

# TELFORD PARK SCHOOL



**The Telford  
Park School**  
ENSURING EXCELLENCE

## Assessment Policy

<b>Member of leadership team with lead responsibility for oversight and update of policy</b>	Mr P Goodwin– Deputy Headteacher
<b>Headteacher</b>	Mrs H Rigby
<b>School Standards Committee</b>	Mr S Mirza
<b>Policy review cycle</b>	Annually
<b>Date for policy review</b>	Spring Term 2023

## Telford Park School Assessment 2021-22

Rationale: The Assessment Policy allows:

- ▶ The ability to accurately assess what pupils know and can do as they progress through the curriculum
- ▶ The ability to measure the progress of pupils through the curriculum, identifying areas that need to be revisited to embed mastery and fluency
- ▶ A consistent method of recording progress from year 7 -11
- ▶ Regular and systematic analysis of the attainment data collected in Year 7-11
- ▶ Data we collect or report to be easy to understand by teachers, pupils and parents
- ▶ Recognition that progress through the curriculum is not linear

### Decoupling Formative and Summative Assessment

Daisy Chrisodoulou: “You don’t train for a marathon by running lots of marathons.”

Teachers at Telford Park School are constantly engaged in the day-to-day formative assessment of students:

- Retrieval practice is a feature of every lesson with students asked to recall core knowledge:
  - From previous lessons to check whether knowledge has been embedded
  - Throughout lessons to check that pupils understand what they have been taught in that particular lesson.
- Once students are secure with the core knowledge, they asked to apply those individual components of knowledge to more complex composite situations.
  
- Practices teachers will use to assess pupil’s learning in class will include:
  - Whole class questioning
  - No-Opt out
  - Break it down
  - Cold Call
  - Choral response
  
- Individual pieces of work from pupils to practice on to reveal progress in the components that are being learned
  - Constructing sentences before paragraphs
  - Simple mathematical techniques before complex problems
  - NOT – GCSE questions unless they serve a particular purpose as pupils reach the end points of the curriculum.
  
- Assessment in class should be used to make conclusions and make inferences about a student’s learning. Assessment should inform actions and decisions about teaching and learning.
- Departments should use assessment information to review schemes of work and the way the curriculum is enacted with respect to the pedagogy used in teaching students.

The work that takes place in class will inform teachers about what their students know and can do. This is difficult to translate to parents due to the complexity of the curriculum and the processes involved in assessment.

This assessment is not recorded centrally for SLT or reporting but should be recorded as a teacher individually or as departments to build up a picture over time

Summative assessments should provide a meaningful way to report to parents as to what students know and can do at particular points throughout the curriculum.

### **Principles of Summative Assessment at Telford Park School**

Assessments should reflect the learning progression of the individual subject curriculum. The content and format of assessments should reflect the core knowledge checkpoints and threshold concepts identified by individual subject teams.

- Using short-answer questions will provide more information about a student's learning in a shorter amount of time than long-answer questions. This will test the student's understanding of the components of knowledge.
- Assessments should be synoptic and cumulative over the course of a key stage, to display student learning over the course of that key stage, not just student performance at a point in time. This approach, combined with regular in class retrieval, will nullify the effects outlined on the Ebbinghaus Retention Curve.
- Predicting an individual student's progress, although desirable, is almost impossible and doing so will not provide us with data that is accurate. It may misguide and misdirect our support and intervention towards students who do not need it as much as others.
- Individual student progress over 5 year is not linear – students' understanding will go up, down and sometimes backwards based on their own individual circumstances. Students do not all progress in the same way through the same content over the same period. We need to be aware that progress is messy, but messy does not make for a neat measure on a spreadsheet.
- An assessment and reporting system should avoid abstract measures that are difficult for parents to understand and have little impact on learning e.g. a flightpath.
- At all times, the system should provide information about important checkpoints or milestones in learning. But, as students approach high-stakes assessments, such as GCSE examinations, it should also provide information about the most likely outcomes of those assessments.

	Formative Assessment	Homework	Summative Assessment
What is it?	<p>What are students remembering and learning to do as you progress through the curriculum?</p> <p>Q and A</p> <p>Activities in class</p> <p>Practice questions</p> <p>Using model answers to compare to</p>	<p>Recall</p> <p>Self quizzing at home every 2 weeks</p> <p>Quiz in class every 2-3 weeks</p>	<p>Sample of knowledge learnt at 2 or 3 points in the year</p> <p>Recall 80% (70% / 60%)</p> <p>Application 20% (30% / 40%)</p> <p>This gets reported to parents with an effort grade</p>
	 <p>Supports both summative and formative</p>		
Useful for:	<ul style="list-style-type: none"> <li>• Reviewing the curriculum</li> <li>• Giving feedback</li> <li>• Identifying misconceptions</li> </ul>	<p>Remembering the curriculum</p> <p>Building good study technique</p> <p>Building good habits</p>	<ul style="list-style-type: none"> <li>• Getting an overall snapshot picture</li> <li>• Informing stakeholders</li> </ul>

