



## **Statement of Assessment**

We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route. Our aim is to ensure that every student receives high quality, challenging teaching during their time at Easthampstead Park Community school. Our policy is based on the principles of equality, diversity, clarity, consistency and openness. We endeavour to ensure that assessment processes used by teachers are implemented in a way which is fair and non-discriminatory.

“Fair doesn’t mean giving every child the same thing, it means giving every child what they need” Rick Lavoie

As a result of this our aim is that our students make exceptional progress throughout their time at EPCS (exceptional progress being defined as better progress than their starting point may indicate) and differences in the performance of students from similar starting points are minimised throughout their time in the school and exposure to the schools curriculum.

All staff play a part in supporting students to achieve these aims and should reflect this policy as it applies to their work with students and their delivery of the planned curriculum.

### **Assessment**

High quality planned assessment opportunities planned to support curriculum delivery are essential to delivering against these aims.

Assessment can be separated into three categories:

#### **Within lessons**

Teachers spend time in guided practice, asking questions, checking for understanding, and time correcting errors or common misconceptions made by students in addition to planned opportunities for retrieval practice to build schema over time.

## **Between lessons**

Feedback provides teachers with a recipe for future action. Whole class feedback is used to design instructional sequences and learning episodes consolidating knowledge and addressing misconception. To check on students with similar starting points staff may carry out comparative judgement to identify how well something has been learnt.

## **End of a sequence of lessons**

Once students have completed a unit of lessons, teachers ask students to complete a more formal assessment to ascertain how much has been learned.

While the purpose of assessment at EPCS varies according to the task or work set the outcome in the form of a data entry will serve one or more of the following:

- To quality assure teachers how their students are progressing and how well the students have learnt the curriculum as planned. To identify any misconceptions that remain or have been missed. In this way teachers can adapt their planning to meet the needs of all their students.
- Data Driven instruction is used to support this process. A professional dialogue between the HOD and the teaching staff member with responsibility for delivering the curriculum to the class, will be used to determine how well the curriculum was delivered.
- Teachers will then agree upon strategies to improve the achievement of students if any misconceptions or concerns are identified.
- To inform students of their current progress - reflect on how well they have been able to demonstrate they have learnt the curriculum,
- To provide an indication about how this sequence of learning contributes to their overall progress over time. This allows the students to build a picture of their likely attainment against their potential identified on entry.
- To inform parents how their child is performing in relation to their personal targets their progress within their Year group so parents are aware of their relative progress and can support them further if required.
- To inform leaders how well the curriculum is being implemented across subjects, year groups, phases , subject and target groups The use of this data picture helps to lead conversations with teachers aiming to reduce variations in subject performance across the school.

In order that our assessment process delivers on these aims, assessments must be valid and reliable. To achieve this, we ensure that curriculum and assessment planning are considered together when planning a sequence of learning activities within the subject plan.

- Departments have times to work together to review the assessment once the curriculum has been delivered to identify if the assessment needs adjustment or the curriculum scheme further revision.
- Middle leaders and other staff have opportunities to work with colleagues in other schools to standardise their assessment formats and outcomes as part of a model of self improvement.
- We work with leaders and other staff to compare a range of evidence to help us understand how well the curriculum has been delivered and how assessment in lessons and between lessons is supporting progress. (work in books/folders, observation of guided practice, asking questions, checking for understanding, and how staff correct errors or common misconceptions made by students in addition to planned opportunities for retrieval practice to build schema over time.

## **Assessment**

### **Assessment for Learning (AfL) Within lessons and between lessons**

AfL is a continuous and formative assessment process and takes place in every lesson, and following any in school assessments/tests/exams. As a result, AfL students gain an understanding of their knowledge, skills, thinking, understanding as well as behaviours for learning.

Specifically, they:

- Understand their strengths
- Understand their gaps for improvements/gaps in knowledges
- Act on this understanding stands with demonstrable impact on their learning over time.

