Statement of Assessment

At EPCS, we use assessment formatively, to enable students to make further steps in their learning of the curriculum. We aim to ensure all assessment is manageable for teachers, and is meaningful and motivational for students.

Assessment can be separated into three categories:

Within lessons
In lessons, teachers spend time modelling for students and letting them in on the secret of how to be successful in specific tasks. They check their understanding by looking at their work and asking targeted questions. Where required, they support students with correcting errors and addressing misconceptions, thereby 'shunting' them forwards in their learning. We refer to the time students spend correcting or improving their work as DIRT time (Dedicated Improvement and Reflection Time.)

Between lessons
Teachers review the students' work to help them assess how effectively the students have learnt what has been taught. Teachers then design future lessons which respond to this analysis, addressing misconceptions, consolidate students' understanding and support them with taking next steps in learning the curriculum. Whole class feedback may be given, and overlearning activities used to consolidate students' knowledge.

End of a sequence of lessons
Once students have completed a unit of lessons, they complete a more formal assessment to ascertain how much has been learned. Students are then provided with feedback designed to enable them to take next steps in their learning, and supported time to improve, redraft and uplevel their work.

Based on data from these assessments, Data Driven Instruction meetings take place between the Curriculum Leader and each teacher. With the leader's support, the teacher will then determine actionable next steps they will take to improve their curriculum implementation. The Leader will hold them to account for making these changes.

The purpose of assessment

Assessment at EPCS serves several purposes:
- To "shunt" learners forwards by enabling them to make next steps in learning the curriculum.
- To enable teachers and leaders to see how effectively the planned curriculum has been learnt by students.
- To enable teachers to identify any misconceptions that remain or gaps that have been missed. In this way teachers can adapt their planning and teaching to meet the needs of all their students.
- To enable leaders to check that the implemented curriculum matches the planned curriculum. To enable leaders to check that there is equity.
- To inform students of their current progress - enabling them to reflect on their learning.
- To inform parents about the progress their child is making in learning the curriculum.

Assessment for Learning (AfL) within lessons and between lessons

Assessment for Learning is the process of teachers providing their students with formative feedback (either verbal, written or a mix of both) and working with students to ensure this feedback moves their learning of the curriculum forwards.

We aim to ensure that through Assessment for Learning:
- Students understand what they need to do to be successful.
- Students understand the current strengths in their knowledge and application of knowledge.
- Students understand the current weaknesses/gaps in their knowledge and application of knowledge.
- Students act upon the feedback they are given, resulting in them moving forwards in their learning.

Students receive formative feedback in a variety of ways, such as:
- Questioning
- Self assessment
- Peer assessment
- Written feedback from teachers
- Verbal feedback form teachers
- Whole class feedback from teachers.

Feedback can be provided by teachers, teaching assistants, other students, or the student themselves. 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
- Comparaison with a model answer
- Comparative judgement
- Symbols or codes
- Record of someone else's feedback
- PLC Personalised learning checklists.- what needs to be learnt

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

The purpose of AoL learning is:
- To inform students of their current attainment 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 of how their child is progressing in learning the curriculum.
- 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
- Forgeing 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.

Discovery - KS3
There are three Full Progress data points each year when the school reports to parents on how well their child is progressing in learning the curriculum. Teachers make a holistic judgement about how each student is performing in relation to age related expectations in each subject, using the subject assessment overview documents published on the website. Teachers make a judgement over whether each student is exceeding, securely meeting, developing or emerging in relation to Age Related Expectations (ARE).

To support these judgements, students sit rank order assessments (ROA) in all subjects. To allow departments flexibility and equity in delivery they are normally carried out across a two week window. Based on their attainment in each subject, students are then sorted into a rank order. The rank order place provides an indication of the rate of progress a student is making in terms of knowing and understanding the curriculum, relative to their peers.

Students are provided with formative feedback on these assessments, and are supported by their teachers in making the necessary next steps to move their learning of the curriculum forwards (DIRT time).

ROA assessments should:
1. Be clearly aligned to the curriculum that was taught
2. Increase in difficulty (age related expectations) and reflect students increased capabilities as students progress through key stage 3
3. Where possible, PE, Design 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 be given the opportunity to make corrections and additions to their assessments, based on the feedback they've been given.
4. Students will re-draft sections of their assessments as appropriate based on teacher feedback.

Results from Rank Order 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 (ie: to ensure the experienced curriculum is equitable and of a high quality for all)
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 - KS4
At the start of Year 10 students will be provided with a MEG (Minimum expected grade) determined by an amalgamation of Key stage 2 data, Key Stage 3 data and FFT20 targets. MEGs are subject to review and change at the end of year 10 moving to year 11.

In Year 10, milestone assessments take place three times in the academic year, twice within the classroom and once in formal examination conditions. Based on these assessments, current 'working at' and predicted 'end of Year 11' grades are shared with students and reported to parents.

The results from these assessments 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.

Students are provided with formative feedback on these assessments, and are supported by their teachers in making the necessary next steps to move their learning of the curriculum forwards. For example, this might be through correcting answers or redrafting parts of their work.

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

Pre public examinations should:
1. Largely be based on past or specimen GCSE papers or parts of them
2. Be synoptic 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 the 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. Instead, 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.

