



KINGSTONE ACADEMY TRUST

APPROVED POLICY DOCUMENT

| Assessment Policy | |
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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- This policy complies with our funding agreement and articles of association.

3. Principles of Assessment

What is assessment?

Assessment is the opportunity to demonstrate knowledge and abilities. Therefore, any opportunity that students have to demonstrate their learning could be deemed an 'assessment event', whereby students' level of understanding can be judged. An assessment could be anything from a formal exam to a Q&A session, a pop-quiz to a role-play, or a presentation to a mind-map.

One principle that is clearly agreed upon is that classroom assessment is central to the teaching and learning process. It must be collaborative and focused; assessment must be an interactive process. Teachers need to know about their existing students' progress and next steps in learning so that they can adapt their lessons to meet their needs – needs which are often unpredictable and which vary from one student to another.

Assessment is the process by which students, teachers and parents are able to make judgements that allow them to monitor progress, evaluate the learning experience, improve planning, diagnose difficulty, identify progression, assist personalization and improve the quality of teaching and learning.

Why do we assess?

We use student assessment in the following ways:

- **Pedagogy** – Evaluate achievement and inform teaching; evaluate and improve learning
- **Communication** – Reporting and reviewing next steps
- **Leadership and Management** – Teacher targets, appraisals and monitoring progress

We believe the essential element of assessment is to use the data formatively in order to provide clear strategies for making progress.

Our vision for assessment

1. ***Assessment is at the heart of teaching and learning***
 - a) Assessment provides evidence to guide teaching and learning.
 - b) Assessment provides opportunity for students to demonstrate and review their progress.
2. ***Assessment is fair***
 - a) Assessment is inclusive of all abilities.
 - b) Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. ***Assessment is honest***
 - a) Assessment outcomes are used in ways that minimise undesirable effects.
 - b) Assessment outcomes are conveyed in an open, honest and transparent way to assist students with their learning.
 - c) Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. ***Assessment is ambitious***
 - a) Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b) Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c) Assessment objectives set high expectations for learners.
5. ***Assessment is appropriate***
 - a) The purpose of any assessment process should be clearly stated.
 - b) Conclusions regarding student achievement are valid when the assessment method is appropriate
 - c) Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d) Assessment should demand no more procedures or records that are practically required to allow students, their parents and teachers to plan future learning
6. ***Assessment is consistent***
 - a) Judgements are formed according to common principles.
 - b) The results are readily understandable by third parties.
 - c) A school's results are capable of comparison with other schools, both locally and nationally.
7. ***Assessment outcomes provide meaningful and understandable information for***
 - a) students in developing their learning;
 - b) parents in supporting children with their learning;
 - c) teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
 - d) school leaders and governors in planning and allocating resources; and
 - e) government and agents of government.
8. ***Assessment feedback should inspire***
 - a) greater effort and a belief that, through hard work and practice, more can be achieved.

4. Assessment Approaches

At Kingstone High School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school Formative Assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

The majority of meaningful feedback is formative and is immediate verbal feedback – at the point of learning. Teachers use a range of formative assessment techniques– for example, marking and feedback, questioning, discussion, effective plenaries, regular short recap quizzes, use of whiteboards, self and peer-assessment and/or observations.

Formative assessment:

- Happens during the learning
- Helps to improve learning
- Assists in growing learning
- Is done with the student
- Is personally referenced
- Is focused on the process

4.2 In-school Summative Assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Kingstone High School, we use Age Related Expectations related to the 'Mastery' assessment terminology at Key Stage 3. At Key Stage 4, we use the '9-1' GCSE assessment scale.

Although Key Stage 3 and Key Stage 4 use different assessment scales, we have adopted a model designed to ensure consistency from Year 7 through to Year 11. This is especially important for target setting and insuring students are on an appropriate 'flight path' that will challenge them.

The below grids outline how the mastery grades relate to the GCSE 9-1 curriculum, depending on the year group they have reached that threshold. They allow teachers, students and parents to deepen their understanding of how Key Stage 3 attainment can continue in to Key Stage 4. It also

outlines the benchmark for what is 'Age Expected Attainment' and 'Above Age Expected Attainment' in line with the Age Related Expectations.

