

Assessment Policy 2023

Aims and Values

Assessment is an integral part of planning, teaching and learning. All teachers should use suitable forms of assessment and have a clear understanding about these.

The Principles of Great Assessment document provides further detail and outlines specifics on the different assessment types.

Overview

Education is about securing the best possible outcomes for young people, which includes achieving success in public examinations, but also involves the development of the individual and their ability to lead happy, fulfilled lives and to take an active and purposeful role in society.

Our curriculum is underpinned by three core values:

- We believe that knowledge is powerful and therefore that all students, regardless of their background or ability, have an entitlement to that knowledge.
- We believe that language unlocks the world and therefore that regular opportunities for extended reading, writing, oracy and vocabulary must be prioritised for all students.
- We believe that actions have consequences and therefore that our students should learn habits of kindness, equality, self-regulation and acceptance of personal and collective responsibility.

Assessment is a process for generating inferences about what our pupils know, understand and can do. The assessment systems we have put in place are integrated within the delivery of the curriculum. The curriculum is structured in three distinct phases designed to take students from the foundations of Year 7 through the transition year at Year 9 and the increased specialism from Year 10 and 11. The assessment model supports these phases.

Our assessments aim to promote, support and monitor learning and inform teaching and curriculum design. We also aim to create a shared involvement and responsibility between school and home.

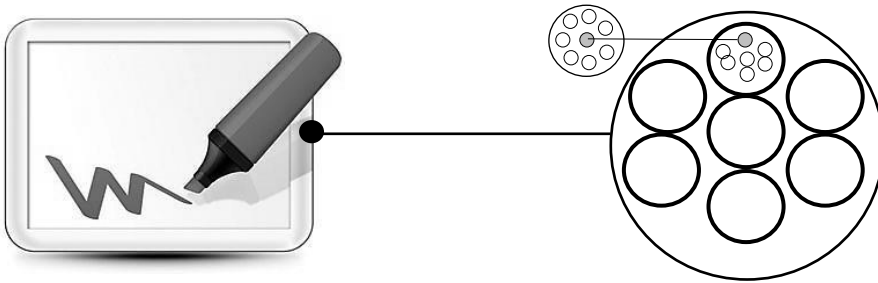
We use a number of different types of assessments for different purposes. The three main types of assessment at Greenshaw includes 1) responsive assessment 2) formative assessment and 3) summative assessment. We also use a number of external assessments for standardisation purposes. These are outlined in this policy.

Assessment Types

1

Responsive assessment:

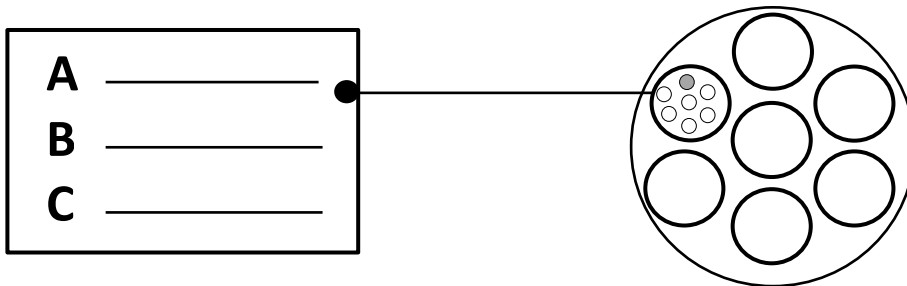
- Assesses in the moment at the sub-atomic level
- Is quick, efficient and tests whole class understanding
- Provides data that informs immediate response



2

Formative assessment:

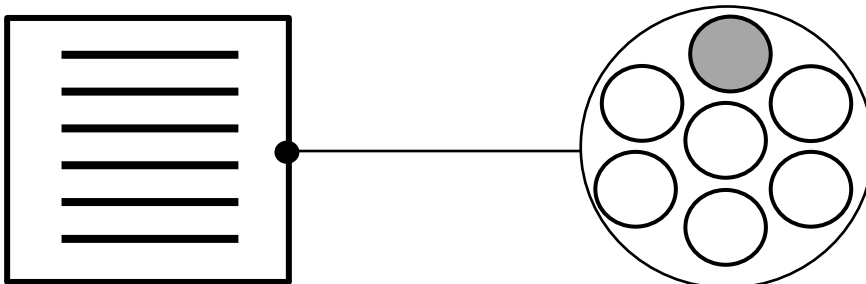
- Assesses after sequences at the atomic level
- Is strategically planned and tests individual and group understanding
- Provides data that informs future lessons



3

Summative assessment:

- Assesses at the end of units at elemental level
- Is strategically planned and tests individual and cohort understanding
- Provide inferences on progress and informs curriculum development



Assessment Frequency

Responsive assessment:

Responsive assessment occurs in every lesson. Each lesson starts with a 'Do now' activity, a quiz at the start of the lesson. This is designed to test pupils recall knowledge and to allow teachers to see what information the pupils have retained from the previous lessons. Throughout the lesson we also use other strategies that include hinge questions, quiz questions and exit tickets.

Formative assessment:

Pupils in year 7, 8 and 9 are assessed every two weeks during our timetabled assessment hour. During these sessions, the pupils answer multiple-choice questions based on the content from our curriculum. They also answer a longer response question per subject. These sessions provide the pupils with retrieval practice to strengthen their long term memory and generates data for teachers on student understanding of current topics. Pupils will receive individual feedback during the assessment session and whole class feedback following the session. It is the responsibility of all teaching staff to make sure this is delivered effectively and the responsibility of the key stage lead to oversee and monitor the implementation of this process.