EPCS6 - KS5
At the start of Year 12, students are set aspirational targets based on ALPS and FFT-20 data (based on their average GCSE points score). All students are expected to meet or exceed this grade by the time they reach their final exams at the end of Year 13.

Students regularly complete exam style questions and activities as part of their curriculum journey. Sometimes such tasks will be completed in class, other times they will be completed by the students outside of lessons. Students regularly receive a combination of verbal and written formative feedback to 'shunt' them forwards in their learning. Teachers support students with acting upon the feedback they have been given, ensuring it drives them forwards in learning the curriculum.

In Y12 and Y13, students complete three milestone assessments across the academic year, twice in exam conditions (PPEs) and once in classrooms. Drawing upon these assessments and the students' other ongoing work, teachers make holistic judgements about the current grade each student is working at, and the predicted grade they are currently likely to reach by the end of their Sixth Form journey, based on their current rate of progress. After each assessment, teachers are expected to deliver feedback to students at both whole-class and individual student level, and support students in making corrections or additions to their assessments, or redrafting parts of their work. This ensures the assessment functions to move the learner forwards in their knowledge and fluent application of knowledge.

Target Setting

All staff are responsible for promoting a culture of high expectations. 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 top 25% or above of schools nationally and as a minimum 50% and above. Leaders are accountable for achieving KPIs:
- Heads of Department, alongside senior leaders, are accountable for ensuring KPIs are achieved at a subject level.
- Heads of Year, alongside senior leaders, are accountable for the overall achievement of their year groups and for supporting interventions put in place at department/whole school level.

Individual Student Targets

Targets are based on students' prior attainment (KS2 SATs or CATS scores for KS4, GCSE average points score at KS5) and we use FFT20 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 and review SMART targets three times per academic year. These targets are based on their attitudes to self, school and learning. The targets can be found in the student handbook. In Term 1 these targets are set with parents and tutors through a well being appointment, are 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 Full Progress reports with their subject teachers and tutor to identify clear subject specific targets.

Roles and responsibilities

All leaders are responsible for:

- Carefully designing curriculum sequences which are coherent and carefully sequenced to support the acquisition of knowledge, and fluency of applying knowledge in a range of contexts.
- Ensuring assessments are designed to show how effectively students have learnt the taught curriculum.
- Ensuring high quality feedback is given verbally and/or in written form to either individual students or the whole class which enables them to move forwards in their learning.
- Ensuring the assessment statement is implemented correctly and as agreed, with the expectation that all can students' 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 about their learning.

- Being ambitious for all students and ensuring there is equity in curriculum and assessment experience for all students.
- Ensuring training is provided for all teachers enabling them to implement the planned curriculum as effectively as possible. Alongside internal CPD and sharing best practice within curriculum teams, 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.

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.

The online tool 'Classcharts' is used to report to students and parents electronically on behaviour for learning and their child's attendance. It updates in real time.

Progress reports are emailed to parents three times per year. 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 student's MEG targets in Key Stage 4 and 5
2. A summary of the progress the student has made towards Age Related Expectations at KS3, and towards their MEG at KS4 and KS5.
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 (positive and negative points)

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

Appendix 1: Assessment and Feedback Summary for Teachers

Assessment and Feedback: Top 10 tips for teachers

1. Staff must be clear about the purpose of all feedback. Why is it being given at this particular time? This rationale should be based on improving student learning and outcomes, not to provide evidence to SLT/other interested third parties that assessment and marking has taken place.

2. Students should be spending far longer acting on their targets than the teacher is marking their work. Feedback needs to lead to a student making steps forwards in their learning, doing more of something or doing or thinking about something differently. Make sure the loop is complete!

3. If it isn't positively impacting on student learning and outcomes, you shouldn't be doing it!

4. Quantity of feedback should not be confused with quality.

5. Make targets clear, focused and short term.

6. If giving written feedback, make sure your handwriting is clear and written expression easy to understand.

7. Feedback at time of task completion, or very soon afterwards has the highest impact. Do not underestimate the impact of immediate verbal feedback to students whilst they are working.

8. Make the students work harder. Embed meaningful self and peer assessment in your lessons by regularly giving students time to evaluate each other's work and target set using checklists, success criteria and model answers.

9. Feedback MUST inform teacher planning. Teach to what students don't know/can't do. Add value to students by correcting common misconceptions and misunderstandings, and giving them time to practice their targets.

10. Be careful about giving students summative grades - research shows that this reduces their engagement with next-step targets. Consider withholding scores/grades until after students have improved/upleveled their work.

Appendix 2: Whole School Standard Marking Codes

SP = Spelling error
P = Punctuation mistake
C= Capital letter used wrongly
II = New paragraph
△ = Clumsy expression/doesn't make sense!

Appendix 3: The Presentation of Work

There should be a high expectation of the standard of presentation of student work at all times.
The following are generic standards to which all curriculum areas are to adhere.

- Students are to begin each lesson's work by writing a date and title.
- Students are to write in black or blue ink.
- Diagrams and drawings are to be in pencil
- Mistakes are to be crossed out using one line only
- Care should to be taken over handwriting
- There should be no graffiti/doodling