



The Telford Park School
Ensuring Excellence

Assessment Policy

Approved: September 2023

Date for review: September 2024

Assessment Policy

Policy Name:	Assessment Policy
Headteacher:	Mrs H Rigby
School Standards Committee:	Mr S Mirza
Date:	September 2023
Date for policy review:	September 2024

Contents

1. Rationale.....	3
2. Decoupling Formative and Summative Assessment.....	3
3. Principles of Summative Assessment At Telford Park School.....	4
4. Formal Assessment and Reporting 2023-2024.....	5
5. Marking and Managing workload.....	7
6. Target Grades.....	7
7. Standardised Testing – GL Assessments.....	7
8. Proposed Assessment Cycle 2023-24.....	8
9. Homework.....	8

Assessment Policy

1. Rationale

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

2. 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.

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

4. Formal Assessment and Reporting 2023-2024

Key Stage 3

- Two data collection points per year (but constant recall throughout)
 - o Spring 1 and Summer 2
 - o Staggered across the term so assessments are at different times for each year group
 - o 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?

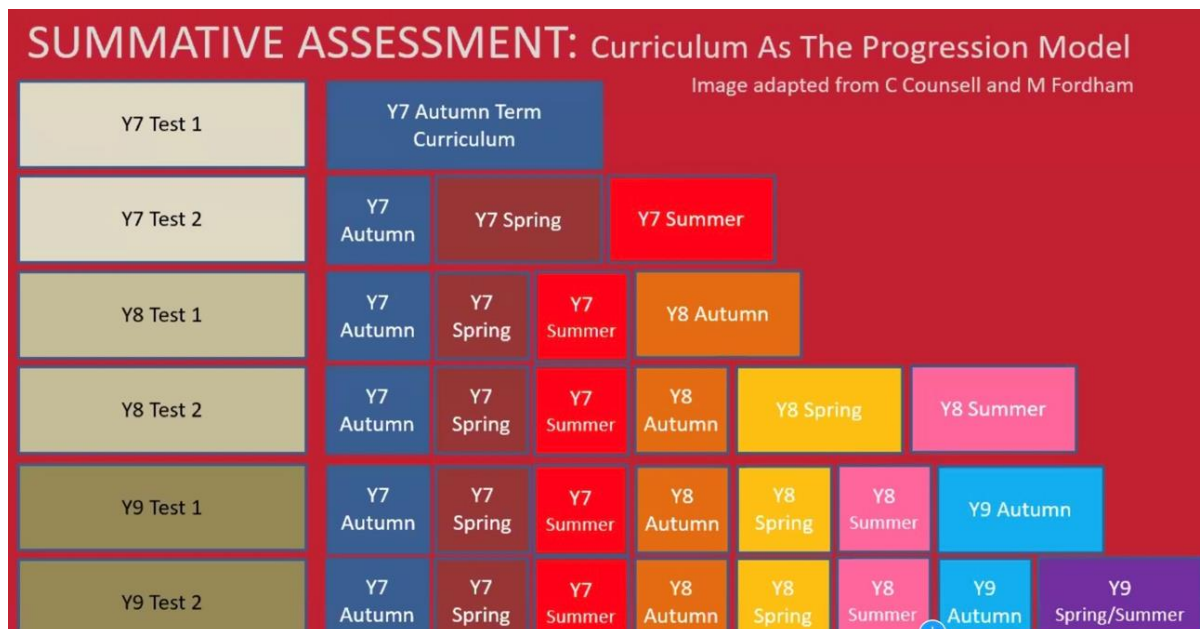
Two data collection points should not be confused with only testing pupils at two points in the year. The data collection points should be fed in to by a number of different assessments and not reliant on a test just before the window.

