



## Assessment and Target Setting Policy (Secondary)

### PURPOSE

We use a number of different types of assessments for different internal purposes.

The document below is an explanation of each of these assessments, our target setting and approach to grading.

Date of last review:	July 2020	Author:	Laura Morris
Date of next review:	July 2021	Owner:	ARK BDA
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Paul Bhatia
School:	Ark BDA	Key Contact Name:	Laura Morris

### POSITIONING WITHIN ARK OPERATIONAL MODEL

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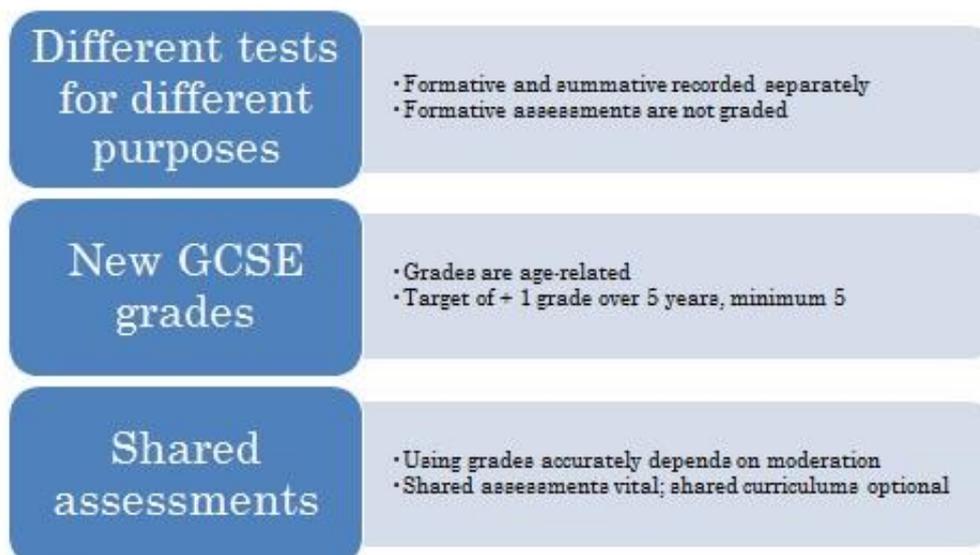
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture,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

Our mission is to ensure all students make good or excellent progress over time: we aim to radically improve our pupils' life chances. We want every pupil at an Ark BDA to do well enough by age 18 to have real options to: go to university or follow the career path of their choice. Assessment supports our Christian values of 'Aiming High', 'Being Brave', 'Always Learning' and 'Being Kind'. We encourage students to take bold steps in their application of knowledge when it comes to assessment. We set high expectations for all learners, in terms of targets and academic aspirations. We discuss assessment openly, within an environment where misconceptions are addressed by teachers and peers to support progress and achievement.

### 1. Key Principles for Assessment – at ARK BDA we follow the key principals of the ARK Assessment Plus Model:

#### AA+ key principles



## 2. Grading

Pupils' baseline KS2 scores are converted to a predicted new GCSE number. This conversion is based on the proportions of pupils who achieve each grade at KS2 compared to the proportions at GCSE.

In KS3 and KS4, pupils do an assessment which is marked using GCSE number grades twice throughout the year. These grades are **age-related grades**. They refer to a pupil's position in the performance distribution for their age group. These grades do not tell you what a pupil would get if they took a GCSE at that moment in time. So, for example, if a pupil gets a grade 9 in Year 7 Summer 2, it means we think they are performing as well as could be expected for their age group. It does not mean that they could get a 9 if they sat a GCSE English paper at that point.

We are using the statistical guidance provided by Ofqual in their [2014 board paper](#) to define these grades.

## 3. Targets

Our default target is for pupils to make + 1 grade of progress over the 5 years of secondary school, and to achieve a minimum of a grade 5 – whichever is the highest.

The senior team moderates these targets for individual pupils to provide an overall school target that is ambitious but realistic.

