



Assessment and Target Setting Policy (Secondary)

PURPOSE

We use a number of different types of assessments for different internal purposes. The document below is an explanation of each of these assessments.

Date of last review:		Author:	M Neuberger
Date of next review:	September 2022	Owner:	Ark Soane Academy
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	LGB
School:	Ark Soane	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Assessing & responding

1. Introduction

Our mission is to ensure that all our students fulfil their academic and personal potential by providing an education that radically improves our students' life chances. We want every student at Ark Soane Academy to do well enough by age 18 to have real options to go to university or follow the career path of their choice.

Assessment underpins the school's values: we have high expectations of every student, we know that all students can achieve academic success and we support students to set aspirational goals for themselves and to monitor their achievement against them.

Assessment also underpins the school's curriculum. Our curriculum is challenging and ambitious, and we know that if a student doesn't master a concept now they may face barriers in their future learning. Our approach to assessment is driven by the need to identify which aspects of the curriculum students have/have not learnt. Departments will target potential misconceptions and errors in student knowledge, with a view to collecting data that will inform the re-teaching of core knowledge that will underpin future academic success.

2. Grading

In KS3 and KS4, every term, students will complete an assessment which is marked by teachers. They will be awarded a percentage score that attempts to reflect students' mastery of the domain.

We will report students results to parents three times a year. Parents will receive details about the student's assessment score as a percentage in each subject, as well as the quintile in which they are performing in the year group. This will inform conversations with parents about student progress, enabling the student to gain awareness of their progression through the curriculum.

3. Targets

Our default target is for students to make + 1 grade of progress over the 5 years of secondary school. In the absence of Key Stage 2 data for students, we will use baseline assessments to ensure that all students are making good progress through the curriculum.

4. Diagnostic assessments

Interim diagnostic assessments are separate, and not reported in the same way as biannual assessments. Interim assessments are internal, low-stakes and diagnostic. They may take the form of short-answer questions, multiple-choice questions, hinge questions or written responses.

Overview:

- Students will regularly sit diagnostic formative assessments that seek to identify what aspects of the curriculum students have learnt. Students will sit a minimum of two interim assessments each half-term in English, mathematics and science and one per half-term in all other subjects.
- Interim assessments will usually be taken from the Ark Common Curriculum where available. Where not available, they will be written by the department.
- Interim assessments will be aligned to the unit's knowledge organiser. Students will be set homework which consolidates retention of the core knowledge through retrieval practice. Using the knowledge organiser effectively supports students' retention of knowledge that will enable long-term success in the subject.
- Teachers will record data in their markbooks. What data is recorded is at the discretion of the Head of Department, and may include a percentage score, individual question responses, or a list of common errors.
- Teachers will save exemplary work to use as models for future teaching

Review and re-teaching

- Following assessments, teachers will analyse their class data and will feed back to their Head of Department/Lead Teacher in co-planning. This conversation will focus on:
 - What was being assessed
 - Areas of strength
 - Areas of weakness (errors, misconceptions or gaps in knowledge)
 - Concerns (students who have not mastered the core knowledge)
 - Suggestions for re-teach
- Where an assessment reveals gaps or misconceptions in student knowledge, they will be given additional support through a combination of in-class re-teaching, homework, or in some cases, after-school intervention.
- Students will be provided with additional support during intervention sessions and may re-sit the assessment or complete similar tasks to ensure that they have mastered the core knowledge needed to progress further in the subject.

5. National Assessments

All students in Y7- 10 will take NGRT reading age assessments digitally in the Autumn term to monitor the effectiveness of our reading programme in ensuring that all students are able to read at least at their chronological reading age.

All students in Y8-10 take GL Progress tests in English, Maths and Science in the Autumn term. This allows us to ensure that our curriculum enables all students to achieve at least the expected levels of progress.

Students sit external Examinations at the end of KS4 and KS5 after course completion following the JCQ guidance (see examinations policy).

6. After the assessments

Tracking and analysis

Attainment data is recorded in the academy's Management Information System (MIS) and is available for analysis in Ark's data system, Click Click Report (CCR). This data is available to the central network team, school SLTs and teachers. CCR also provides a variety of tools to support this analysis, such as school and network-level dashboards and question-level trackers. Individual teachers should use these data and tools to identify gaps in students' learning and to inform their planning.