Information feeding into the data collection should include (amongst other information):

- End of topic tests
- Short response questions
- Longer essay questions
- Homework

- o 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)

- o These will produce a percentage score for each student which can be used by departments to establish whether pupils are making progress or not and which areas of the curriculum show strength and areas for development.
 - 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)



- 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 half-termly department meeting identified on the CPD Calendar for Curriculum Impact Review and the proforma completed to be discussed in line management meetings.
- As part of the Curriculum Impact Review, subject leaders and their teams should identify common strengths and gaps in pupil’s knowledge. Departments should plan how to address those gaps in the short term by reteaching or teaching content in a different way and in the long term by considering the component sequencing and delivery.

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 (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.

5. 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. Standardisation and moderation are important factors here and departments should use time to address this.

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.

6. 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.

7. Standardised Testing – GL Assessments

Pupils are assessed throughout Key Stage 3 using standardised tests from the GL Assessment Suite. These tests are widely used across the UK and provide standardised scores to enable accurate tracking of pupil progress and comparison to national student performance.

These include:

1. Cognitive Ability Tests (CAT) – Year 7 only
 - Establish a baseline, pinpoint students who need further support or challenge, and understand achievement across key groups.
2. NGRT / NGST – Reading and Spelling Tests

- Monitor and maintain reading and spelling levels to ensure students can access the curriculum.
3. Progress tests in English / maths and science
- Track year-on-year progress in core subjects, complete with indicators of likely achievement at GCSE

In addition, pupils will be surveyed on their attitude to school and self (Identify hidden attitudes that may be impacting on learning and achievement) and year 10 pupils will be tested as to whether access arrangements are required.

8. Proposed Assessment Cycle 2023-24

SECONDARY											
2023-24 Assessment Cycle											
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Y7	NGRT (A)								NGRT (B)		
	NGST (A)								NGST (B)		
	CAT4										
		PASS							PASS		
	PT SERIES 11T (E/M/S)								PT SERIES (E/M)		
Y8	NGRT (A)								NGRT (B)		
	NGST (A)								NGST (B)		
		PASS							PASS		
	PT SERIES (E/M)								PT SERIES (E/M)		
Y9	NGRT (A)								NGRT (B)		
	NGST (A)								NGST (B)		
		PASS							PASS		
	PT SERIES (E/M/S)								PT SERIES (E/M/S)		
Y10											
	Y10 EXACT										
Y11											

Key		
NGRT	New Group Reading Test	
NGST	New Group Spelling Test	
PASS	Pupil Attitudes to self and school	
PT Series	Progress Test Series / PTE - Progress test in English/ PTM - Progress test in Maths / PTS - Progress test in Science	
CAT4	Cognitive Abilities Test	
EXACT	Access Arrangments Screening	

9. Homework

- Homework should be set by teachers so that pupils receive homework for each subject on a fortnightly basis.
-
- This is set on the school homework website – Satchel One which keeps pupils and parents up to date with homework tasks.
-
- Homework tasks can be made up of:
 - o 30 min self-quizzing of core questions in preparation for class quizzes on what has been learnt.
 - o Questions to complete at home
 - o Reading comprehension
 - o Past exam papers
 - o Research tasks

All homework tasks should relate to the taught content so that pupils are completing homework on known material and support the retention of knowledge in the long term memory.

- Students should read their library books each night for a minimum of 30 minutes

Key Stage 3 pupils should receive at least 30 minutes per subject each fortnight.

Key Stage 4 pupils should receive at least 1 hour of homework per subject each fortnight

Department:
Curriculum Implementation Review -

Term	Curriculum content assessed	Type of assessments planned (MCQ, Multiple choice, extended response, short answer etc)	Strengths	Areas for development	Actions How can the assessment be improved? What interventions can be planned?
			Comment on sequencing. Areas of concern being worked on (Gaps, keeping up with the planned curriculum). Aspects of the curriculum pupils find difficult. What is the data telling you about pupil progress through the curriculum?		
Aut 1					
Aut 2					
Spr1					
Spr2					
Sum 2					
Sum 2					