## 4. Implications of the grading system

- Staying at the same grade **is** making progress. You can get a grade 9 in year 7 – but it means something different from a grade 9 in year 11.
- Assessments get harder from term to term and year to year, so that a grade 6 in year 11 represents a higher standard than a grade 6 in year 8.
- This system measures attainment progress in the same way as the new Progress 8 measure, which means that we are then able to calculate a progress and attainment score from term to term. For example, a cohort might arrive in year 7 with an attainment score of 4.2, based on their KS2 Sats. If their average at the end of year 11 was 5.2, they would have a Progress 8 score of +1.
- With Progress 8, 0 means pupils have made nationally average progress.
- You can't use this progress measure to measure progress in individual lessons. For that, you need formative measures (see below).
- You can use it from term to term, but it will be more useful if you look at a cohort average than at individual pupils. EG, Y7 moved from an average grade of 4.2 at the start of Y7 to 4.5 at the end.
- When we are awarding these grades from term to term, we are making claims about how our pupils are doing against their national cohort. In order to make sure these claims are as robust as possible, we have to moderate within the network, use shared assessments, and reference externally wherever possible.

## 5. Formative assessment

Formative assessment is separate and is not measured using these grades. Formative assessment is measured using subject-specific tasks, mastery quizzes and low stakes testing. We use the Eedi tests to generate 20minute quizzes on topics to check in on student progress at the end of key units of work to inform students and teachers of progress made and areas of misconception.

## 6. National Assessments\*

We assess all new students on induction to the school using the CATS (Cognitive Ability Tests) tests. This enables us to look at their different abilities prior to receiving SATs data from our feeder primary schools and provides further details student ability.

Students sit external Examinations at the end of KS4 and KS5 after course completion following the JCQ guidance (see examinations policy). In some cases, where students are ready to be assessed sooner (e.g. heritage languages) they may be entered early.

\*COVID-19 Addendum:

All students in Y7- 10 will take NGTR reading age assessments digitally in the Autumn term.

All students in Y7 are to take the CAT4 assessments in the Autumn term.

All students in Y8-10 take GL Progress tests in English, Maths and Science in the Autumn term.

The above tests allow the school and network to ascertain level of need for catch up support using nationally benchmarked assessments.

## 7. After the assessments Tracking and analysis

Attainment data is recorded in the academy's Management Information System (MIS) and is available for analysis in Ark's data system, Click Click Report (CCR). This data is available to the central network team, school SLTs and teachers. CCR also provides a variety of tools to support this analysis, such as school and network-level dashboards and question-level trackers. Individual teachers should use these data and tools to identify gaps in pupils' learning and to inform their planning. Teachers complete data reviews of their classes and set clear actions for support and intervention for individual students. Heads of Department meet with the SLT Outcomes Lead and Line Managers to review data after summative assessment points and national examinations to review individual, group and cohort progress. They set clear actions for support and interventions where required, which is reviewed after at the next assessment point.

### Moderation

We moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also attend regular network moderation meetings for each year group. As an Ark Academy we are also moderated by Local Authorities as part of their duty to check local schools on an annual basis.

### Intervention

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, we use new data to put in place interventions across all year groups as required so that pupils with lower rates of attainment can catch up straight away. These interventions are in the form of a 'same day intervention' with their class teacher or with another adult who has been given appropriate training to deliver the sessions and part of a wider intervention programme for targeted students.

### Reporting to parents/ carers

We report all progress data after summative assessment point to parents. This is in the Autumn term and Summer term for Years 7-10 and 12. For Year 11 and Year 13 this is in the Autumn and Spring term. In addition, we hold parents' evenings for all year groups where teachers discuss the progress of individual students in their subjects.

## **Setting \***

Students are set by ability in all year groups. Students are set separately in the core subjects and by average attainment across all subjects in foundation subjects. Students are taught in mixed ability form groups for the NEC programme and in some option classes at KS4.

\*Due to COVID-19 guidance to create class 'bubbles' and zones for our year groups our setting policy has been amended. Students are in the main taught in mixed ability groups in KS3 (with the exception of set 1 and the nurture set). In KS4 students have been 'bubbled' by their science groups first (due to the triple and double science split) followed by maths then English. Students remain in the same sets (form classes) for English, Maths, Science, RE, PE and where possible French, History and Geography. They are in mixed classes for their option class and BTEC class.