

Assessment Rationale and Process: Secondary

September 2019

ASPECT	NOTES
<p>1 Target Setting</p>	<p>At Key Stage 3:</p> <ul style="list-style-type: none"> At school level, all students have challenging targets set for the end of each academic year in each subject. These will be set by school leaders using national comparative data for each subject to inform their decisions. Progress towards the achievement of these targets is tracked and monitored at regular points using data arising from formative and summative assessments. All student targets will take account of age-related expectations, prior ability and aptitude and will be quality assured by both the Principal and Vice Principals. The Education Director, supported by the Trust’s Lead for Data, Insight and Analysis will work closely with Principals to ensure that school targets reflect the Trust’s ambition of all students achieving at least in line and increasingly better than other students nationally. <p>At Key Stage 4:</p> <ul style="list-style-type: none"> At school level, all students have challenging targets set for the end of each academic year in each subject. These will be set by school leaders using national comparative data for each subject to inform their decisions. Progress towards the achievement of these targets is tracked and monitored at regular points using data arising from formative and summative assessments. The Education Director, supported by the Trust’s Lead for Data, Insight and Analysis will work with Principals to ensure that school headline measures reflect the Trust’s ambition of all schools achieving in line and increasingly better than other similar schools nationally. Headline measures will vary between schools to reflect their individual contexts; thus, will be set either within the range FFT50-FFT20 or FFT20-FFT5.
<p>2 Assessment rationale.</p>	<p>With the introduction of the new quality of education judgement, senior leaders across the trust and schools have worked collaboratively to review their curricular intent according to individual establishment ethos and context.</p> <p>These connected and educationally focused conversations incorporating curriculum design, coverage, appropriateness, coherence and pedagogy have provided a valuable opportunity to think carefully about our assessment practices. We have paid particular attention to ensuring that the summative assessments we develop for the new Key Stage requirements are reliable, purposeful and valuable for stakeholders (including staff, students and parents). In light of the absence of any external standardised assessment at KS3, we have created an additional layer of quality assurance at senior leadership level to ensure that assessment design and delivery is robust.</p>

<p>3 Assessment</p>	<p>Formative assessment: Within our Trust, approaches to formative assessment are led by individual schools' Teaching and Learning teams. The purpose of formative assessment is to check student understanding during lessons and to enable teaching that is responsive to the information gained from this. Formative assessment is part of the everyday experience of teaching and learning across the Trust.</p> <p>Summative assessment: Within our Trust, schools conduct summative assessments in formal conditions, which are specifically designed to test cumulative knowledge of the curriculum. Our summative assessments will be carefully designed to ensure that they are fair, consistent, suitable for all abilities, robust and reliable.</p> <p>At Key Stage 3 (KS3):</p> <ul style="list-style-type: none"> • Students in all years will undertake one (except in Mathematics) summative assessment for each curriculum area. These assessments will: <ul style="list-style-type: none"> ○ Take place at specific points as outlined by the Trust Assessment Calendar. ○ Be consistent across the Trust in English, Mathematics, Science, History, Geography and Modern Foreign Languages. ○ Be tiered; either standard or higher dependent of the prior ability and aptitude of each student. ○ Be cumulative in design covering both the year of study and preceding years. ○ Be aligned but not necessarily identical to GCSE examinations. • A nominated trust wide Senior Assessment Lead for each subject area will oversee the creation of annual assessments in consultation with an identified subject lead – who will liaise with others across the secondary schools. Careful consideration will be given to: <ul style="list-style-type: none"> ○ Setting the parameters and context of the assessments i.e content and proportional coverage. ○ Clarifying the process of consultation with other subject leaders across schools. ○ Identification of grade boundaries. ○ Quality assurance and communication. • For the academic year 2019/2020 students in Mathematics will undertake three PUMA (Progress in Understanding Mathematics Assessments) over the year. These assessments will: <ul style="list-style-type: none"> ○ Take place during specific windows as outlined by the Trust Assessment Calendar and will be centrally set by the Director of Mathematics. • Reading Tests will be administered at the start of each year (KS3) to identify students that are below their chronological age. Schools will be responsible for planning and delivering intervention to ensure that all students are meeting age appropriate expectations and can read and communicate fluently. • Following their introduction in 2018/2019, Continuum Pathways remain in place for students in KS3 who are working significantly below their age related expectations in English and/or Maths. Students on these pathways will be identified and assessed using the following format:
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	<p>Initial baselining using; KS2 scores, primary transfer information, PIRA (Progress in Reading Assessment), GAPS (Progress in Grammar, Punctuality and Spelling Assessment) and PUMA (Progress in Understanding Mathematics Assessments) tests, set at ability levels.</p> <p>Thereafter, staff will track students' incremental steps of progress through banded national curriculum criteria noting the threads and aspects of each subject (English and/or Maths) so that gaps in students' subject knowledge and skillset can be appropriately supported from their individual starting point. For students with special educational needs, additional assessments may be carried out to inform and review both targeted and specialist interventions.</p> <p>At Key Stage 4:</p> <ul style="list-style-type: none"> • Students in both years will undertake one summative assessment for each curriculum area. These will take the form of Pre-Public Examinations (PPE). These will: <ul style="list-style-type: none"> ○ Take place at specific points as outlined by the Trust Assessment Calendar; one in each year. ○ They will not be consistent but will cover the same proportional coverage of the qualification at the stage they are taken. ○ Will be cumulative in design covering both the year of study and preceding years; where appropriate. ○ Be aligned to GCSE examinations.
<p>4 Information entered and data analysed centrally</p>	<p>At Key Stage 3:</p> <ul style="list-style-type: none"> • Data relating to summative assessments for all students will be harvested by the Trust. These harvest points are clearly defined on the Trust Assessment Calendar and relate to the following subject areas: <ul style="list-style-type: none"> ○ English, Science, History, Geography and Modern Foreign Languages at KS3; collected annually. ○ Mathematics at KS3; collected termly. ○ All subject areas at KS4; collected annually • The Education Director, supported by the Trust's Lead for Data, Insight and Analysis will work closely with Principals to review the progress of all students in relation to their targets; determining those and track and crucially those that are not. <p>At Key Stage 4:</p> <ul style="list-style-type: none"> • Data relating to summative assessments for all students will be harvested by the Trust. These harvest points are clearly defined on the Trust Assessment Calendar and relate to the following subject areas: <ul style="list-style-type: none"> ○ All subject areas at KS4; collected annually • The Education Director, supported by the Trust's Lead for Data, Insight and Analysis will work closely with Principals to: <ul style="list-style-type: none"> ○ Review the progress of all students in relation to their targets; determining those and track and crucially those that are not. ○ Review school performance against key performance indicators including and where appropriate for key groups. • Staff in all schools are required to use formative assessment techniques throughout the year to inform their understanding of where students are in relation to their targets.

