



**George Mitchell School**

**ASSESSMENT POLICY**

## INTRODUCTION

**At George Mitchell School, assessment is at the heart of teaching and learning.**

Assessment provides evidence to guide teaching and learning, as well as providing the opportunity for students to demonstrate and review progress.

**Assessment is ambitious at George Mitchell School** because it embodies, through objective criteria, a pathway of progress, development and excellence for every child in our school.

**Assessment is consistent at George Mitchell School** because accurate judgements are formed according to common principles.

**Assessment is meaningful and understandable at George Mitchell School** because

- it supports pupils in developing their learning
- it supports parents in understanding their children's learning
- it supports teachers in planning precise teaching and learning
- it supports school leaders and governors to plan and allocate resources

**We aim for high quality teaching and learning, and at the heart of this is effective assessment, underpinned by our growth mind-set that all pupils can succeed.**

## PURPOSE OF THIS ASSESSMENT POLICY

This Assessment Policy sets out the key principles behind our all-through school assessment system. It is intended to provide all stakeholders with a clear and succinct overview of why, how and what we assess as a school.

**THE AIMS OF OUR ASSESSMENT is to:**

- **Identify** what children know and what they need to learn next
- **Inform** planning (school/class/cohort/group/individual), target setting and information for parents and governors
- **Measure** individual/group progress
- **Evaluate** effectiveness of teaching methods and interventions
- **Motivate** teachers and pupils
- **Comply** with statutory requirements: align school with national standards and aim to exceed them

## KEY OBJECTIVES OF ASSESSMENT AT GEORGE MITCHELL SCHOOL

1. To use formative assessment to inform teaching and provide for the learning needs of all pupils
2. To give constructive feedback to pupils in a range of ways that enables them to have an active role in identifying their own learning needs and how to make progress.
3. To use a systematic approach for informing parents of their child's progress and giving advice in how to support learning at home
4. To systematically and effectively monitor and evaluate pupils' progress on an individual and school basis and use results to plan for improvement

## TYPES OF ASSESSMENT

There are three main types of assessment: formative; in-school summative and nationally standardised summative.

## **FORMATIVE AND SUMMATIVE ASSESSMENT**

**FORMATIVE ASSESSMENT (Assessment for Learning – AfL)** goes to the very heart of good quality teaching and learning.

**For children:** to develop keen, ambitious children with a thirst for learning by identifying for them where they need to target their efforts to improve.

**For teachers:** as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.

**For parents:** it provides us with rich, constructive information to report to parents providing them with a broad picture of their strengths and areas for improvement.

**SUMMATIVE ASSESEMENT (Assessment of Learning – AoL)** is still a significant contributor to our understanding of children’s learning. There are two types of summative assessment.

### **In-school summative assessment:**

**For children:** an opportunity to understand how well they have understood and retained information on a particular topic.

**For teachers:** an opportunity to evaluate pupil learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

**For parents:** to summarise and support the rich information provided by formative assessment and feedback.

**For school leaders:** to support and verify judgements made through formative assessment. To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school. To use this analysis to redeploy resources as required to close attainment and progress gaps.

### **Nationally standardised summative assessment:**

**For children:** comparisons to performance of pupils nationally.

**For teachers:** comparisons to performance nationally and clarity on nationally expected standards.

**For parents:** comparisons as to how the school and their child is performing nationally. For the government: to hold us to account.

**For OFSTED:** to provide information on school’s performance and effectiveness.

## **Assessment in Early Years – Nursery and Reception**

Assessment in Early Years (Nursery and Reception) is at the heart of teaching and learning across the Early Years curriculum.

Assessment underpins planning, teaching, learning, progress and attainment.

Summative judgements are made of children at the end of Nursery 1, Nursery 2 and Reception.

In Nursery, judgements will be made against the Development Matters Age Bands in all seventeen areas of learning.

In Reception, the end of year judgements will be made against the Early Learning Goals in all seventeen areas of learning. This information is submitted to the DfE and is summarised as the percentage of children achieving the Good Level of Development (GLD).

### **Internal Management Information System – Target Tracker for Early Years Assessment and Tracking**

Target Tracker in Nursery shows students' progress and attainment using one of the following descriptors from **Development Matters (DM)**:

- Working below
- Working within
- Secure

Target Tracker in Reception shows students' progress and attainment using one of the following descriptors from **Early Learning Goals (ELG)**:

- Emerging
- Expected
- Exceeding

### **How do we assess in Early Years?**

#### **As a Senior Leadership Team we use:**

- A Management Information System (MIS) called Target Tracker (see Target Tracker Information Pack)
- Ongoing observations
- Regular written marking with written and verbal feedback
- Targeted questions
- Pupil Voice
- Work samples
- End of unit assessments
- Evidence Trails
- Learning Walks and informal drop ins
- Formal observations
- Moderation across the school
- External Moderation
- Pupil Progress Meetings

#### **As Early Years Practitioners we use:**

- Planning from Target Tracker – weekly updates on statements to inform the following week's planning

- Observations of children
- Work samples
- Parent feedback
- Questioning
- In class Formative Assessment - Assessments for learning strategies (Talk Partners, mini whiteboards, Think Pair Share etc.)

