

Assessment Policy

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All policies within the Trust must serve to further our Vision and Ambitions, summarised below.

1. Our Vision

- To offer all Aldridge learners the chance to have agency over their futures and transform their lives through a stimulating, enriching and enjoyable education, including the hardest to reach.

2. Our Ambitions

- All our schools and learning providers have a strong and inclusive culture where every individual can thrive and where every individual feels safe. The culture described in documentation is exactly what you see in every corridor and every classroom (100%)
- Staff are able to work smartly through the creation of high-quality and relevant curriculum materials that meet the Aldridge standard. As a result, they can focus in on data-informed instruction, on responsive teaching and on adaptation of resources to meet both the learning needs and the specific gaps of individuals and groups of learners.
- That every learner will discover things that interest them through our curriculum opportunities and leave with clarity about their desired place in our world, with the qualities of character to be successful and with great outcomes – all of which lead them to sector-best destinations in which they

3. Introduction

This is a non-statutory policy that accompanies the Aldridge academy curriculum policy.

This policy applies to all Aldridge Academies. The appendices to this policy are specific to each academy.

The academy specific content found in the appendices is appropriate to the nature of the academy's individual provision and reflects the needs of its local community.

The Aldridge academy curriculum policy:

CURRICULUM INTENT, IMPLEMENTATION, IMPACT

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge, and understanding, to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils or students have gained against expectations (impact).

The Aldridge academy assessment policy:

ASSESSMENT INTENT, IMPLEMENTATION, IMPACT

Assessment is a vital part of the learning and teaching process at all ages. This Aldridge policy and associated procedures provide a framework to ensure the highest quality in assessment that meets the needs of all learners, in all settings. The policy recognises the importance of giving constructive feedback that is appropriate, timely, adequate, and shared with the learner, enabling them to be fully involved in their learning. It places priority on responsive teaching and regular, granular, formative assessment.

4. Legislation and guidance

Since the removal of National Curriculum levels in 2014, academies have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the:

[Final Report of the Commission on Assessment without Levels.](#)

It also refers to statutory reporting requirements set out in:

[The Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1.](#)

This policy has also drawn from the following guidance from the Department for Education (DfE):

- The [National Curriculum \(2013\)](#)
- The [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of Board of Trustees set out in the Department for Education's [Governance Handbook \(updated 2020\)](#)
- The [Early Years Foundation Stage \(EYFS\) statutory framework \(updated 2021\)](#)
- [KCSiE September 2023](#), the [Independent Schools Standards \(2019\)](#), and the [Academies Act 2010](#)
- This policy complies with our funding agreement and articles of association

Further information and support can be found at:

[Standards and Testing Agency - GOV.UK](#)

Guidance for schools and local authorities involved in the administration and moderation of statutory key stage 1 & 2 (KS1) teacher assessment.....

[Exams, testing and assessment - detailed information - GOV.UK](#)

List of information about Exams, testing and assessment.....

[The national curriculum: Overview - GOV.UK](#)

Year 6, KS2, National tests in English reading, maths, and grammar, punctuation, and spelling.

Teacher assessments in English writing and science ; Year 7, KS3.....

[Guide for schools and colleges 2022: GCSEs, AS and A levels](#)

Students entering GCSEs, AS or A levels in 2022 will take exams in the summer and complete any non-exam assessments throughout the year.....

[UK Quality Code for Higher Education](#)

The Quality Code is a key reference point for UK higher education, protecting the public and student interest.....

[Access Arrangements and Reasonable Adjustments](#)

Arrangements must be processed and approved before an examination or assessment.....

5. Who was consulted?

Aldridge Education worked with school leaders to develop this policy. Local protocols found in the appendices to this policy have been determined in consultation with parents, pupils and staff. This policy applies to all academies and learning providers across the Aldridge Education Trust whereas the appendices to this policy are specific to each school. The appendices set out how each school specifically implements the policy practically at a local level. This content is appropriate to the nature of each school and learning provider's provision and reflects the needs of their local community.

6. Scope, aims and publication

This policy is available to all parents, pupils and staff. The policy is provided to staff on the Trust's intranet; it is available on the Trust and school websites and upon request. This policy can be made available in large print or other accessible formats if required.

This policy seeks to:

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

7. Assessment priorities

Aldridge Education holds the following priorities for its assessment work across all of its sites:

- We prioritise responsive teaching which knows gaps will exist, seeks to find them and then rapidly closes them for both groups of learners and individual students.
- We believe an equitable culture ensures that no-one is left behind and that a mindset of checking for understanding is key to providing this equity for all.
- We believe that assessment has components which are long-term, medium-term and short-term – and these are all found in our playbook under our data-driven instruction lever.
- We prioritise formative assessment at a granular level as it is here that the work of addressing misconceptions and improving learning takes place, not at the point of summative assessment.
- We want to know what our students know and don't know; not a grade, level or number.
- Assessment should be done at individual teacher/classroom level and should be shared in the easiest, quickest way. It is done primarily to be used swiftly and easily by staff; upward sharing of such information should not take precedent over using simple information to shift learning.
- Summative (or interim) assessment should be used with a clear purpose in a proportionate way and should relate directly to the intent of the curriculum, never using grades and levels that have little meaning or value and which cannot be evidenced, justified or standardized in some way
- External testing will be used annually for all cohorts up to Year 9, always using credible and nationally standardized tests which show us how cohorts and individuals are progressing both from starting points and against national distribution curves
- Writing assessments takes great skill and requires a unique set of grade boundaries. Within the regulatory framework in which we operate, using past papers and other exam board testing options provides the most secure way to assess older learners against an appropriate framework when preparing for national examinations.

8. Four key areas of assessment

- 1 Internal formative assessment (data-driven instruction (DDI))
- 2 Internal summative assessment (DDI)
- 3 Nationally standardised summative assessment
- 4 Specialist standardised assessment completed for pupils or students with a range of additional needs

Data-driven instruction:

The Aldridge Education playbook clearly sets out our work around data-driven instruction, which is the heart of our in-house formative and summative (interim) assessment. It covers long-term, medium-term and short-term activity:

Long-term: unit planning includes working from end of unit assessment requirements, predicting performance and adapting unit planning to meet the known and predicted needs of learners and groups of learners

Medium-term: using know show charts and teacher exemplars to determine crucial knowledge and skills and determine mid-unit checkpoints from these. For years 11 and 13, an agreed checkpoint is shared biweekly for all subjects across Aldridge schools. Schools locally determine the frequency of these shared checkpoints in other year groups across all subjects. These are used to spot trending and precise gaps in learning for cohorts and individuals and planning adapted along with intentional reteach on highest impact learning gaps through either a think aloud model or a guided discourse approach.