The table below also illustrates the two 'pathways' that we use: progressive or modular. In a progressive pathway subject, the grades are progressive and build year-on-year throughout the programme of study. What, for example, constitutes 'securing' in Year 7, would only count as 'developing' in Year 8 and 'emerging' in Year 9. In modular, students maintain the grade as they apply their skills with new knowledge and topics (i.e. Science when they move from one topic to another). This method of using progressive or modular pathways allows teachers and leaders to track progress more effectively as they journey through the year groups.

| Progressive Pathway | | | | |
|-------------------------|------------|------------|-------------------------------|---------|
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| | | | 9 | 9 |
| | | | 8 | 8 |
| | | | 7 | 7 |
| | | | 6 | 6 |
| | | Mastering | 5 | 5 |
| | Mastering | Deepening | 4 | 4 |
| Mastering | Deepening | Securing+ | 3 | 3 |
| Deepening | Securing+ | Securing | 2 | 2 |
| Securing+ | Securing | Developing | 1 | 1 |
| Securing | Developing | Emerging | | |
| Developing | Emerging | | | |
| Emerging | | | | |
| Age Expected Attainment | | | Above Age Expected Attainment | |
| | | | | |
| Modular Pathway | | | | |
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| | | | 9 | 9 |
| | | | 8 | 8 |
| Mastering | Mastering | Mastering | 7 | 7 |
| Deepening | Deepening | Deepening | 6 | 6 |
| Securing+ | Securing+ | Securing+ | 5 | 5 |
| Securing | Securing | Securing | 4 | 4 |
| Developing | Developing | Developing | 3 | 3 |
| Emerging | Emerging | Emerging | 2 | 2 |
| | | | 1 | 1 |
| Age Expected Attainment | | | Above Age Expected Attainment | |

| <u>Progressive Pathway</u> | <u>Modular Pathway</u> |
|--|---|
| Assessment 'grades' or outcomes are progressive, and build unit-to-unit and year-on-year, throughout the programme of study. What, for example, constitutes 'securing' in Year 7, would count as 'developing' in Year 8 and 'emerging' in Year 9.. | Assessment 'grades' or outcomes should be maintained throughout the year, as they apply their skills with new knowledge and topics. |

4.3 Nationally standardised Summative Assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4.

5. Collecting and using Data

We collect and use assessment data in a variety of ways. All assessment information is recorded in Go4Schools Markbooks which is available for students and parents to view. Go4Schools is a secure platform for collecting and analysing data.

Current Grades

Go4Schools utilises a model where current grades are not changeable by teachers. Instead, the current grade is generated based on the make up of specific assessment outcomes. The Markbooks are programmed in such a way that the weightings of these assessments are considered in how the current grade is generated. This is decided by Heads of Faculty but approved by SLT.

Target Setting

End of year expectations are set for all our students, by half-term of the first academic year. This is based upon completion of their baseline assessments or previous end of year grade, together with a triangulation of other data including their FFT Target (based on KS2 outcomes) and CAT4 Indicator. In most cases, targets should match or exceed a student's FFT Target or CAT4 Indicator. Only in rare circumstances will a target be lower than this, and this is authorised by the Head of Faculty and SLT when receiving appropriate evidence. Targets should be as aspirational as possible and be a goal for students to fulfil their potential.

Teachers use the below table to convert their FFT targets or CAT4 Indicators to our Mastery Assessment grades.

| GCSE Grade | KS3 Mastery equivalent |
|------------|------------------------|
| 9 | Mastering+ |
| 8 | Mastering |
| 7 | Deepening+ |
| 6 | Deepening |
| 5 | Securing+ |
| 4 | Securing |
| 3 | Developing |
| 2 | Emerging+ |
| 1 | Emerging |

Predicted Grades

Teachers input predicted grades for each student, and this is an indication of what their professional opinion is that each student will get at the end of the year or phase. A predicted grade is based on a range of data and assessment in combination; their current attainment grade, their attitude to learning, CAT4 Indicators and end of year target grades. Attendance may also form part of a decision relating to predicted grades.