Assessment activities can vary from “low stake” knowledge quizzes, end of topic unit/tests. practice activities, problem- solving tasks, practicals, year group assessments, Pre public examinations(PPE’s) etc Some will be undertaken in class or in formal school exam style practice or set as homework.enables teachers to reflect upon and evaluate the impact of their teaching of the curriculum

Leaders use discussion and evidence from observation, comparative judgement and book looks to help them work with teachers to adapt the content, pace, direction, activities and feedback of their lessons and homework to ensure that the curriculum offers the breadth of study ambition and equity of experience required for students to make excellent progress.

### **Assessment of Learning (AoL) End of a sequence of lessons or a phase of study**

AoL :

- To inform students of their current progress so they can reflect on how well they have been able to demonstrate they have learnt the curriculum,
- To provide an indication about how this sequence of learning contributes to their overall progress over time. This allows the students to build a picture of their likely attainment against their potential identified on entry.
- To inform parents how their child is performing in relation to their personal targets their progress within their Year group so parents are aware of their relative progress and can support them further if required.
- To inform leaders how well the curriculum is being implemented across subjects, year groups, phases , subject and target groups The use of this data picture helps to lead conversations with teachers aiming to reduce variations in subject performance across the school.

## **Public examinations**

At the end of courses/phases, students take public examinations e.g. GCSE, GCE's which are graded externally. During the year, students also complete assessments which form part of the public examination process and contribute to their awarded grade.

- Non examination assessments
- Practical examinations
- Forging language speaking examinations
- Vocational course qualifications

There are strict conditions for taking these assessments and the amount and type of feedback teachers can give to students during the assessment period. These conditions are imposed upon the school by the examinations boards and the Joint qualifications councils (JCQ) are supported by the schools examinations policy and are explained to students by their teachers.

## **Formative Feedback**

Students receive feedback in a variety of ways;

- Questioning
- Self assessment
- Peer assessment
- Written feedback from teachers
- Verbal feedback form teachers
- Whole class feedback from teachers.

Feedback provides information about the security of knowledge/skills and progress towards their own targets. It is part of a range of strategies to personalise learning and teaching over time. Every assessment (formal or informal) is an opportunity to provide feedback. Feedback can be provided by teachers, teaching assistants or students. It can relate to one piece of work or a body of work over time. It can appear in a variety of formats ( and is usually a combination of one or more) for example;

- Written comments
- Grouped comments to the class
- Highlighted success criteria
- Verbal Comments
- Comparaision with a model answer
- Comparative judgement
- Symbols or codes
- Record of someone else's feedback
- PLC Personalised learning checklists.- what needs to be learnt

The purpose of formative feedback is to enable students to consolidate knowledge, skills or fluency or to improve upon them so they can be best prepared for the external requirements of a public examination.

The independence and the fluency with which students can apply knowledge, skills and understanding to a problem or questions is practised so students benefit from experience and form a view about how they might perform in a similar situation.

Over time, feedback should therefore:

- Confirm what the students has done /is doing well
- Indicate what the student should do to improve ( and what that might look like in terms of quality and quantity
- Provide spelling, punctuation and grammar improvement advice (as appropriate)
- Provide numeracy improvement advice (as appropriate)

Formative feedback may or may not include a numerical scale point or grade. Such a number can only ever be indicative and it is the feedback and response to that feedback by the student that are the most important elements in determining progress.

### **Summative assessment**

Summative assessments will take place three times across the academic year. These are known as data points

### **Discovery**

In Years 7 to 9 they will be known as “Rank Order assessment” (ROA) and data will be entered by teachers. The score indicates the progress a student is making in their understanding of the curriculum or curriculum sequence and the students performance in the accompanying planned assessment sequence.

End of a sequence assessments will take place as per timetables published and to allow departments flexibility and equity in delivery they are normally carried out across a two week window.

**ROA assessments should :**

1. Be clearly aligned to the curriculum that was taught
2. Be cumulative in nature and not just test students on the most recent topic studied.
3. Increase in difficulty and reflect students increased capabilities as students progress through key stage 3
4. Where possible, PE, ART & Technology and Performing Arts will award a percentage mark based on practical work completed in a sequence of lessons and a written assessment when appropriate, as an ROA assessment.

