absence. They rarely prepare sufficiently for assessments / exams and this means their progress is usually below the expected standard for someone of their ability.</p> <p>A pupil who rarely reflects on the advice and feedback from their teacher and consequently rarely improves their work. They rarely reflect on gaps in their learning or try to address these gaps through homework and revision. They rarely meet deadlines for classwork and homework.</p>

<p style="text-align: center;">5 – Reluctant Pupil</p>	<p>A pupil who never settles quickly to You do tasks, failing to apply their knowledge independently. They never think about a task and ask for help from the teacher immediately. They never consider what knowledge they already have and as a result do not apply it to solve a problem or task. They never ask questions about their learning and this limits their understanding.</p> <p>A pupil who never gives of their best. They lack confidence in their abilities and never attempt work that challenges them. They prefer not to engage in lessons so as not to get things wrong.</p> <p>A pupil who never attends lessons with the correct equipment and never takes responsibility for their own actions, effort, homework and learning. Their work is never of a standard that reflects their ability and they never catch up on work missed through absence. They never prepare for assessments / exams and this means their progress is below the expected standard for someone of their ability.</p> <p>A pupil who never reflects on the advice and feedback from their teacher and consequently never improves their work. They never reflect on gaps in their learning or try to address these gaps through homework and revision.</p>
<p>6 – Limited Evidence</p>	<p>A pupil whose high level of absence or non-attendance is severely hindering their progress in this subject.</p>