Stockport Academy Assessment Policy

Intent

This document is to inform teachers and support staff with an interest in and responsibility for assessment, about the vision for summative and formative assessment at Stockport Academy. This assessment system has been developed to enable teachers and other users to understand and most effectively use assessment data within the context of our curriculum.

The aims of the system is to establish:

- An effective formative assessment system which supports breadth and depth of learning, especially within KS3, with a greater focus on knowledge and understanding and skills development;
- A system with clearer links between Key Stage 3 and Key Stage 4 to promote a smooth transition in learning;
- Understanding of effective assessment practice and sharing of standards and expectations;
- Consistent assessment of students' work from carefully sequenced lessons supported by detailed Schemes of Work;
- An effective summative assessment system which ascertains student retention of knowledge, establishes learning milestones and informs future teaching practice and interventions; and
- More autonomy and professional responsibility for teachers.

Purposes of Assessment

In order to ensure effective assessment, the implementation of any assessment must:

- Support learning;
- Provide assurance to all stakeholders concerning students' progress;
- Allow Middle Leaders to use data to evaluate how well the curriculum is being taught and how well the topics are sequenced;
- Provide a summary of what learners have achieved, including thorough summative qualifications; and
- Inform future improvements to classroom practice, curriculum sequencing and interventions. An assessment calendar is in place identifying exam seasons and assessment points. (See Appendix 1).

Principles of Effective Assessment

Assessments will follow and reinforce the curriculum and promote high quality Teaching and Learning approaches. Assessment of student's progress and achievement during their education at Stockport Academy should be based on teachers' assessment of their knowledge and understanding, skills, attributes and capabilities, as described in the experiences and outcomes across the curriculum.

Therefore assessment must:

- Meet learners' needs and enable all learners to achieve in line with their full potential;
- Enable all learners to answer different styles of questions (multiple choice, short, medium or long answer questions) that allow students to demonstrate their learning of the curriculum;
- Support learning by engaging learners and providing high quality feedback, it should also involve high quality interventions and motivate learners;
- Be fair and inclusive and allow every learner to show what they have achieved and how well they are progressing;
- Be fit for purpose: different forms of assessment are appropriate at different stages and in different areas of learning; and
Utilise safeguards (standardisation & moderation) to ensure fairness to all candidates.

Types of Assessment at Stockport Academy

The Stockport Academy curriculum is based on the concept of mastery. As such, students are expected to gradually develop a deep understanding of key knowledge and skills in each subject.

Our approach to assessment acknowledges the difference between formative assessment and summative assessment, and the distinct function of each:

- Formative assessment seeks to identify the specific things that students can and cannot do, so that students and teachers know whether pupils are secure and can move on, or whether additional practice/teaching is required. Most assessment is formative and occurs in the classroom. At its simplest, every question asked that checks for understanding is a form of formative assessment. Assessment focuses on the key components of knowledge in each subject. Starter grids, low stakes quizzes, multiple choice questions, topic tests, exit tickets and many other formative assessment tools can be used to focus on these key components. We expect practical subjects to assess predominantly in the practical domain, especially at Key Stage 3.

- Summative assessment seeks to answer bigger questions about how well pupils are doing, for example by comparing the performance of 1 pupil to his/her peers. As a member of a large Multi-Academy Trust, we can compare our students with by thousands of their peers. These common assessments enable pupils to demonstrate the learning they have acquired over the course of the academic year, combining knowledge from different topics. Stockport Academy has planned two summative assessment windows twice a year (See Appendix 1).

Formative Assessment

Much of the feedback that our students receive will be incremental, formative feedback focused on the basic elements of each subject.

Examples of classroom-based assessment include do now activities, cold call questioning, use of a visualiser, mini-whiteboards and teachers purposefully circulating the classroom through periods of independent practice.

End of topic tests (previously known as KPI Tests) should be viewed as low stakes and a formative assessment opportunity to identify strengths and common misconceptions amongst a class group of pupils, recognising that the curriculum is the progression model.

Monitoring of marking and feedback should focus on pupils' progress against the key subject knowledge being taught through the agreed curriculum, rather than teachers' marking.

The marking and feedback system followed should include whole class marking as an efficient way of providing feedback for all pupils and informing teachers' planning.

Summative Assessment

Summative assessment suits subjects where all pupils can take the same test in the same conditions and subjects where we can benchmark against established national curriculum standards. Subjects such as English, Maths, Science, History, Geography and MFL meet these requirements. Summative assessments are less meaningful in subjects like PE, Art, Music, Drama and Design & Technology because (a) written assessment is less suited to these subjects and (b) with fewer pupils taking national exams in these subjects it is difficult to benchmark against national standards.