Short-term: A range of strategies are used in our CFU (checking for understanding) culture. These include exit tickets, academic monitoring (acmo) and polling the room. Information collected through these strategies is swiftly reviewed straight after the lesson (and before the next one) and then used to adapt

planning and/or plan moments of reteach. Responsive teaching in each lesson sees Aldridge staff constantly CFU, address misconceptions and close gaps as typical and daily practice in their classrooms and teaching groups.

Internal formative assessment:

Aldridge schools and learning providers use the playbook practice set out above to adopt a culture of regular checking for understanding – assessment – as daily practice. It would be typical to see an Aldridge teacher jotting things down regularly throughout lessons as they note who knows what and what the gaps are – enabling them to remember and close those gaps. This is sometimes done through academic monitoring, as appropriate.

Co-planning meeting schedules are used to ensure that all components of formative assessment and related curriculum work are done collaboratively within departments and that work is managed efficiently, with appropriate support for those who are developing their teaching practice still.

Shared checkpoint data is collected by school leaders and used to inform learning walk-throughs and support/development required. It is never used as a performance tool for staff. Leaders share the stance that every class can be successful in learning. They display professional curiosity to help them collaborate with their teams, exploring where the gap lies if a group is currently failing to thrive with their learning – and then they support the closing of gaps found.

Data collected through internal formative work is always focused on what a student knows and can apply; it is never converted into exam grades or levels. We simply seek to find out whether students have learned the work covered and where gaps lie.

Marking of books and student work:

Student work should be seen, reviewed and receive feedback which signposts what should happen next on a student's learning journey.

Feedback should be as immediate as possible as its purpose is to build belief, confirm success and signpost what is required next. This has limited value when done days or weeks after the teaching and learning schedule has moved on.

Formative feedback in an Aldridge school is best done 'live' or straight after a lesson through a review of exit tickets or other assessment activity – which is then used to adapt and plan for reteach in the following lesson (or very soon after this). This may include written feedback, but this may not always be the case. Live marking will usually be to an academic monitoring (acmo) code adopted by the school. This will entail very simple mark-making in student books which is also recorded by the teacher on their seating plan (or similar). The code will be pre-known to all, and students will therefore know whether the work is correct, needs reviewing etc. Where exit tickets and other simple assessment processes are used to review learning prior to reteach in the next lesson, these may be marked and are always stuck into books. Schools adopt a system for signaling work that is done post-reteach so that students can clearly see how they progressed from an identified gap. This may include strategies such as purple or green pen, highlighted boxes, coloured paper etc.

Aldridge schools also use learning platforms such as Century Tech, Hegarty Maths and others where marking is often done by the software itself. Where this is used, teachers always review this feedback and share it with students in a way that clearly identifies success and builds self-belief, alongside making clear what the next gaps are to close and how to do that.

We believe this approach to feedback has dual benefits, for both students and staff, namely:

1. Students receive fast feedback which enables them to move smoothly on with their learning. Their work feels valuable because it is reviewed regularly by staff and this review is used to help them with next learning. Students can clearly see where they have made progress and can use this to review their learning over time.
2. Staff workload is reasonable with this approach – with the majority of day-to-day feedback given 'live' or through swift review of simple assessment approaches which have been planned and agreed through co-planning meetings and/or PPA time. This means that deeper marking is done at agreed key points where the team agree there is genuine gain for students from a deep mark and/or detailed written feedback.

It must always be clear what the feedback and marking policy is in an Aldridge school and be clearly evidenced in students' books because it is followed consistently by all staff.

[Appendix 1 sets out this school's specific approach to feedback and marking.](#)

Internal summative assessment:

At Key Stages 4 and 5, summative assessment is undertaken internally through a series of mock examinations which are sat under strict exam board regulations. These are addressed at a Trust-wide level and agreed examinations are sat to an agreed schedule. Curriculum Trust Leads drive this work in partnership with the Chief Academic Officer (CAO) and key leaders in each academy. Standardisation is regularly delivered and moderation undertaken before results are agreed.

In Year 6, regular practice papers are conducted to support pupils in understanding what the SATs tests will be like, to build their self-belief and to ensure that pupils can be supported to close any gaps required prior to these external tests. Aldridge primary settings also use practice assessments for Year 2 SATs, Year 1 Phonics and Year 4 maths assessment tests.

In all other year groups, formative assessment is considered to be of more importance than summative assessments or awarding of grades/levels. We need to know what our students know related to key learning as this is what enables us to support ongoing progress.

In some subjects, students may undertake end of unit assessments or tests. Whilst it can be debated whether these represent formative or summative assessment practice, more important is our approach to such assessment opportunities.

Aldridge schools do not create grading systems that have low levels of meaning or value, nor do they use language that has no evidence base to it. Some schools may choose to use the information gained from our nationally standardized testing to align internal student attainment data to a nationally evidenced distribution curve to create an indicative age-related grade. Others prefer to stick to a clear commentary on whether required learning has been achieved or not.

As with our formative assessment approach, actionable feedback is given on summative assessment.

All mock results are shared with Trust leaders.

Summative assessments for all years except 6 and 10-13 are mapped into the long-term curriculum planning and should ensure that they test a representative sample of the work covered by relevant units, as well as ensuring opportunities for building on previous knowledge, revisiting work done to date and demonstrating the successful application of knowledge.

[Appendix 2 sets out this school's approach to the awarding of summative judgements across the school, in line with Trust practice.](#)

Reporting to parents:

All Aldridge schools send a minimum of one formal written report home to parents per school year and host a minimum of one parent evening per year. Aldridge Education seeks to balance a parent's right to be well-informed about their child's education with the aim of reducing teacher workload. Technology often provides a mechanism to achieve this and we enable parents to see key information about their child's education through our Bromcom management information system. Through this, parents are able to see:

- Key school announcements
- Assessment module which permits a detailed view of assessment throughout the year, parents can see a comparative view of their child's progress/performance for any subject.
- Attendance data
- Behaviour overview including details of students on report
- Detentions
- Terminal results
- Exam timetables and mock exam timetables
- Homework details
- Ability to book parents evenings
- To view any reports or documents the school has sent.

- See their child's timetable
- Agree Parental consents
- View and update data collection forms for information relating to their child or themselves.

Appendix 3 sets out this school's arrangements for reporting to parents.

Nationally-standardised summative assessment:

Aldridge Education uses summative assessments which are recognized by DfE performance tables including GCSEs, BTECs, T levels, apprenticeships and vocational qualifications such as City and Guilds and NCFE.

Our primary students sit the national assessments and tests required throughout their primary journey, including Key Stage 2 Standardised Assessment Tests.