Year 7 and 8	
Cycle One	Cycle Two
English (10 questions)	English (10 questions)
Maths (10 questions)	Maths (10 questions)
Science (15 questions)	Spanish/French (15 questions)
History (15 questions)	Geography (15 questions)
Religious Studies (10 questions)	Food (10 questions)
Art, Design & Context (10 questions)	PE (10 questions)

Year 9	
Cycle One	Cycle Two
English (10 questions)	English (10 questions)
Maths (10 questions)	Maths (10 questions)
Science (10 questions)	Science (10 questions)
History (15 questions)	Geography (15 questions)
*Option 1 (15 questions)	RS (15 questions)
*Option 2 (15 questions)	MFL (15 questions)

Summative assessment:

At the end of the Autumn and Spring term, pupils take performance assessments. The purpose of these are to assess pupil understanding of content taught in a term. At the end of the year, pupils take summative assessments. The purpose of these are to assess the learning over the course of the year. In core subjects, at the end of the year, we also use standardised tests in Science, Maths and English. These tests provide us with data to help identify pupils who may need additional support and allow us to identify patterns of performance. In addition, it allows for a comparison of our pupils against a national data set and it will tell us how they are doing compared to other pupils of the same age.

Data

We collect data from different sources at pivotal points in the school year.

New Group Reading Test (NGRT)

All new year 7 pupils are tested for literacy. This involves an online test and it will give our pupils a standardised score for literacy. Pupils sit this at the end of year 6. In addition, our pupils will also sit this at the start of year 8 and year 9. This test allows the Inclusion team to identify any pupils who may require a literacy intervention.

Progress test in maths (GL Assessment)

All new year 7 Pupils are tested for numeracy. This test allows the Inclusion team to identify any pupils who may require a numeracy intervention. Pupils sit this at the end of year 6.

Middle Years Information System (MIDYIS) Test

The MidYIS test gives baseline data which is then used to measure progress throughout secondary education. It offers an insight into the pupil's learning profile. The test is designed to measure, as far as possible, ability and aptitude for learning rather than achievement. There are 3 sections; vocabulary, non verbal and skills. Pupils sit this at the end of year 6.

Standardised Test Scores

The above three baseline tests use 'standardised scores.' The range of scores is from 0-150, where 100 is deemed to be average (Scores for the MIDYIS don't go below a standard score of 50).

75-84 is below the average range and may indicate a moderate level of difficulty;

85-115 is within the average range;

Above 115 is above the average range.

Direct Instruction Baseline Test

All pupils undertake a Direct Instruction baseline test which allows for identification of pupils who need to follow a Direct Instruction programme in maths skills, reading or writing.

GL Assessments

These are standardised tests in Science, Maths and English. These tests provide us with data to help identify pupils who may need additional support and allow us to identify patterns of performance. In addition, it allows for a comparison of our pupils against a national data set and it will tell us how they are doing compared to other pupils of the same age. Pupils sit these at the end of year 7, 8 and 9.

FFT benchmarks

The Fischer Family Trust (FFT) processes the National Pupil Database for the Department of Education and provides data and analyses to all schools in England and Wales. They provide grade predictors for pupil attainment at the end of KS4 and we use these to inform the setting of ambitious and aspirational targets for pupils.

FFT is based on KS2 scores. The GCSE scores are looked at of all the pupils who got the same scores as individual pupils when they were in Year 6 and then used to work out the probability of an individual getting particular grades at GCSE. These datasets are updated each year.

Reporting to Parents

We report to parents each term. The information we send home always includes an attitude to learning grade. The attitude to learning grade is scored from 1 to 4 and has descriptors to identify these grades. Alongside this, depending on the year group, there will also be a predicted grade given by teachers.

At the end of the year pupils in year 7, 8 and 9 also complete standardised tests in English, Maths and Science and the reports from these tests are also sent home.

Parents are also given a chance to discuss their child's progress at parents evening. This occurs once throughout the year, except for in year 11 or 13 where some parents will have a second targeted meeting. There are also parent forum's throughout the year.

Inclusion

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

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

If the baseline assessments, or teaching staff, raise a cause for concern, we may use one of the following tests to further analysis a student's academic profile. All of these assessments use standardised scores

All of these assessments use standardised scores.

DIAGNOSIS READING ANALYSIS (DRA) – if NGRT is 90 or below, then this used to follow up to check reading ability

READING ACCURACY	READING FLUENCY	COMPREHENSION	PROCESSING SPEED
<i>Ability to decode the letters (read words)</i>	<i>Speed of reading</i>	<i>Understanding what has been read</i>	<i>How long it takes to process what is read</i>

LUCID LASS – computer assessment: can give an indication if there are any dyslexic traits, such as memory difficulties, spelling, non-verbal reasoning, phonic decoding ability

SPEECH AND LANGUAGE SCREENER TOOL – computer assessment; can give an indication of S&L needs.

CELF – If a pupil shows significant S&L needs on a screener, then a CELF is a full S&L assessment

WIAT – assessment of reading abilities; comprehension, speed and accuracy. Also includes a spelling section.

CTOPP - assesses phonological awareness, phonological memory and rapid naming. A deficit in one or more of phonological processing abilities is viewed as the most common cause of learning disabilities in general, and of reading disabilities in particular.

DASH – handwriting legibility and speed - Visual stress test – to assess if student's symptoms of visual stress can be reduced or removed by using a coloured reading ruler/overlay