### **When do we assess?**

#### **Daily:**

Classroom teachers assess daily through observations, questioning and feedback

#### **Weekly:**

Classroom teachers assess weekly using Target Tracker statements to inform planning

#### **Half termly:**

Data is collated into a whole school Data Wall which analyses the cohorts and classes as well as significant groups. This is tracked and feed into half termly Pupil Progress Meetings to inform precise support, change and intervention needed.

#### **Yearly:**

An end of Early Years Foundation Stage Profile data collection to assess Good Levels of Development (GLD) This is collected in June and submitted to the Department for Education (DfE)

### **Assessment Calendar**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Baseline data collected for both Nursery and Reception with 3 weeks of them starting	Nursery and Reception: Data update for analysis towards Pupil Progress Meetings	Data update for analysis towards Pupil progress Meetings	Nursery and Reception: Data update for analysis towards Pupil Progress Meetings	Nursery: Data update for analysis towards Pupil Progress Meetings Reception: Assessed against Early Learning Goals	Final data submission for DfE and transition to next Key Stage
Reception Success for All (SfA) assessments		Reception Success for All (SfA) assessments		Reception Success for All (SfA) assessments	

### **Mid-Year Admissions**

Baseline completed within 3 weeks

**How are children involved in assessment, feedback and target setting?**

- Individual Pupil Conferencing in Reception
- Verbal feedback
- Access to Learning Journeys
- Sharing previous learning and next steps with Key Workers
- Children choose work to go into their Learning Journey Books because they have reached a target in their learning

**How are parents involved in assessment and feedback?**

- Parent feedback within the Homework Books
- Parent feedback
- Reading Record Books
- Parent feedback is directly recorded into Learning Journeys Books
- Daily conversations between key workers and parents
- Meet and greet opportunities
- Family events

## **Primary Assessment – Year 1 to Year 6**

Assessment in the Primary (Year 1 to Year 6) is at the heart of teaching and learning across the Primary curriculum. Assessment underpins planning, teaching, learning, progress and attainment.

Summative assessment is used at the end of the each year to create a baseline for the following year to inform teachers of starting points. Additionally, at the end of Year 1, Year 2 and Year 6, data is submitted and used for National Testing and analysis.

Formative assessment is used to inform teaching and provides teachers with learning needs and next steps for each pupil.

### **Internal Management Information System – Target Tracker for Primary Assessment and Tracking**

Target Tracker shows students' progress and attainment using one of following descriptors:

- Working Below
- Achieved
- Mastered

### **Phonics Screening Check**

The **phonics screening check** is a short assessment to confirm whether individual children have learnt **phonic** decoding to an appropriate standard. It will identify the children who need extra help so they are given support by their school to improve their reading skills. Children in Year 1 do the assessments in June and data is sent to the Department for Education (DfE). If a child does not reach the expected level of decoding at the end of Year 1 they must do the assessment again at the end of Year 2. If a child is new to Year 2 and did not do the assessment in Year 1, they must take it at the end of Year 2.

### **Year 2 SATS**

At the end of Key Stage 1 (KS1), teachers use teacher assessment judgements to report on the progress of their pupils in Year 2. These assessment judgements take into account a pupil's performance in national curriculum tests (often referred to as SATs) in Mathematics, English reading and English grammar, punctuation and spelling.

In the test, a pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.

A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test.

Teachers mark the KS1 tests and calculate the raw scores each pupil achieves for each test.

### **Year 6 SATS**

The National Curriculum tests at the end of Key Stage 2 (KS2) (often referred to as SATs) are administered in Mathematics, English reading and English grammar punctuation and spelling.

Scaled scores are used to report the results of these tests in 2016. A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.

**Scaled scores:**

- 80 is the lowest scaled score that can be awarded
- 120 is the highest scaled score
- A pupil awarded a scaled score of 100 or more has met the expected standard in each test.
- A pupil awarded a scaled score of 99 or less has not met the expected standard in the test.

Writing is teacher assessed and is assessed differently and not reported using the same scale. As a result, there are no scaled score equivalents to the Teacher Assessments of Writing and the descriptors used are 'working towards the expected standard' or 'working at greater depth within the expected standard'.