In addition to this, Aldridge Education schools deploy a range of annual, nationally-standardised tests. At primary level, this involves using the Rising Stars suite of PUMA (progress in maths assessment) and PIRA (progress in reading assessment) tests. At secondary level, Aldridge Education uses the GL suite of assessments including:

- Progress Test series years 7-9 - English, Maths and Science (compulsory)
- New Group Reading Test (compulsory)
- CAT4 (optional)
- PASS (used selectively for identified groups of learners)

These nationally-standardised tests are used to:

- Assess whether our cohorts are on track to perform at national standard or above in terminal exams in due course
- Identify students who are failing to thrive in their learning
- Use this analysis to target appropriate intervention
- Assess both cohort-wide and individual reading deficits
- Use this analysis to determine where further diagnostic assessment is required and shape intervention planning
- Provide a unique distribution curve for individual cohorts, which schools can choose to use to inform their internal summative assessment, if required

Specialist standardised assessment completed for pupils or students with a range of additional needs:

There will be pupils or students of all ages in Aldridge Education academies, who, for a wide variety of reasons, are unable to achieve/progress (in some/all areas) at the rate of same-age peers.

This may be due to:

- Reading and writing, for example because they have dyslexia
- Ability to understand things
- Concentration levels, for example because they have ADHD
- Physical ability
- Behaviour or ability to socialize, for example they struggle to make friends

Standardised assessments and reports may be available for these pupils or students. For example, Educational Psychologist, Speech & Language Therapist, and Child & Adolescent Mental Health Services. Consultant or specialist health reports may be available relating to physical disabilities including mobility, vision, hearing etc.

The principles of this assessment policy apply to all pupils or students, including those with special educational needs or disabilities. If a pupil or student has been assessed to have an additional need, they may be allowed to demonstrate their skills, knowledge and understanding by completing the assessment using a specific “access arrangement” that meets their need but does not undermine the integrity of the assessment. A pupil or student may be eligible to “access” an assessment using a reader, or a scribe, or a computer for example but there is no duty to make any adjustments to the assessment objectives being tested.

The academy SENDCO will gather information on pupils or students with additional needs and share it (where needed) with their colleagues. This may require commissioning reports from external professionals. Staff concerns should be directed to the academy SENDCO.

It should be remembered that for any “access arrangement” requested for any pupil in an assessment it must be evidenced that it is their “normal” way of accessing the curriculum in the classroom.

Training:

Through our range of national and local inset days alongside our Growing Together training offer, Aldridge Education staff have access to a rigorous and wide-ranging PD (professional development) programme across the academic year. At primary phase, engagement with the local authority can be beneficial for SATs at Key Stages 1 and 2.

This programme includes keeping staff up to date with best practice in data-driven instruction and developments in assessment practice through internal sessions including practice labs, briefings, co-planning meetings and Trust inset provision.

Alongside this, standardisation and moderation are facilitated by the Chief Academic Officer and our team of Aldridge Subject Network Leads. Aldridge Education also strongly advocates the use of exam board resources, Chief Examiner reports, exam board training and experience as an exam marker.

9. Roles and Responsibilities

The Board of Trustees & Chief Executive Officer will assess the effectiveness of this policy and hold the Principal to account for its implementation.

The Board of Trustees & Chief Executive Officer will:

- Be familiar with statutory assessment systems as well as how the academy’s localised system of non-statutory assessment aligns to the Trust’s school improvement model and captures the attainment and progress of all pupils or students
- Hold academy leaders to account for improving pupil and staff performance by rigorously analysing assessment information

The CEO and CAO will:

- Lead the relevant Aldridge Education officers in supporting schools to use assessment information well including to direct and lead learning walk-throughs and support teaching practice through coaching and real time feedback
- The CAO will review mock results in detail with school leaders and review the robustness of intervention plans with a particular focus on students with special educational needs and those in receipt of additional funding from the government, known as pupil premium funding
- The CAO will review the appropriateness and impact of allocated intervention funding such as NTP, Virtual Aldridge and locally funded intervention routes and will advise the CEO on whether sufficient impact is evident

The Principal will:

- Determine the local application of this policy and set this out formally in the appendices to this policy, fully in line with the Aldridge Education school improvement model

- Ensure that the policy is adhered to by all staff members, all of the time
- Monitor standards in classes, subjects, and courses
- Analyse pupil or student progress and attainment, including individual pupils or students, and specific groups
- Prioritise key actions to address underachievement
- Ensure that gaps are closed for individuals and cohorts at the earliest point possible
- Monitor and measure the impact of local interventions and local use of NTP funding, ensuring that no intervention is used where high impact is not evident
- Report to their LGC on all key aspects of pupil or student progress and attainment, including current standards and trends over previous years
- Ensure that there are recorded, routine, procedures in place for reviewing and approving the appendices to this policy

Curriculum leaders and faculty leads will:

- Ensure that the policy is adhered to across their department and/or area of responsibility
- Use the co-planning meeting cycle to ensure there is a schedule of recorded formative, summative and nationally standardised summative assessment within their area of responsibility
- Agree with the department the check-point assessments that will be done and shared to the school's schedule and ensure these have value, are accurately marked and outcomes shared to schedule
- Ensure that data-driven instruction and responsive teaching are at the heart of the teaching, learning and assessment done within the department
- Ensure that the needs of pupils or students with additional needs are catered for within their area of responsibility.
- Monitor student learning in classes, subjects and courses
- Direct learning walk-throughs and work scrutinies to the places highlighted as having the weakest learning for students, find the appropriate gaps and support the team to close these swiftly
- Prioritise key actions to address underachievement within their area of responsibility
- Report to the Principal on all key aspects of pupil or student progress and attainment, including current standards and trends over previous years within their area of responsibility.

The SENDCO is responsible for ensuring that information relating to the needs of pupils or students with additional needs is gathered, known, shared and acted upon; leading to strong learning for these students. Monitoring the learning experience for these students and working with other key leaders to address learning gaps where required.

This will include (where necessary):

- Historical notes and data (and knowledge of previous access arrangements if any)
- Relevant baseline data gathered since enrolment at the academy
- Concerns raised by teachers and evidence of adapted practice in the classroom
- The obtaining, and collation, of external specialist reports, data, and recommendations. Including the dissemination of this information to staff where required.
- Requesting and evidencing "access arrangement" applications for nationally standardised summative assessments. (The assessment data for this application may be completed/provided by an external specialist)

The SENDCO will review the performance of individuals and groups of students and work with other school leaders where assessments at any level suggest that these students are making less progress than their peers.

Teachers will take responsibility for following the assessment procedures outlined in this policy

Parents will get involved with their child's learning outside of the classroom, including understanding homework set. Parental knowledge of assessment procedures and outcomes creates a more positive experience for pupils or students and helps pupils or students perform better when they are in academy. It is essential for parents to support the learning that happens in academy.