		<ul style="list-style-type: none"> The Education Director, supported by the Trust's Lead for Data and Insight and Analysis will work closely with Principals to review the progress of the school towards the achievement of headline and individual subject targets.
5	Twilights Standardisation and Moderation.	<p>The Trust:</p> <ul style="list-style-type: none"> Twilights offer the opportunity for senior leaders, teams and teachers to: <ul style="list-style-type: none"> Agree the expected standards ahead of any summative exam series; improving their understanding and improve marking over time. Quality assure work so that outcomes from summative assessments are both reliable and comparable across the trust. Provide opportunities for joint marking; supporting the development of less experienced colleagues and making effective use of in house exam markers. Provide opportunities for colleagues to share formative assessment techniques and outcomes, and cross-check standards across schools The Trust Assessment Calendar for the academic year 2019/2020 has specified four compulsory twilight sessions for this purpose: <ul style="list-style-type: none"> 27/01/2020 and 31/03/2020; standardisation for Year 11 and Year 10 PPEs respectively. 3/12/2019; moderation/agreeing standards for KS3 during the transitional period leading up to delivery of the new curriculum. 19/5/2020 for KS3; standardisation of KS3 summative assessments. Where appropriate, twilight sessions have been placed on the first Tuesday of the two week marking window to allow staff to have an early indication of standards; thus limiting the need to revisit marking.
6	Trust / Senior Leader analysis of whole school data	<p>The Education Director, supported by the Trust's Lead for Data, Insight and Analysis will work closely with Principals and other senior leaders following each data harvest to identify:</p> <ul style="list-style-type: none"> Strengths (headline, performance indicators, subjects, groups of students) Areas in need of improvement (performance indicators, subjects, groups of students) Actions to secure future improvements.
7	Student Progress Meetings	<p>At school level:</p> <ul style="list-style-type: none"> There is an expectation that school level 'Raising Achievement Meetings' or equivalent will be swiftly undertaken by senior leaders to plan and agree actions that need to be undertaken to improve, sustain or where appropriate accelerate student progress. The Principal or Vice Principals will both inform and oversee these meetings; updating their Local Governing Body and the Education Director three times a year.
8	In house moderation of T&L which impacts on day to day teaching, assessment and outcomes	<ul style="list-style-type: none"> All schools will publish their Quality Assurance Calendar to the Trust each September. The Education Director, will work closely with Principals to review the outcomes from quality assurance processes throughout the academic year; updating the Board of Trustees and CEO during the academic year.

9	Quality Reviews	<ul style="list-style-type: none">• The Trust supported by senior leaders undertake a maximum of three Quality Reviews in each school.• Themes for the academic year 2019/2020 these will be confirmed to Principals by the Education Director in September 2019.
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