**Mid-Year Admissions**

Baseline is completed within 3 weeks of children arriving

**Pupils working below the standard of the assessments (Rochford Report recommendations 2016)**

There is a small percentage of the pupil population at key stages 1 and 2 who will not have completed the relevant programme of study when they have reached the appropriate chronological age. As a result, these pupils will be working below the standard of both the national curriculum tests and the interim teacher assessment frameworks. Others may be working below the standard of the national curriculum tests for a range of reasons. They may be experiencing significant disadvantage or living in challenging circumstances or may be new arrivals to the country with undeveloped English language skills.

**How do we assess in the Primary?**

**As a Senior Leadership Team we use:**

- A Management Information System (MISD) called Target Tracker (see Target Tracker Information Pack)
- Ongoing observations
- Regular written marking with written and verbal feedback
- Targeted questions
- Pupil Voice
- Work samples
- End of unit assessments
- Evidence Trails
- Learning Walks and informal drop ins
- Formal observations
- Moderation across the school
- External Moderation
- Pupil Progress Meetings



### **As a classroom teacher:**

- Planning from Target Tracker – weekly updates on statements to inform the following week's planning
- Regular written marking with written and verbal feedback
- Targeted questions
- Pupil Voice
- Pupil work
- Using clear Learning Objectives and Success Criteria
- Moderation across classes and phases
- Pupil Progress Meetings
- Review of Individual Education Plan
- Review and setting Pupil Conference Targets
- SATS
- Phonics Test
- Green Pen Questions
- Reading Record Books
- In class Formative Assessment - Assessments for learning strategies (Talk Partners, mini whiteboards, Think Pair Share etc)

### **When do we assess?**

#### **Before the academic year starts**

Target Tracker formative and summative assessment is used from the previous year to give teachers a baseline both for attainment and objectives covered, achieved and mastered.

#### **Daily:**

Classroom teachers assess daily through planning, marking, questioning and feedback

#### **Weekly:**

Classroom teachers assess weekly using Target Tracker to inform planning

#### **Half termly:**

Data is collated into a whole school Data Wall which analyses Key Stages, Phases, cohorts and classes as well as significant groups. This is analysed and tracked and fed into half termly Pupil Progress Meetings to inform precise support, change and intervention needed.

#### **Yearly:**

Data from Target Tracker is used to inform the baseline for following year

Year 1 Phonics testing is completed in June and data submitted to the DfE

Year 2 SATs are all teacher assessed and completed by June. Data is submitted to the DfE

Year 6 SATs Reading, Maths and Spelling, Punctuation and Grammar are marked externally and Writing is teacher assessed. This is completed by the end of May and data submitted to the DfE.

## Assessment Calendar

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline data collected from previous year and distributed	Data update for analysis towards Pupil progress Meetings	Data update for analysis towards Pupil progress Meetings	Data update for analysis towards Pupil progress Meetings	Data update for analysis towards Pupil progress Meetings	Final date analysis for year end to inform Baseline for next academic year
	SfA Reading assessments		SfA Reading assessments		SfA Reading assessments
Year 1 Phonics Baseline	Year 1 Phonics Assessment	Year 1 Phonics Assessment	Year 1 Phonics Assessment	Year 1 Phonics Assessment	Year 1 Screening Check (June) Data submission to DfE
				Key Stage 1 SATs/Teacher assessments (May)	Final data submission for DfE and transition to next Key Stage
				Key Stage 2 SATs/Teacher assessments (May)	
Year 2 Phonics Baseline	Year 2 Phonics Assessment	Year 2 Phonics Assessment	Year 2 Phonics Assessment	Year 2 Phonics Assessment	Year 2 Screening Check (June) Data submission to DfE

### Mid-Year Admissions

Children are assessed in Phonics, Reading, Writing and Maths within the first 2 weeks of entry.

### How are children involved in assessment, feedback and target setting?

- Pupil Conferences – children set targets half termly with the teachers and review
- Pupil Voice – through large and smaller group Evidence Trails
- End of half term Curriculum and Teaching and Learning Questionnaires
- Children’s use of Success Criteria to self and peer assess in all areas of the curriculum
- Green Pen Questions in response to marking
- In Writing every lesson, targets are set and children have to gather evidence if they have reached their target
- Individual Education Plans
- Reading Record Books

### How are parents involved in assessment and feedback?

- Termly Parents’ Evenings and Open afternoons
- In the writing and reviewing of Individual Education Plans
- Reading Record Books
- Parent feedback on homework

## **Secondary Assessment – KS3: Year 7 to Year 9 and KS4: Year 10 to Year 11**

Assessment at Secondary is designed as a five year model which allows us to track students' progress and attainment towards KS4 outcomes and results at age 16. This is possible through recording of assessments that are recorded in 4 Matrix.