Key Assessments

Key Assessments have been introduced to implement more rigour and structure to our formal summative assessment cycle. In Years 7 to 10, students sit three 'Key Assessments' in a year, one in each academic term. These are moderated and quality assured prior to release to ensure consistency across the school. These Key Assessments are designed with recall and retrieval in mind and aim to prepare students for the eventuality of sitting GCSE examinations in Year 11. A timetable of Key Assessments is created, together with a revision guide so that all students and parents can support as best as possible.

Quality Assurance and Moderation

Quality Assurance forms an integral part of faculty meetings, with routine dialogue with SLT links. With regards to assessment quality assurance, the largest focus is on the moderation of work and assessments. Following the marking and summative grading of work, departments cross-moderate to ensure the accuracy of grading. SLT links also take a sample of students to ensure this has been conducted. This must all be referenced using the various proformas on BlueSky. The data collected and used in Go4Schools is integral for Quality Assurance to ensure it is aimed to evaluate the appropriate achievements.

Progress

Progress is measured based on the assessment data that has been collected in relation to a student's target grade. For example, expected or working towards expected progress is measured in relation to how far a student is away from their target. However, we use residuals in Go4Schools to alter this depending on the academic year.

The residuals for a Progressive Pathway subject are highlighted on the table below. All subjects are labelled on Go4Schools as either Progress or Modular. At the start of the year, a child could be 3 'sub' steps away from their target (i.e. S+, S, Dv+) and still be considered as 'Expected Progress' as the expectation is that they will make gradual steps in progress to achieve or exceed their target by the end of the year. However, if a student is still 3 steps away from their target in Term 2 of that academic year, their progress residual would read as 'Working Towards Expected Progress'. Any lower than that, 'Below Expected Progress'.

Modular pathway subjects have the same residuals throughout the year as the expectation is that the grade is maintained throughout the academic year.

| Residuals (Progressive Pathway) | Start of the Year | End of Term 1 | End of Term 2 | End of Year |
|---|--------------------------|----------------------|----------------------|--------------------|
| Expected Progress - Key Stage 3 | -3 | -2 | -1 | 0 |
| Better than Expected Progress - Key Stage 3 | -2+ | -1+ | 0+ | 1+ |
| Expected Progress – Year 10 | -2 | -1.67 | -1.33 | -1 |
| Better than Expected Progress - Year 10 | -1.67+ | -1.33+ | -1+ | -0.67+ |
| Expected Progress – Year 11 | -1 | -0.67 | -0.33 | 0 |
| Better than Expected Progress - Year 11 | -0.67+ | -0.33+ | 0+ | 0.33+ |

6. Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Kingstone High School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

As a research tool to help them find out about new topics and ideas

When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

7. Reporting to Parents and Carers

Parents have live, real-time access to progress data on Go4Schools. This includes FFT Targets, CAT4 Indicators, End of Year Targets, Current Grades and Predicted Grades. The breakdown of assessment data that contributes to the Current Grade is also available for parents to see.

In addition to this, we regularly update parents on the progress of students. There are three reports sent home during the academic year. In most cases, these are progress reports with a summary of the key data for each subject each term. One of these is an annual written report that includes key data, plus additional comments including strengths and areas of improvement for each subject. Year 9 students receive their written report at the end of Term 1 in order to support with the GCSE Options Process, whilst Year 11 students receive their written report at the end of Term 2, shortly before departing for Study Leave and beginning their examination cycle. All other year groups receive their written report at the end of the academic year.

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record
- The total number of possible attendances
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained
- A pastoral summary from Key pastoral staff

Parents are also invited to parents' evenings throughout the year. Reporting data and attitude to learning forms an integral part of these. In addition, the Parent Newsletter includes videos and other supporting guidance to parents in understanding the mastery curriculum and the assessment process.

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

9. Roles and Responsibilities

9.1 Trustees

Trustees are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 Headteacher

The Headteacher is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

9.3 Assessment Lead

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

9.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed annually by the assessment lead. At every review, the policy will be shared with the Board of Trustees (Quality and Standards Committee).

All teaching staff are expected to read and follow this policy. All leaders, both senior and middle leaders, are responsible for ensuring that the policy is followed.

The assessment lead will monitor the effectiveness of assessment practices across the school, through:

- Learning Walks
- Lesson Observations
- Book Looks
- Staff and Student Voice
- Moderation
- Other forms of Quality Assurance

All Quality Assurance must be completed and tracked via BlueSky.