10. Monitoring arrangements

The Board of Trustees & Chief Executive Officer

The Board of Trustees & Chief Executive officer monitor whether the academy is complying with the requirements of this policy through:

- Chief Executive Officer academy visits and formal reviews
- Education team visits, reviews and feedback from work done with schools, including Reviewing Together visits
- DeskTop Review information

The Principal

The Principal ensures regular and recorded monitoring is undertaken across the school and in line with the Aldridge Education playbook and school improvement model.

The principal ensures that all departments work in alignment with Aldridge Education agreements including around mock exams, standardization and moderation requirements.

Monitoring may include:

- Termly reporting including reference to formative and summative assessment
- Assessment scrutiny
- Learning walk-throughs
- Work scrutiny
- The way in which assessments are planned, managed, and recorded for those pupils or students with additional needs.

Curriculum leaders / faculty leaders

The curriculum leaders/faculty leaders ensure regular, and recorded, monitoring of formative, and scheduled summative assessment within the areas of their responsibility.

Monitoring may include (around their responsibility):

- Learning walk-throughs to review responsive teaching
- Ensuring that all check-point assessments are done and shared in a timely way
- Moderation of summative assessments
- Learning walks during assessments
- Work scrutiny

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

11. Links to other policies

This Policy is linked to the following academy policies:

- The Curriculum Policy
- The SEND Code of Practice, SEND policy and SEN Information Report
- Improving reading protocol
- Child Protection and Safeguarding Policy
- Equality Policy

12. Policy Review

This policy will be reviewed every 2 years by the CEO in consultation with leaders across the Trust. Following the review, the policy will be ratified by the Board of Trustees.

The principal will review the policy's appendices every 2 years and submit them to the LGC for review and discussion prior to local sign-off.

Appendix I: School specific arrangements for feedback and marking

Darwen Vale High School's approach to feedback and marking

At Darwen Vale, we believe in providing feedback to students in a way which is meaningful, manageable and motivating. We want both staff and students to use time well to ensure that teachers have more time available to close gaps in the moment, providing timely and clear feedback. The various formats in which our staff provide feedback to students during the various stages of 'The Vale Lesson' are outlined below.

Verbal Feedback

The most common form of feedback given to students is verbally in lessons. This does not need to be reflected in student workbooks; it will be seen in the lessons as it is happening live. Some examples of the methods used to deliver verbal feedback might be:

- During teacher exposition – Once a teacher has modelled the new learning to students, they will unpack this with students to ensure that students have understood the modelling which has taken place and to ensure that there are no underlying misconceptions.
- Checking for understanding tasks - Following teacher exposition and the unpacking of student knowledge and understanding, teachers will check whole class understanding. This will often take place with the use of mini whiteboards and the teacher will give whole class or individual feedback on any misconceptions.
- Questioning – Throughout the lesson, the teacher will use cold calling to target students and will then use student answers to address any gaps or to build on accurate answers. Students will be asked to 'Say more' and expand upon their answers provided.
- Live Marking – During independent practice, staff will 'Live Mark' students work. More detail about this process can be found below, however during Live Marking students will be provided with individual feedback on the work they have produced and the whole class will be provided with feedback where common strengths or gaps have been identified.
- Student conversations – staff may have other student conversations where verbal feedback is provided. This may be based upon work produced for NEA or practical activities which are being undertaken in the classroom.

Live Marking

When students complete their independent practice, staff will live mark this work. This ensures that students are being provided with feedback on their work in the moment and any gaps or misconceptions can be identified and closed live.

The process of live marking involves staff circulating the classroom in a planned way, providing feedback to students on the work they are producing. Whilst providing this feedback, staff will use a marking code in student books (see below) and will make note of student progress in their mark book. Staff may also provide students with feedback on their literacy whilst live marking too.

Staff mark books may be paper based or digital and may take a range of different formats including list style and seating plans. This allows for staff to make note of any gaps and misconceptions which need addressing. It also ensures that staff can track progress in terms of teaching content and specific students, to ensure no student is left behind.

Where staff identify common gaps or misconceptions, they may stop the independent practice to provide an in the moment reteach. Where staff identify gaps or misconceptions which are bespoke to a single student, they will provide feedback to that student individually to ensure that the gaps is closed.

By providing our students with live marking, this ensures that there is no additional burden on staff workload, whilst ensuring that students receive quality feedback on their learning.

Live Marking Codes

Symbol	Meaning
•	Nearly Correct – Take another look
✓	Correct
✓✓	Exemplar

Literacy Marking Codes

Symbol	Meaning
Sp	Spelling
P	Punctuation
Gr	Grammar
V	Vocabulary

Peer and Self-Assessment

During lessons, students may be asked to peer and self-assess their work. Students will be provided with rubrics and guidance on how to provide this feedback and it will be completed in green pen in student workbooks.

By providing students with opportunities to peer and self-assess their own and other students' work, it allows them to become familiar with how the mark schemes and frameworks are applied in each subject.

In-Depth Marking and Written Feedback

There are times where in-depth marking is required to support the assessment of student knowledge and understanding. It allows staff to have a holistic understanding of student progress when used alongside the daily assessment completed in classrooms as part of the Vale Lesson.

We look to ensure that all in-depth marking is completed in a streamline and effective way. The frequency of the in-depth marking should be proportionate to the number of lessons per week the student has of that subject.

We expect that in-depth marking should only be required in the following circumstances:

- End of unit/term assessments (as agreed at a faculty level)
- Practice exam questions
- NEA work where required by the exam board
- Mock exam paper marking
- Final assessment projects for practical subjects

When staff are completing in-depth marking, the format of this will depend on the subject and the task being assessed. It may be marks/grades awarded as per the mark scheme or it may be comments relating to the work produced.

Following any in-depth marking, a reteach lesson must take place which has been planned to address any gaps or misconceptions at the point of error. These will be labelled in student workbooks as 'Reteach Lessons' and will be in green pen or on green paper. These reteaches are all mapped into subject curricula. Where possible these reteaches will have been collaboratively during faculty co-planning time.

Tracking Student Progress

We track student progress to assess how individual and groups of students are performing across individual and a range of subjects.

This does not require staff or students to complete additional assessments or activities which do not form part of the routine assessments and activities which take place in subjects.

Staff will record information gathered from daily lessons and live marking in their own mark books, however any in-depth marking which takes place as specified above and agreed with Middle Leaders and Line Managers will be recorded on faculty trackers.

These trackers are saved centrally on the school system and can be accessed by all staff to input and analyse this data. Once the data has been inputted into the trackers by staff, this is then used to monitor individual and group student progress using the data dashboard. The data dashboard calculates the percentage of students who are on track to meet their FFT20 target grade based upon how they have performed in the assessment or activity recorded in the faculty tracker.