## Formal Assessment and Reporting 2021-2022

### Key Stage 3

- Two assessment points per year (but constant recall throughout)
  - Spring 1 and Summer 2
  - Staggered across the term so assessments are at different times for each year group
  - Synoptic and cumulative – The core knowledge taught in each key stage (see diagram below)
    - What is the core knowledge used time and time again?
    - What is needed short term for later?
    - What knowledge is important for later life?
  - Assessments should be made of a mix of questions:
    - A large section of short answer questions to test a wide section of the taught material (60 - 80% of the marks – the essential knowledge EVERY student should know and be able to do)
    - Departments should work within bracket of knowledge percentage based on their subject but should look to begin Key Stage 3 with knowledge being a higher proportion of an assessment and with the skills becoming a greater proportion as students progress through the course.
    - A mix of questions to test application of knowledge and skills in different or wider contexts (20% - e.g. in an extended writing context)
  - These will produce a percentage score for each student.
    - When reporting home, parents will be informed whether the student is at, above or below expected progress.
    - Those who are not making expected progress will be identified as needing extra support and intervention (either at department or wider level)

## SUMMATIVE ASSESSMENT: Curriculum As The Progression Model

Image adapted from C Counsell and M Fordham

Y7 Test 1	Y7 Autumn Term Curriculum							
Y7 Test 2	Y7 Autumn	Y7 Spring	Y7 Summer					
Y8 Test 1	Y7 Autumn	Y7 Spring	Y7 Summer	Y8 Autumn				
Y8 Test 2	Y7 Autumn	Y7 Spring	Y7 Summer	Y8 Autumn	Y8 Spring	Y8 Summer		
Y9 Test 1	Y7 Autumn	Y7 Spring	Y7 Summer	Y8 Autumn	Y8 Spring	Y8 Summer	Y9 Autumn	
Y9 Test 2	Y7 Autumn	Y7 Spring	Y7 Summer	Y8 Autumn	Y8 Spring	Y8 Summer	Y9 Autumn	Y9 Spring/Summer

- Teachers will reinforce their judgements and the results of these assessments with results and observations from shorter, low stakes in class assessments/quizzes and classwork, that will provide a holistic view of the student's understanding of the core knowledge and skills that make up the curriculum narrative in that key stage.
- After the assessment teachers will identify areas to reteach, address common misconceptions and correct grammar/spelling errors in a whole class feedback session.
- This should be discussed at the department meeting identified on the CPD Calendar for Curriculum Impact Review and the proforma completed to be discussed in line management meetings.

### **Reporting to Parents (Key Stage 3)**

- The results of the Key Stage 3 assessments will be reported to parents:
  - Whether the student is at, above or below expected progress.
  - An attitude to learning grade:
    - Behaviour
    - Effort in class
    - Homework effort

### **Key Stage 4**

#### **Year 10**

Three assessment points per year

- Autumn 2, Spring 2 to follow the same mixed constitution method as Key Stage 3
- Summer 2 – a formal mock exam in the Theatre using secure papers

#### **Year 11**

Two assessment points per year

- Autumn 2 - Formal Mock exams in using secure papers
- Spring 2 – An additional assessment point (spring wave / mocks?)

### **Reporting to Parents (Key Stage 4)**

Results will be reported in the same way as Key Stage 3 with the addition of a predicted grade based on the full picture of in-class assessment, the assessment points and mock exams for year 10 in Summer 2 and Year 11 in Autumn 2.

- Following the exam teachers will also provide a breakdown of knowledge and skills that students need to revisit/relearn due to them not being able to answer questions on the assessment.
- When producing predicted grades for Year 11 students, there is clear guidance from the formal assessments for predictions. Any grades that are unexpected or unrealistic will be clear from the formal assessments and will require further quality assurance.

### **Marking and Managing workload**

At Key Stage 3 especially, teachers should use time efficient methods to produce data. For example, they could use students to mark short-answer questions, or whole class feedback when marking long-answer questions.

The primary focus for teachers is drawing conclusions and making inferences that lead to actions that will impact student learning and retention.

At Key Stage 4 it is important that scripts for mock exam are marked accurately and are annotated clearly as to where marks were awarded. This is to enable moderation in departments to be carried out efficiently and effectively and avoid ambiguity as to why marks have been given or withheld. This is especially important in circumstances where work might need to stand up to external scrutiny.

## **Target Grades**

### **Key Stage 4**

Students will be set a target grade based upon their performance at Key Stage 2, combined with other assessment information gathered about the student during Key Stage 3. Targets will also take into account Fischer Family Trust targets.

