St Aldhelm's Academy
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Part of United Learning

Assessment Policy

KS3 & KS4

Contents

1. Introduction 3
2. Outcomes of Successful assessment and feedback 3
3. The Purpose of effective assessment 3
4. How do we assess 3
5. Assessment points 4
6. Year 7 Baseline Assessment 4
7. Mid-Point judgment at KS3 and KS4 4
8. End of Term/ Module Assessment, KS3 and KS4 4
9. Appendix 1 5

1. Introduction

This policy shares the Academy's approach to assessment which provides guidance on the nature of assessment and feedback, its frequency and ensures, as parents, you are supported in interpreting our termly reports.

2. Outcomes of Successful assessment and feedback

- All forms of assessment and feedback should aim to: Support and motivate students so as to have a positive impact on their learning
- Provide students a clear idea of how they are doing and what they need to do to improve, within a lesson, topic area or towards their target grade
- Empower staff with important information on the progress of the student

3. The Purpose of effective assessment

The purpose of effective assessment is to:

- Measure Student Learning: To evaluate how well students are understanding and retaining the material from the planned curriculum.
- Identify Strengths and Weaknesses: To pinpoint areas where students are excelling and where they require more support.
- Inform Instruction: To help practitioners to tailor their teaching strategies to meet the needs of all their students.
- Track Progress: To monitor student progress over time and ensure they are on the right track.
- Raise accountability: To hold schools and teachers accountable for student performance.
- Guide Curriculum Development: To provide data that can be used to improve and adapt the curriculum.
- Motivate Students: To encourage students to study and perform well.
- Provide Feedback: To give students and parents feedback on academic performance.

4. How do we assess

We use formative assessment to check that the curriculum content is remembered long term and what has been forgotten. At both KS3 and KS4 formative assessment should be used through each lesson so that real time teacher adaptations can be made.
We recognise that assessment can be used in a number of ways:

- Assessment of learning: summative assessments in order to monitor students' progress through national standardised tests.
- Assessment for learning: through questioning, MWB, examining students' work to provide analysis of student progress and allow real time adjustments in lessons.
- Assessment as learning: through routine quizzes and tests to build memory automaticity in students. These low stakes assessments are part of the learning process.

5. Assessment points

Throughout the academic year three modules of learning are delivered. These comprise of a mid-point and end- point assessment. At all three end point assessments of progress will be collected and reported to parents. These will occur at Christmas, Easter and summer.

6. Year 7 Baseline Assessment

In each subject, students undertake appropriate baseline assessments at the start of year seven. These are designed to establish the starting points for the KS3 curriculum and the check the essential pre-requisite KS2 knowledge is remembered.
Teachers and department heads will use these assessments diagnostically to support starting points for teaching and adaptation of planned schemes of learning.

7. Mid-Point judgment at KS3 and KS4

The mid-point judgement will capture whether a student is currently working above age related (WA), at age expected (AE), close to age related (WT+) or working towards age related (WT). To capture the progress of the student, the teacher will enter the representative number into Arbor, either 1, 2,3 or 4.
The mid-point judgement is based on a range of robust evidence that may include:

- High stakes formal assessments (if these have occurred).
- Low stakes assessments.
- In class, formative assessment.
- Completion of work in exercise book.
- External diagnostic data (where relevant) – e.g. GL assessment / Sparx Reader / Sparx Maths

The mid-point judgement will not be reported to parents but is recorded buy the teacher to ensure progress is on track.
At KS4 the mid-point judgement at KS4 will record two judgements from the teacher: a working at grade and a predicted grade (GCSE).

8. End of Term/ Module Assessment, KS3 and KS4

8.1. End of term / module assessment KS3:

The end of term/module assessment will, to a large degree, remain holistic in approach considering the full range of assessments made on a child's progress through the year. It is also based upon a well-planned formalised test. This test is cumulative in approach; tests the essential knowledge and skills of not what has just being taught, but also check what has been remembered from the essential knowledge covered in prior learning.
All end of module / term tests will follow our WA / AE / WT+ / WT judgements as described in Appendix 1.

8.2. End of term / module judgements KS4:

The end of term/module judgement will consider the full range of assessments made on a child's progress through the year. It will also be heavily based upon a formalised test that will replicate part of a child's GCSE testing.
All end of module / term tests will follow GCSE grade judgements as described in Appendix 1.

9. Appendix 1

9.1. **KS3 Marksheet**

Explanations of the report columns

TP WAG Column:

1. WA, Working Above: The teacher is confident that the student understands both the substantive and disciplinary skills appropriate for their stage and is demonstrating both substantive and disciplinary knowledge beyond their stage and age.
2. AE, Age Expected: The teacher is confident that the student understands the substantive and disciplinary skills appropriate for their stage and age.
3. WT+, Working Towards Plus: The teacher is confident that the student is very close to understanding the substantive and disciplinary skills appropriate for their stage and age.
4. WT, Working Towards: The teacher is confident that the student is not yet close to understanding the substantive and disciplinary skills appropriate for their stage and age.

Behaviour Column	Effort Column	Homework	Equipment
1 Excellent	1 Excellent	1 Excellent	1 Excellent
2 Good	2 Good	2 Good	2 Good
3 Inconsistent	3 Inconsistent	3 Inconsistent	3 Inconsistent
4 Poor	4 Poor	4 Poor	4 Poor

9.2. **KS4 Marksheet**

Explanations of the columns

Baseline Assessment:

The baseline assessment will be the average of the Working at Grade (WAG) (over the three terms) for the final academic year in Key Stage 3. This will be carried forward into the beginning of Y10 as a starting point to inform the teacher.

All Grades shared at KS4 will be aligned with GCSE grades.

Minimum Expected Grade:

The minimum expected grade is an ambitious target which is calculated using the Key Stage 2 prior attainment average (Reading and Maths) combined scaled score using the DFE look- up tables and FFT 20 data (whichever is the highest target) as the benchmark. This is will then be utilised across all subjects (exception English and Maths) to calculate attainment and progress eight scores. English will use the reading score to make an accurate prediction, and Maths will use the KS2 Maths prior attainment.

Final Prediction Grade:

This is the final grade prediction issued by the classroom teacher and validated by the Curriculum Leader which is inputted into the marksheet in Arbor at the beginning of May based on all prior assessments and what they know about the student.

Behaviour Column	Effort Column	Homework	Equipment
1 Excellent	1 Excellent	1 Excellent	1 Excellent
2 Good	2 Good	2 Good	2 Good
3 Inconsistent	3 Inconsistent	3 Inconsistent	3 Inconsistent
4 Poor	4 Poor	4 Poor	4 Poor