The frequency of the assessments and the collection of data is proportionate to the number of lessons per week at Key Stage Three and is collected fortnightly at Key Stage Four and Five.

Department Level Decisions and Agreements

English	
What does in lesson DDI and checking for understanding look like in your subject?	<ul style="list-style-type: none"> • Do Now Tasks • Questioning – cold calling, closing the loop, say more • Mini Whiteboards • Live Marking • Exit Tickets
What does live marking look like in your subject? How often will it take place?	<p>Live marking will take place when students are completing independent tasks, which will be incorporated into every lesson. Teachers will circulate the classroom with their mark book using a code relevant to them to identify gaps in learning.</p> <p>Teachers will likely have a planned route that they will take. If misconceptions are seen on a wide level, then they will pause the learning and reteach that aspect of the lesson.</p>
How often do assessments take place and does in-depth marking take place at KS3?	<p>Students in KS3 will all undertake a Mastery Writing Baseline Assessment at the beginning of each term which includes in-depth marking and a thorough reteach.</p> <p>Students will also complete fortnightly DDI quizzes and fortnightly reteaches.</p> <p>At the end of each Literary Heritage scheme students will take End of term assessments (these may take place during the KS3 assessment weeks rather than at the end of term) – these are cumulative in nature and assess knowledge and understanding on topics taught over the year and Key Stage.</p>

<p>How often do assessments take place and does in-depth marking take place at KS4?</p>	<p>Students in KS4 complete the following assessments which involve in-depth marking and reteaches:</p> <ul style="list-style-type: none"> • Fortnightly Mini Mock assessments <ul style="list-style-type: none"> ○ Year 10 – written assessments assessing the knowledge and understanding of topics taught during that half term. ○ Knowledge Quizzes ○ Year 11 – written assessments assessing the knowledge and understanding of topics taught during that half term. ○ Knowledge Quizzes <p>Mock Examinations – Year 10 and 11 students have two mock examinations during the year.</p>
<p>Mathematics</p>	
<p>What does in lesson DDI and checking for understanding look like in your subject?</p>	<ul style="list-style-type: none"> • Do Now Tasks • Questioning – cold calling, closing the loop, say more • Mini Whiteboards • Live Marking • Exit Tickets
<p>What does live marking look like in your subject? How often will it take place?</p>	<p>Live marking will take place during independent practice. It will take place in all lessons apart from those where assessments are taking place.</p> <p>Staff will circulate on their planned route and live mark student work using the who school marking codes. They will record notes and misconceptions in their mark books.</p>
<p>How often do assessments take place and does in-depth marking take place at KS3?</p>	<p>Students in KS3 complete the following assessments which involve in-depth marking and reteaches:</p> <ul style="list-style-type: none"> • End of unit assessments (at least fortnightly) – these assess the knowledge and understanding on the topic which has just been taught. • End of term assessments (these may take place during the KS3 assessment weeks rather than at the end of term) – these are cumulative in nature and assess knowledge and understanding on topics taught over the year and Key Stage.
<p>How often do assessments take place and does in-depth marking take place at KS4?</p>	<p>Students in KS4 complete the following assessments which involve in-depth marking and reteaches:</p> <ul style="list-style-type: none"> • Fortnightly assessments <ul style="list-style-type: none"> ○ Year 10 – assessments which assess the knowledge and understanding of the topics which have been taught during that half term.

	<ul style="list-style-type: none"> ○ Year 11 – these are split into two sections – Section A assesses the knowledge and understanding of topics across the whole Key Stage. Section B assess the knowledge and understanding of the most recently taught topics. ● Mock Examinations – Year 10 and 11 students have two mock examinations during the year. They complete a suite of 3 papers. Year 10 Mock 2 and Year 11 Mock 1 and 2 are global across the schools in the Trust.
How often do assessments take place and does in-depth marking take place at KS5?	<p>Students in KS5 complete the following assessments which involve in-depth marking and reteaches:</p> <ul style="list-style-type: none"> ● Fortnightly assessments – assessments which assess the knowledge and understanding of the topics which have been taught during that half term. ● Mock Examinations – Year 12 students have two mock examinations during the year. <ul style="list-style-type: none"> ○ Year 12 Mock 1 – students complete a bespoke paper assessing the knowledge and understanding of topics taught so far in the course ○ Year 12 Mock 2 – students complete a set of AS papers assessing knowledge and understanding from the year.
Science	
What does in lesson DDI and checking for understanding look like in your subject?	<ul style="list-style-type: none"> - Do Now Tasks - Questioning – cold calling, closing the loop, say more - Mini Whiteboards - Live Marking - Exit Tickets
What does live marking look like in your subject? How often will it take place?	<p>Live marking will take place during independent practice. It will take place in all lessons apart from those where assessments are taking place.</p> <p>Staff will circulate on their planned route and live mark student work using the whole school marking codes. They will record notes and misconceptions in their mark books. This will allow opportunities for verbal discussions and in the moment corrections with pupils in order to improve their work.</p>
How often do assessments take place and does in-	Students in KS3 complete the following assessments which involve in-depth marking and reteaches:

<p>depth marking take place at KS3?</p>	<ul style="list-style-type: none"> - Mid unit assessments – these assess the knowledge being taught and allow for misconceptions to be addressed. - End of unit assessments – these assess the knowledge and understanding on the topic which has just been taught. - End of term assessments (these may take place during the KS3 assessment weeks rather than at the end of term) – these are cumulative in nature and assess knowledge and understanding on topics taught over the year and Key Stage.
<p>How often do assessments take place and does in-depth marking take place at KS4?</p>	<p>Students in KS4 complete the following assessments which involve in-depth marking and reteaches:</p> <p>Fortnightly assessments: Year 10 and Year 11 – these are split into two sections – The first part is a suite of multiple-choice questions testing recall and application of knowledge. This allows for misconceptions to be noted and factored into the reteach. The second half is two longer answer 6 mark questions which are deep marked.</p> <p>Mock Examinations: Year 10 and 11 students have two mock examinations during the year. Year 10 work towards completing a full set of paper 1 exams, year 11 work towards completing a full set of 6 exam papers. Year 10 Mock 2 and Year 11 Mock 1 and 2 are consistent across the schools in the Trust.</p>
<p>How often do assessments take place and does in-depth marking take place at KS5?</p>	<p>Students in KS5 complete the following assessments which involve in-depth marking and reteaches:</p> <ul style="list-style-type: none"> • Fortnightly assessments – assessments which assess the knowledge and understanding of the topics which have been taught during that half term. • Mock Examinations – Year 12 students have two mock examinations during the year. <ul style="list-style-type: none"> ○ Year 12 Mock 1 – students complete a bespoke paper assessing the knowledge and understanding of topics taught so far in the course ○ Year 12 Mock 2 – students complete a set of AS papers assessing knowledge and understanding from the year.