### **Key Stage 3**

Grades are not used to assess pupils at Key Stage 3. Therefore a target grade will not be given for Key Stage 2. The aim is for the pupil is to progress through the taught curriculum. Therefore teachers and departments should monitor what pupils know and can do as they are taught the curriculum. They should identify where there are gaps in learning and adapt teaching as appropriate.

Where available staff will be provided with KS2 Teacher Assessments. Students will complete Star reading and maths as well which will provide a standardised score and reading ages for teachers to target teaching.

## Homework

### Key Stage 3

- Department homework sessions to allow students to access homework tasks
- Homework is 30 min self-quizzing of core questions in preparation for a fortnightly or 3 weekly class quiz
- Pupils self-quiz at home using core questions provided and the practice template
- Pupils should hand in the practice template on the due date (the same day as the knowledge quiz)
- The teacher should divide the practice templates in to piles of fully complete (green) partially complete (amber) and not completed (red) and record this in their planner. This can be done while students complete the quiz.
- The quizzes should be up to 20 questions completed in lesson and self-marked by pupils.
- The teacher should record those getting above 80% (green). 60-80% (amber) and below 60% (red) in their planner after the lesson.
- These need to be planned in the curriculum map.
- Students should read their library books each night for a minimum of 30 minutes

Monday	Tuesday	Wednesday	Thursday	Friday
English	Science	Geography	Art	Performing Arts / RS / SRE / PSHE
Reading 30 min per night				

Monday	Tuesday	Wednesday	Thursday	Friday
Maths	DT / Food	French	History	Computing
Reading 30 min per night				

### Example for Key Stage 4

- Department homework sessions to allow students to access homework tasks
- Quizzing using either core questions or knowledge organisers if available
- Students are set up to 1 hour worth of homework per subject per fortnight

Monday	Tuesday	Wednesday	Thursday	Friday
Maths	English	Science	Opt A	Maths

Monday	Tuesday	Wednesday	Thursday	Friday
Opt B	Opt C	English	Opt D	Opt E (Y11)

### Fortnightly Quiz Session

Teachers set a quiz once a fortnight for students based on the questions being quizzed.

The quiz is marked by pupils and placed in to three piles:

- 80% + = Green
- 60 – 80% = Amber
- Below 60% = Red

Teacher records the scores in planner and uses the rag rating to track the pupils who are remembering the most / least.

Teacher scans through the questions checking for the questions with the most / least misconceptions.

Questions are discussed during departmental meetings to highlight areas of the curriculum which students are finding more difficult to remember.

### **Future Development**

When pupils and staff have become confident with the processes it will be possible to develop homework so that the recall questions can be used as a basis for students to demonstrate application of their knowledge.

E.g. 5 recall questions on naming the parts of plant and animal cells plus a questions asking pupils to write a paragraph on the difference between plant and animal cells.

	Questions	Answers
1	Define the term atom	The smallest part of an element that can still be recognised as that element
2	Define the term element	A substance made of only one type of atom
3	Define the term compound	A substance made of two or more different atoms chemically bonded together
4	Define the term molecule	A substance made of more than one atom chemically bonded together
5	Define the term mixture	A substance made of more than one thing not chemically bonded together
6	State the three subatomic particles	Protons, neutrons, electrons
7	State the masses of the subatomic particles	Protons: 1, neutrons: 1, electrons: 0
8	State the relative charges of the subatomic particles	Protons: +1, neutrons: 0, electrons: -1
9	How are the subatomic particles arranged in an atom? (3 marks)	Protons and neutrons in the nucleus, electrons orbiting in shells
10	What is the plum pudding model of the atom?	A ball of positive charge with negative electrons studded into it

# Look – Say – Cover – Write - Repeat

	Practice 1	Practice 2
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

# Look – Say – Cover – Write - Repeat

	Practice 3	Practice 4
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**Department: Performing Arts**

**Curriculum Implementation Review - Autumn 2**

	Curriculum Aspect	Reflections	Actions
Year 7	Sequence of topics that were just delivered		
	What are the areas of concern being worked on? (Gaps in knowledge, keeping up with the planned curriculum)		
	Are there any aspects of curriculum content pupils find difficult?		
	Homework		
Year 8	Sequence of topics that were just delivered		
	What are the areas of concern being worked on? (Gaps in knowledge, keeping up with the planned curriculum)		
	Are there any aspects of curriculum content pupils find difficult?		
	Homework		
Year 9	Sequence of topics that were just delivered		
	What are the areas of concern being worked on? (Gaps in knowledge, keeping up with the planned curriculum)		
	Are there any aspects of curriculum content pupils find difficult?		
	Homework		

Evaluative Summary Curriculum Impact AUT2