Once assessments have been marked, teachers are expected to :

1. Acknowledge effort and give praise for areas of the curriculum understood by students to a deeper level.
2. Deliver feedback to students at both whole-class and individual student level as appropriate using a range of feedback strategies covering areas of strength and areas for development.
3. Students will where appropriate be given the opportunity to make corrections and additions to their assessments
4. Students can re-draft sections of their assessments as appropriate based on teacher feedback.

Results of these assessments

1. Give a profile of student performance across their curricular offer
2. Indicate if students are making expected progress relative to their starting point
3. Provide opportunities for the school to investigate anomalies or outliers so that students curricular experience is clear.
4. Will be used to report student progress to parents and carers -Their individual child's performance compared to their peers. Rank ordering position is not shared with students in class. Effort is acknowledged to give balance.

**Destiny**

At the start of Year 10 students will be provided with a MEG (Minimum expected grade) based on their Key stage 2, Key Stage 3 and FFT 50-20 targets. This is subject to review and change at the end of year 10 moving to year 11.

In Year 10 summative assessments take place three times in the academic year twice within the classroom and once in formal examination conditions.

The percentage of these assessments will be reported using current and predicted grades based on previous external grade boundaries .

The results will be used to :

1. Determine whether students are making expected or better progress in all subjects within their curricular offer.
2. Identify students as outliers flagging as students of concern not previously identified by curricular delivery and subject monitoring.
3. Quality assure decisions on banding made by core subject heads based on performance over time.

Pre public examinations in Year 11 will take place under formal examination conditions once or twice as per published timetables.

**Pre public examinations should:**

1. Largely be based on past or specimen GCSE papers or parts of them
2. Be cumulative in nature and not just test students on the most recent topic studies.
3. Increase in content coverage as students progress through Year 11 with an expectation that students are ready to sit "full" papers by the end of the Autumn term.
4. Pre public examinations will be awarded a percentage mark which will be converted into GCSE 9-1 or vocational scores, using previous year's grade boundaries.

**Once pre public examinations have been marked, teachers are expected to :**

1. Deliver feedback to students at both whole-class and individual student level as appropriate using a range of feedback strategies.
2. Students will make corrections and additions to their assessments
3. Students can re-draft sections of their assessments as appropriate based on teacher feedback.
4. Where appropriate students do not achieve an agreed grade they receive specific feedback on the paper and their performance and have a short period of time to go away and revise again. They then retake a similar paper in exam conditions so they can secure the agreed grade.

When students join us in Year 12, they are given an ALPS minimum target grade which is calculated by using their average GCSE point score. This target grade, which is relevant for A Levels and BTEC subjects, will remain with them for the two years in sixth form and students are challenged to exceed this target grade by the time they reach their final exams at the end of Year 13.

In both years, students will complete three summative assessments across the academic year, twice in exam conditions (PPEs) and at least once in the classroom. Students will also be given regular formative feedback by the teachers to support them towards reaching their target grade.

Progress towards their target grades will be reported home using current and predicted grades which are based on previous external grade boundaries.

**Pre public examinations (PPEs) should:**

1. Largely be based on past or specimen A Level or Vocational papers or parts of them.
2. Be cumulative in nature and not just test students on the most recent topic studies.
3. Increase in content coverage as students progress through Years 12 and 13 with an expectation that students are ready to sit “full” papers by the end of the Autumn term in Year 13.
4. Pre public examinations will be marked according to the relevant mark scheme and grades reached by referencing the relevant grade boundaries.

**Once pre public examinations have been marked, teachers are expected to :**

5. Deliver feedback to students at both whole-class and individual student level as appropriate using a range of feedback strategies.
6. Give students opportunities to make corrections and additions to their assessments.
7. Give students opportunities to re-draft sections of their assessments as appropriate based on teacher feedback.
8. Where appropriate, students who do not achieve an agreed grade will receive specific feedback on the paper and performance. They will then have a short period of time to go away and revise again. They then retake a similar paper in exam conditions so they can secure the agreed grade.