History

What does in lesson DDI and checking for understanding look like in your subject?	<ul style="list-style-type: none"> - Do Now Tasks - Questioning – cold calling, closing the loop, say more - Mini Whiteboards - Live Marking - Exit Tickets
What does live marking look like in your subject? How often will it take place?	<p>Live marking will take place during independent practice. It will take place in all lessons apart from those where assessments are taking place.</p> <p>Staff will circulate on their planned route and live mark student work using the whole school marking codes. They will record notes and misconceptions in their mark books. This will allow opportunities for verbal discussions and in the moment corrections with pupils to improve their work.</p>
How often do assessments take place and does in-depth marking take place at KS3?	<p>End of unit assessments – these assess the knowledge and understanding on the topic which has just been taught. These also include questions of a cumulative nature to assess knowledge and understanding on topics taught over the year.</p>
How often do assessments take place and does in-depth marking take place at KS4?	<p>Fortnightly assessments: Exam style questions to ensure knowledge has been applied and remove any misconceptions in reteaches.</p> <p>Mock Examinations: Year 10 – Paper 2 Section A and B (Health and the People & Elizabethan England) Year 11 mock 1 – Full Paper 2 and Paper 1 Part A (Germany) Year 11 mock 2 – Paper 1 and Paper 2.</p>
How often do assessments take place and does in-depth marking take place at KS5?	<p>Fortnightly assessments: Exam style questions to ensure knowledge has been applied and remove any misconceptions in reteaches.</p> <p>NEA – internally marked.</p> <p>Mock Examinations: Two mock examinations during the year</p>
Geography	
What does in lesson DDI and checking for understanding look like in your subject?	<ul style="list-style-type: none"> - Do Now Tasks - Questioning – cold calling, closing the loop, say more - Mini Whiteboards - Live Marking - Exit Tickets
What does live marking look like in your subject? How often will it take place?	<p>Live marking will take place during independent practice. It will take place in all lessons apart from those where assessments are taking place.</p> <p>Staff will circulate on their planned route and live mark student work using the whole school marking codes. They will record notes and misconceptions in their mark books. This will allow</p>

	opportunities for verbal discussions and in the moment corrections with pupils to improve their work.
How often do assessments take place and does in-depth marking take place at KS3?	End of unit assessments – these assess the knowledge and understanding on the topic which has just been taught. These also include questions of a cumulative nature to assess knowledge and understanding on topics taught over the year.
How often do assessments take place and does in-depth marking take place at KS4?	<p>Fortnightly assessments:</p> <ul style="list-style-type: none"> - Knowledge based to allow for reteaches to remove any misconceptions. - Exam questions – 6 or 9 markers to ensure knowledge has been applied and remove any misconceptions in reteaches. <p>Mock Examinations: Year 10 – Paper 1 Section A & B combined with Paper 2 Section A. Year 11 mock 1 – Paper 1. Paper 2 Section A combined with Paper 3 Section B fieldwork. Year 11 mock 2 – Paper 1 and Paper 2.</p>
Religious Studies	
What does in lesson DDI and checking for understanding look like in your subject?	<ul style="list-style-type: none"> - Do Now Tasks - Questioning – cold calling, closing the loop, say more - Mini Whiteboards - Live Marking - Exit Tickets
What does live marking look like in your subject? How often will it take place?	<p>Live marking will take place during independent practice. It will take place in all lessons apart from those where assessments are taking place.</p> <p>Staff will circulate on their planned route and live mark student work using the whole school marking codes. They will record notes and misconceptions in their mark books. This will allow opportunities for verbal discussions and in the moment corrections with pupils to improve their work.</p>
How often do assessments take place and does in-depth marking take place at KS3?	End of unit assessments – these assess the knowledge and understanding on the topic which has just been taught. These also include questions of a cumulative nature to assess knowledge and understanding on topics taught over the year.
French	
What does in lesson DDI and checking for understanding look like in your subject?	<ul style="list-style-type: none"> • Do Now Tasks • Questioning – cold calling, closing the loop, say more, pick a victim • Mini Whiteboards • Live Marking • Exit Tickets

<p>What does live marking look like in your subject? How often will it take place?</p>	<p>Live marking will take place during independent practice. It will take place in most lessons apart from those where assessments are taking place. As tasks are often quick and snappy in MFL, we will not be able to live mark every child every lesson, but we aim to live mark each child once every fortnight in Year 7 and 8 and once per half term in Year 9. This will be done every week in KS4. Staff will circulate on their planned route and live mark student work using the who school marking codes. They will record notes and misconceptions in their mark books.</p>
<p>How often do assessments take place and does in-depth marking take place at KS3?</p>	<p>Students in KS3 complete the following assessments which involve in-depth marking and reteaches:</p> <ul style="list-style-type: none"> • Each half term Year 7 and 8 complete 2 vocabulary tests with two translation exercises which are marked against the French progress tracker. Pupils then receive an EBI objective and do in depth MAD time/ NSQ/ correction work towards their objectives. • Year 9 complete 1 vocabulary test and one translation assessment per half term, as they only have 1 lesson per week. • End of term assessments (these may take place during the KS3 assessment weeks rather than at the end of term) – these are cumulative in nature and assess knowledge and understanding on topics taught over the year and Key Stage.
<p>How often do assessments take place and does in-depth marking take place at KS4?</p>	<p>Year 10 and 11 complete fortnightly vocabulary tests and alternate between a 90 word written question, which is marked against the AQA mark scheme, or a translation which is also graded. Pupils then do an extended MAD time and rescripting of the passage of writing or translation. Mock Examinations – Year 10 and 11 students have two mock examinations during the year. They complete a suite of 4 papers- listening, reading, writing and speaking. For French, foundation and higher tiers are available. Year 10 Mock 2 and Year 11 Mock 1 and 2 are global across the schools in the Trust.</p>
<p>Performing Arts</p>	
<p>What does in lesson DDI and checking for understanding look like in your subject?</p>	<ul style="list-style-type: none"> - Do Now Tasks - Questioning – cold calling, closing the loop, say more - Mini Whiteboards - Live Marking - Performances