Our targets at KS4 are based on KS2 results from FFT, our own Baseline assessments and information through cognitive testing (eg CATs).

For students entering George Mitchell with no KS2 data, challenging targets are set through cognitive testing (eg CATS) and comparison to students with similar academic profiles.

Throughout KS3 students' progress is tracked using "Mastery Statements" (derived from the government's Assessment without Levels initiative). Students will be judged to be:

- Advanced – exceeding age expectations
- Mastering – above age expectations
- Securing – secure in age expectations
- Developing – moving towards age expectations
- Emerging – beginning to move towards age expectations
- Not Accessing – not yet able to access the Learning Objectives

These descriptors are used throughout Years 7, 8 and 9. At the end of KS3 (Year 9) a report will outline the level of mastery achieved against the subjects of the KS3 curriculum and will be an indicator of the student's potential attainment in GCSEs and KS4 qualifications.

At KS4 targets are reviewed based on KS3 outcomes and may be adjusted to increase challenge and to reflect good progress in learning.

Throughout KS4, students' progress is tracked using predictive grading for all qualifications.

GCSEs:

- 2017 English and Maths: Grades 1 to 9
- 2017 Foundation Subjects: Grades U to A\*
- 2018 Foundation Subject: Grades 1 to 9 (except Urdu and Business)
- 2019 Urdu and Business: Grades 1 to 9

Vocational qualifications including V-Certs, BTECs and Nationals

- Students will receive a grading of Pass, Merit, Distinction and Distinction\*

The school headline measures are:

- Basics: English and Maths (securing Grade 5+)
- Attainment 8 (the "best" 8 subjects indicating an average "grade" for the school)
- Progress 8 (which measures how much progress a child makes from end of KS2 to end of KS4)
- Ebacc: a combination of Science, Humanities and MFL subjects

### **How do we assess in KS3 and KS4?**

Teachers use a variety of assessment strategies to make judgements about students' progress and attainment. Formative and summative assessment strategies are used, as well

as peer and self-assessment. All departments have internal tracking systems that record and monitor students' progress and attainment.

**Recording assessment at KS3:** At KS3 teachers will assess using the mastery descriptors against significant Learning Objectives which outline the key learning elements for a unit or section of work. This assessment is continuous throughout the year, with teachers recording their judgements into 4 Matrix at regular intervals.

Every half term, a progress report is created for each subject.

During KS3 there are a number of assessment opportunities dependent upon curriculum demands:

- End of unit assessments
- Interim unit assessments
- Departmental tests and mini-exams
- End of year tests and assessments
- Mock KS3 exams mirroring KS4 exams (eg Maths and English)
- Home learning assignments and homework
- Speaking and Listening assignments

**Recording assessment at KS4:** Every half term teachers record a prediction for end of KS4 grades which is recorded in SIMs. This is transferred into 4 Matrix. A prediction consists of a professional judgement based on a range of evidence from lessons, testing and assessments. Predictions also take into account the cognitive ability of students to engage in and succeed in the subject.

During KS4 there are a number of assessment opportunities dependent upon subject syllabuses and criteria:

- Mock examinations - both in Year 10 and in Year 11
- Departmental tests and mini-exams
- Controlled Assessments
- Coursework
- Speaking and Listening exams

### **When do we assess?**

Assessment takes place throughout the year in conjunction with a calendared programme:

- KS3 departmental assessments, tracked internally
- KS3 ongoing 4 Matrix entries
- KS3 progress reports available every half term
- KS4 Year 10 predictions are collected 5 times a year
- KS4 Year 11 predictions are collected every half term

### **How are children involved in assessment, feedback and target setting?**

Students engage in ongoing formative assessment throughout the year. Teachers provide regular feedback through marking, feedback and questioning. Students have opportunities to respond orally, or through green pen responses to WWW/EBI. In KS3 and KS4, students are provided with a progress report every half term. Tutor time and pastoral support enables students to engage with their progress reports through self-evaluation so that they can set personal targets to help them achieve their target grades.

## **How are parents involved in assessment and feedback?**

### Year 7

- Regular progress reports
- Parent/carers evening
- Written report discussed at Academic Review Day

### Year 8

- Regular progress reports
- Written report discussed at Academic Review Day

### Year 9

- Regular progress reports
- Parent/carers evening to inform Options Evening
- Written report

### Year 10

- Regular progress reports
- Mock Exam results
- Parent/carers evenings
- Written report discussed at Academic Review Day

### Year 11

- Regular progress reports
- Mock Exam results
- Parent/carers evenings
- Written report discussed at Academic Review Day