**Target Setting**

All staff are responsible for promoting a culture of high expectations and embracing targets for all. We do not make or condone excuses and students should experience a well planned and taught curriculum offering ambition and challenge at all levels and starting points.

**Key Performance Indicators (KPIs)**

Our aim is that our school performance is in line with the 25% or above of schools nationally and as a minimum 50% and above. Leaders are accountable for achieving KPIs:

- Heads of departments are accountable for achieving their courses KPIs

- Pastoral leaders are accountable for the overall achievement of their groups and for supporting interventions put in place at department/school level.

### **Individual Student Targets**

Targets are based on KS2 SATs or CATS scores and we use FFT 50 -20 estimates to indicate minimum performance or a MEG. The target setting expects students to be ambitious and that teaching and quality curricular delivery will ensure that the majority of students will make at least expected progress in all their subjects leading to a positive Progress 8 score.

Teachers and leaders are accountable for the quality of the curriculum delivery and for monitoring students progress towards the agreed MEG.

They should ensure there is intervention in place where a student is off track.

### **Student SMART targets (PASS data)**

Students in Year 7-11 set SMART and review SMART targets three times per academic year, these targets can be found in the student handbook. In Term 1 these targets are set with parents and tutors through a well being appointment then reviewed in Term 3 with parents and students and finally reviewed in Term 6 for Years 7-10 and in Term 5 for Year 11.

Students also reflect on their Progress report with subject teachers and tutors to identify clear subject specific targets that are recorded on the Progress report and two out of the three progress reports are discussed at the subject parents meetings. COVID 19

### **Roles and responsibilities**

#### **All leaders are responsible for:**

- The development of carefully designed curriculum sequences of learning and accompanying agreed methods of assessment that indicate how well the students have learnt the curriculum as taught.
- The design of assessments are robust and valid and reliable assessment schemes are used.
- The assessment policy is implemented correctly and as agreed with the expectation that all can make progress from their starting point and that intelligence is not fixed.
- Engaging staff in conversations about how well the curriculum is being delivered and accruing an evidence base to support this dialogue, including engaging students in discussion
- Being ambitious for their students and ensuring their staff offer an equity in curriculum and assessment experience.
- Clear and consistent communication with all stakeholders so there there is a shared understanding of the policy and how it relates to themes

- The support and training of staff is considered and opportunities provided to ensure the successful implementation of the curriculum. Leaders look outside the school to offer subject training and share knowledge that will enhance the delivery of the curriculum and how to assess progress.

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All teachers, teaching assistants and other curriculum staff are responsible for implementing this policy in their work so that students across the school are taught, supported and challenged in a highly effective and consistent way.

## **Reporting**

Reports to governors include information about student's progress and attainment, attendance and public examination results. This information is also shared with the local authority.

Classcharts are used to report to students and parents electronically on behaviour for learning and their child's attendance.

Progress reports are emailed to parents.

Where families have no access to the internet, paper copies are provided on request.

Every student and parent receives three progress reports. The report included the following information:

1. A summary of an individual students MEG targets in Key Stage 4 and 5
2. A summary of the progress towards those targets based on curriculum coverage, in all subjects studied.
3. Results of formal in school assessments/ PEEs
4. An indication of positive behaviours for learning recognised by staff or areas of focus for behaviour improvement
5. Public examination results and/ or vocational qualification or credit.

The ClassCharts App available to parents and students using a mobile device, displays:

1. Attendance data
2. Student achievements
3. Student conduct summaries

There are two sets of parents' meetings for each year group in each academic year and three well being appointments with the tutor.

Annex 1 - Department Feedback

Annex 2 - Rank Order assessment Guidelines

Annex 3 - Rank Order Frequently asked questions

Annex 4 - Destiny Guidelines

## Annex 5 - Student Targets - Handbooks