	- Exit Tickets
What does live marking look like in your subject? How often will it take place?	In the moment feedback regarding student work given in the moment. The teacher will circulate working groups observing practice as practical skills are being implemented. Feedback is regularly given at these moments.
How often do assessments take place and does in-depth marking take place at KS3?	As Drama and Music are on a carousel, students will sit 2 assessments per term – 1 for Drama and 1 for Music. 95%+ of work undertaken in lessons is practically explored, therefore in-depth marking is not relevant for this.
How often do assessments take place and does in-depth marking take place at KS4?	<p>Year 10 and 11 complete fortnightly performance assessments during non-coursework allocated curriculum time. This is marked against the BTEC (Acting) mark scheme.</p> <p>RAG rating of students work and coursework undertaken to spot gaps and opportunities for re-teaches.</p> <p>Coursework Assessment Periods:</p> <p>During Component 1, students keep a logbook of all tasks and study undertaken, for their written assessments. Written assessments are taken at the end of the unit with no opportunity for marks to be shared, until graded and submitted to Pearson.</p> <p>During Component 2, students will frequently perform and receive various feedback from peers and their teacher. Final assessments take place at the end of unit, where written tasks will also be undertaken. Marks are shared upon being graded and submitted to Pearson.</p> <p>During Component 3, students will undertake a variety of assessments based on subject terminology. Students will also keep a logbook of all tasks, study and practical work undertaken. Students then use these to create 3 A4 pages of notes to be taken into their assessments (ideas, skills and evaluation logs).</p>
PE	
What does in lesson DDI and checking for understanding look like in your subject?	<ul style="list-style-type: none"> - Do Now Tasks - Questioning – cold calling, closing the loop, say more - Mini Whiteboards - Live Marking – Practical

	<ul style="list-style-type: none"> - Live Marking – On computers especially during coursework tasks for Sport Science - Performances and Demonstrations - Exit Tickets
<p>What does live marking look like in your subject? How often will it take place?</p>	<p>Live marking will take place during independent practice. It will take place in all lessons apart from those where assessments are taking place. Live marking is usually verbal when pupils are working practically at KS3 or using the computers in Sport Science. We also complete live marking during theory written work in CNAT.</p> <p>Staff will then record notes and misconceptions in their mark books.</p>
<p>How often do assessments take place and does in-depth marking take place at KS3?</p>	<p>KS3 pupils complete the following assessments at the end of each term:</p> <ul style="list-style-type: none"> • Practical assessment – constant assessment for each skill taught every lesson. Mid unit assessments allow students time to respond to larger feedback on specific skills and areas of performance. Another end of sport practical assessment allows students the opportunity to showcase all of the skills taught in a unit of work. • A written assessment (MS Form Quiz) to assess knowledge and understanding of the of the sports taught over the term.
<p>How often do assessments take place and does in-depth marking take place at KS4?</p>	<p>Students in KS4 complete the following assessments and reteaches-</p> <ul style="list-style-type: none"> • Sport Science – Bi-weekly RAG rating of CW progress – recorded on the tracker. • BTEC Dance - Bi-weekly RAG rating of CW progress – recorded on the tracker. <p>Mock Examinations – Year 11 students have one official mock examination during the year. This is due to the coursework element only being taught in Year 11.</p>
Art	
<p>What does in lesson DDI and checking for understanding look like in your subject?</p>	<ul style="list-style-type: none"> • Do Now Tasks • Questioning – cold calling, closing the loop, say more • Mini Whiteboards • Live Marking • Exit Tickets

<p>What does live marking look like in your subject? How often will it take place?</p>	<p>Live marking will take place during independent practice. It will take place in all lessons apart from those where assessments are taking place. Staff will circulate on their planned route and live mark student work using the whole school marking codes. They will record notes and misconceptions in their mark books. This will allow opportunities for verbal discussions and in the moment corrections with pupils to improve their work.</p>
<p>How often do assessments take place and does in-depth marking take place at KS3?</p>	<p>KS3 pupils complete the following assessments at the end of each term:</p> <ul style="list-style-type: none"> • A practical assessment – a final piece of artwork marked according to a list of success criteria specific to the project – skill based. • A written assessment to assess knowledge and understanding of the of the project taught over the term.
<p>How often do assessments take place and does in-depth marking take place at KS4?</p>	<p>YEAR 10:</p> <ul style="list-style-type: none"> • Bi-weekly RAG rating of CW progress – recorded on the tracker. • Mock exams X 2 – practical drawing task. <p>YEAR 11:</p> <ul style="list-style-type: none"> • Bi-weekly RAG rating of CW progress – recorded on the tracker. • Mock exam – X 2 – practical drawing task related to individual theme. • Externally set assignment begins January 2025 – 7 weeks preparation followed by 10hrs of exam time.
<p>Design Technology</p>	
<p>What does in lesson DDI and checking for understanding look like in your subject?</p>	<ul style="list-style-type: none"> • Do Now Tasks • Questioning – cold calling, closing the loop, say more • Mini Whiteboards • Live Marking • Exit Tickets
<p>What does live marking look like in your subject? How often will it take place?</p>	<p>Live marking is used in food practicals at the end of each lesson, students are awarded a mark out of 10 based on a success criteria the students have to meet. In other D&T disciplines, live marking is verbal during practical sessions to ensure all students are using equipment properly and safely with the end outcome marked out of 50 using a success criteria.</p>

	<p>Live marking will take place during independent practice in theory lessons. It will take place in all theory lessons apart from those where assessments are taking place.</p> <p>Staff will circulate on their planned route and live mark student work using the who school marking codes. They will record notes and misconceptions in their mark books.</p>
How often do assessments take place and does in-depth marking take place at KS3?	<p>KS3 Assessments take place once a term at the end of their rotation. Each class is then analysed by their class teacher and common misconceptions are identified. The teacher will then populate questions for their next teacher to use as part of their DIN task to recall and re-teach areas they have struggled with.</p> <p>Practical assessments for food are completed fortnightly during practical lessons. All other disciplines are assessed at the end of the rotation once the product has been made.</p>
How often do assessments take place and does in-depth marking take place at KS4?	<p>YEAR 10:</p> <ul style="list-style-type: none"> • Learning checks (mini assessments) are completed at least once per week • End of LO assessments are completed once or twice per term depending on the length of the LO • Practical assessments are completed at least 4 times per HT. <p>YEAR 11</p> <ul style="list-style-type: none"> • Learning checks and re-call quizzes are completed at least 4 times per HT • RAG Rating controlled assessment (September-February) • February onwards: Mini mocks, mock assessments and learning checks to be completed regularly and data used to target the revision sessions until exam in May.
Business and Computing	
What does in lesson DDI and checking for understanding look like in your subject?	<ul style="list-style-type: none"> • Do Now Tasks • Questioning – cold calling, closing the loop, say more • Mini Whiteboards • Live Marking – On computers especially during coursework tasks for business studies • Exit Tickets
What does live marking look like in your subject?	<p>Live marking will take place during independent practice. It will take place in all lessons apart from those where assessments are taking place. Live marking is usually verbal</p>