Moderation

We will moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also participate in regular network moderation meetings for each year group. We will also be moderated by Ealing as part of their duty to check local schools' performance in public examinations on an annual basis.

Intervention

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, we will use new data to put in place interventions across all year groups as required so that students with lower rates of attainment can catch up straight away. These interventions may take the form of in-class re-teaching, additional homework tasks, or an after-school intervention.

Reviewing Assessment

Heads of Department/Subject Leads will review interim assessment data with their line manager as part of ongoing leadership of the curriculum. In these meetings, Heads of Department/Subject Leads will set out their department's findings from interim assessments, their plan for re-teaching, and any potential adaptations to the curriculum/resources that need to be made for next year. Their line manager will support the Head of Department/Subject Lead in their decision making.

SLT will meet termly with Heads of Year in order to identify whole-school causes for concern based on assessment data and pastoral indicators. These meetings will focus on identifying replicable successful strategies as well as identifying any pastoral/behavioural support that may be required for individual groups or students.

Reporting to parents/ carers

We will report to parents/ carers regularly. We will hold two parents evenings and will

regularly send reports home to parents – see calendar below.

Half-termly reports:

- Effort 1-4
- Behaviour 1-4
- Attendance
- Merits/demerits

Termly reports:

- Latest reading age
- Effort 1-4
- Behaviour 1-4
- % score and quintile data for each subject
- Target grade and assessment grade in each subject (at KS4/5)
- Attendance
- Merits/demerits

Grade	Effort	Behaviour
Excellent 1	Fully committed, and working to best of ability in every lesson. Focused and highly motivated. Homework tasks always completed to a high standard.	Fully meets the school's expectations of behaviour. Excellent standards of attentiveness. Always settles quickly to tasks or activities. Always polite and courteous.
Good 2	Good levels of focus, motivation and attention in class. Homework tasks nearly always completed to a high standard.	Always meets the school's expectations of behaviour. Attentive and settles quickly to tasks or activities. Rarely distracted. Good standards of politeness and courtesy.
Needs Improving 3	Usually engages in the lesson but rarely gives maximum effort. Lacks focus and motivation. Homework tasks are usually completed to a high standard.	Often doesn't meet the school's expectations of behaviour. Sometimes inattentive but settles to tasks or activities when reminded. Sometimes distracted. Usually responds to reminders.
Unacceptable 4	Little effort apparent, often not willing or ready to learn. Lacks concentration. Unmotivated, appearing to lack desire to achieve potential. Homework tasks are rarely completed to a high standard.	Regularly doesn't meet the schools' expectations of behaviour. Often inattentive in lessons. Slow to settle to tasks and activities even when reminded. Easily distracted, and may often distract others. Often fails to respond to cautionary warnings/sanctions.

Assessment Calendar

Term	Date	Event	Format
Aut 1	7 th October 2021	Year 7 Information Evening – with tutors	Face to face
	18 th October 2021	Data entry deadline	Internal deadline
	21 st October 2021	Aut 1 Reports sent home	By e-mail
Aut 2	25 th November 2021	Year 7 Exams Information Evening	Remote – MS Teams
	29 th November – 3 rd December 2021	Year 7 Christmas Exams	In school
	13 th December 2021	Data entry deadline	Internal deadline
	17 th December 2021	Aut 2 Reports sent home	By e-mail
Spr 1	13 th January 2022	Year 7 Parents' Evening	Remote – School Cloud – by appointment
	7 th February 2022	Data entry deadline	Internal deadline
	10 th February 2022	Spring 1 Reports sent home	By e-mail
Spr 2	3 rd March 2021	Year 7 Exams Information Evening	Remote – MS Teams
	14 th – 18 th March 2021	Year 7 Easter Exams	In school
	28 th March 2021	Data entry deadline	Internal deadline
	1 st April 2022	Spring 2 Reports sent home	By e-mail
Sum 1	28 th April 2022	Year 7 Parents' Evening	Remote – School Cloud – by appointment
	23 rd May 2022	Data entry deadline	Internal deadline
	27 th May 2022	Summer 1 Reports sent home	By e-mail
Sum 2	27 th - 30 th June 2022	End of Year Exams	In school
	13 th July 2022	Data entry deadline	Internal deadline
	20 th July 2022	EoY Reports sent home	By e-mail