<p>How often will it take place?</p>	<p>with pupils using the computers. We also complete live marking during theory written work. Staff will then record notes and misconceptions in their mark books.</p>
<p>How often do assessments take place and does in-depth marking take place at KS3?</p>	<p>Students in KS3 complete the following assessments and reteaches:</p> <ul style="list-style-type: none"> • End of unit assessments (every half term) – these assess the knowledge and understanding on the topic which has just been taught.
<p>How often do assessments take place and does in-depth marking take place at KS4?</p>	<p>Students in KS4 complete the following assessments and reteaches-</p> <ul style="list-style-type: none"> • Business – constant coursework being tracked on a weekly/ lesson basis until Nov Yr 11. Then biweekly tests and reteaches. Business students will be included in mocks from January Yr 11. • Computer science biweekly assessments and reteaches along with planned school wide mocks <p>Mock Examinations – Year 10 and 11 students have two mock examinations during the year (Computer science). We will be following the mocks across the schools in the Trust.</p>

Appendix 2: School specific approach to the awarding of summative judgements across the school, in line with Trust practice

Darwen Vale High School's approach to awarding summative judgements

Staff use a range of evidence bases to award summative judgements, many of which are outlined in Appendix I. These are all internal methods used to support the awarding summative judgements, however there are further external assessments and processes which support the awarding of summative judgements too.

Assessments and processes prior to the terminal examinations are used to assess whether students and cohorts are on track, and to identify any gaps in knowledge and understanding which can be planned into curriculum and interventions to ensure that these gaps are closed in a timely and effective manner.

In-Class Assessment

These are the assessments and practices as described in Appendix I

CAT4 Testing

CAT4 is a Cognitive Ability Test and is the most widely used cognitive ability test used in the UK and Ireland. CAT4 reveals hidden potential by assessing the main types of reasoning ability known to make a difference to learning and achievement, providing a rounded profile of the whole student. The assessments measure verbal, non-verbal, quantitative and spatial reasoning.

CAT4 tests are completed online in the second week of Year 7 and produces scaled scores in each of the reasoning areas. This allows for strengths and weaknesses in students' reasoning skills to be identified and considered in teaching and learning approaches. It also allows for a baseline to be taken for students without SATs results. Following a return from COVID-19, current Year 10 and Year 11 completed CAT4 assessments to allow for a baseline as they had not completed SATS.

GL Progress Tests

In the Summer term in Key Stage Three, students complete GL progress tests in English (Y7-9), Mathematics (Y7-9) and Science (Y8-9).

GL Progress Tests measure how students are performing in English, Mathematics and Science against the National Average. The assessments assess knowledge, understanding and application of these core curriculum subjects, providing current levels of attainment and identify any gaps in learning at both an individual and cohort level.

The assessments provide detailed reports which analyse key dimensions of learning for each subject and provide a question-by-question breakdown to help identify those students who require more challenging targets and those who may need extra support.

Staff use the assessments to develop curricula and target interventions as necessary.

Mock Examinations

Students in Years 10, 11 and 12 complete mock examinations twice each year.

Year 10 and 12 complete mock examinations in the Spring and Summer Term.

Year 11 complete mock examinations in the Autumn and Spring Term.

The mock examinations selected for all Year 11 mock examinations and for the second Year 10 and 12 mock examinations are global across the Trust.

All mock examinations are sat in the same conditions as the terminal external examinations.

All mock examinations are marked in line with exam board guidance and mark schemes and standardisation and moderation takes place pre- and post-marking.

Following mock examinations, students are provided with feedback and reteaches are planned to close any gaps identified. Results of mock examinations are also used for targeted interventions and curriculum planning.

Non-Examined Assessment Work

As a part of their Key Stage 4 courses, students must complete non-examined assessment pieces which are either internally assessed and moderated by the exam board or externally assessed by the exam board.

Non-examined assessments are completed in the following subjects in line with exam board and JCQ guidance:

- BTEC Level 2 Tech Award in Performing Arts
- BTEC Level 2 Tech Award in Performing Arts with a Dance Approach
- CNAT in Enterprise and Marketing
- CNAT in Sport Science

Practical Examinations

As a part of their Key Stage 4 courses, students must complete practical assessment pieces which are either internally assessed and moderated by the exam board or externally assessed by the exam board. There are some subjects which require practical preparation to support their terminal examinations

Practical assessments or preparations are completed in the following subjects in line with exam board and JCQ guidance:

- BTEC Level 2 Tech Award in Performing Arts
- BTEC Level 2 Tech Award in Performing Arts with a Dance Approach

- Level 1/2 in Hospitality and Catering
- GCSE Art and Design
- GCSE Art and Design – Photography
- GCSE 3D Design
- GCSE English – Spoken Language endorsement
- GCSE Geography and History – required fieldwork
- GCSE Science – required practicals
- GCSE French – speaking assessment

GCSE and A-Level Assessments

At the end of their course's students will sit written assessments in their GCSE and A-Level subjects.

New Group Reading Tests

Twice per year, students complete an NGRT which is a standardised, adaptive assessment which measures reading skills against the national average. It is used to identify where intervention may be needed, and then to monitor impact and progress made.

The assessment produces a reading age and standardised age score for each student as well as detailed information about students' reading profiles.

Hodder Reading Tests

Where students NGRT is not aligned with a student's predicted performance in their reading ability a Hodder Reading Test is used to triangulate the data.

Appendix 3: School specific arrangements for reporting to parents

For each year group, parents will receive three reports each year. Each year there will be one calendared parents evening for each year group, where student progress can be discussed with the student's subject teachers.

The first report received by parents will be at the start of the academic year and will focus on student attitude to learning, punctuality and homework, with the following two reports also containing information regarding student progress too.

At KS3 the second and third reports which are sent home to parents contain the following information

- Percentage attendance to date
- Positive behaviour points to date
- Negative behaviour points to date
- Most recent reading age
- Subject specific information
 - Whether the student is working below, at or above where teachers would expect the students to be working at based on their prior attainment.
 - The attitude to learning of that student for that subject (this will be a numerical score 1-5)
 - Information about the home learning produced by that student (this will be a numerical score 1-5)
 - The punctuality of that student to the lesson (this will be a numerical score 1-5)

At KS4 the second and third reports which are sent home to parents contain the following information

- Percentage attendance to date
- Positive behaviour points to date
- Negative behaviour points to date
- Most recent reading age
- Subject specific information
 - The end of Year 11 target grade
 - Mock grade (where mocks have been sat)
 - Predicted grade – the grade the teacher predicts this student will achieve by the end of year 11.
 - The attitude to learning of that student for that subject (this will be a numerical score 1-5)
 - Information about the home learning produced by that student (this will be a numerical score 1-5)
 - The punctuality of that student to the lesson (this will be a numerical score 1-5)

All data for data captures are recorded on Bromcom marksheets before being exported to a student's report. Students' reports are then placed on MCAS and Student Portal and parent and carers are notified that these are published.