To support the integrity of our assessments we share the expectations below:

- Our assessments will draw on the content pupils have studied over the course of the year. Not all content will be covered by each assessment;
- We will inform pupils and parents which units are included in our assessments, but we will not specify which content within each unit will be included;
- In advance of the assessment we recommend that students' homework consists of revision for at least 2 weeks;
- We expect pupils to sit these assessments in exam conditions. These assessments take place twice within the current year and the Assessment Calendar can help students and parents prepare for these exams;
- Curriculum Area Leaders must be clear on the moderation process for their subject and must contact their subject adviser if they are unsure; and
- The assessment must include all many pupils in the respective cohort. Opportunities to catch up on missed assessments will be provided.

Standards and Expectations

A standard is something against which we measure performance. The current standards that Stockport Academy students will be measured against are Key Stage 2 English (Reading) and Maths levels. Scaled scores are used for all years.

Year 11 Assessment Points

Year 11 students will be assessed as to their current working at grades, predicted grades, effort grades and barriers to learning grades.

Exam Seasons

- Year 11-mock exams provide actual GCSE grade achieved at each season (November and March), progress 8 estimate across all exams (with rank order).
- Years 7 to 10- exams provide % achieved in exam, rank order by exam, quintile achieved compared to quintile on entry.
- Year 10 end of year exams will also give a current GCSE working at grade.

The expectations comprise of an entitlement and application to the learning of every student, all of whom will progress at different rates. Some will require additional support and may take longer for their learning to be secure/improve. For example, at KS3 student trying to improve/sustain their start rank order from one exam season to another or at KS4 students working to improve their current working at grade and exceed their P8+ target grade.

Others will achieve secure learning sooner. Therefore, assessment approaches should help students to show their progress.

Quality assurance takes place to assure that assessments that departments/subjects produce match the National Curriculum intent as set out by the Government and reflect their Subject Curriculum Statement (Stockport Academy > Information > Curriculum (stockport-academy.org)).

At KS3, sequence of unit plans are tracked against National Curriculum Subject documentation. Summative assessments sat in exam seasons must reflect the requirements and styles of questions of GCSE.

Years 7-11

After each summative assessment throughout the year subject rank order is recorded. This allows students to demonstrate their achievements in a range of ways and it can then assist in the planning of question level analysis and interventions through different teaching strategies.

In year 11 we use a Progress 8 analysis of current working at and predicted grades.

In years 7-10 we compare current quintile to the KS2 starting quintile to determine whether students have made appropriate progress. Exam results are certificated and shared with parents as well as students' effort and Behaviours To Learning (BTL) grades that demonstrate attitude in lessons.

Assessing Progress

Teachers should assess progress constantly as part of their typical pedagogy. This can be done, for example, by watching and listening to students carrying out tasks, by looking at what they write and make or by considering how they answer questions. They should get to know their students well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next.

Teachers should use evidence of learning to identify areas where progress has been particularly strong or less secure. This evidence will be different depending upon the learning activity and students' preferences about how to show what they have learned. Teachers need to use a range of assessment approaches to assess the different types of achievement across the curriculum. These can, and should, include written, oral, demonstrations, practical activities (videoed/photographed) and performance type activities.

The main method of assessment that should be carried out by teachers is laid out in departmental marking and assessment policies. This should include written feedback in books, formal assessment of independent work and summative exam marking. The expectation is that feedback should be provided after every formal test should it be undertaken in class or in the exam seasons.

Assessment Arrangements In All Year Groups (7-11)

As successful as the move to a mastery curriculum has been for teaching and learning, the measuring of progress within this type of curriculum is now proving to be successful. Individual students and teaching groups can be effectively analysed for gaps in learning and we can clearly provide a view of the progress of a student, a group of students or indeed a year group over a period. This allows teachers/Curriculum Area Leaders to identify gaps in knowledge/skills/understanding (progress) or the manner of the curriculum delivery through QLA following summative assessment.

Exam Seasons

All students will participate in two main exam seasons during the academic year. In year 11 Mock Exam seasons take place in November and March, in years 7-10 the exam seasons take place in January and June, see Appendix 1 for details.

These exam seasons formally assess the skills and knowledge being covered by the curriculum in that particular term as well as prior learning. The outcomes of the exams will be benchmarked against the sequencing of Schemes of Work for each ability range. For Years 7 to 10, students are compared from their start quintile to their current quintile, as well as looking at their rank order within each subject. In Year 11 a current working at grade is compared to P8+ target grade and predicted grade.

There will be robust moderation and it is expected that the test outcomes will confirm the teacher assessments within KS3 management tasks driven by the exam data and KS4 management task driven by SISRA Analytics. An external check and balance by United Learning also takes place through mid-year and end of year assessment made by Subject Advisors (English, Maths, Science, Geography, History and MFL only) and results are produced that can be benchmarked across all United Learning schools.

Test outcomes for subjects that provide age related grades will then be projected forwards in line with national progression rates for each ability level to provide a projected GCSE grade for each student in each subject. This can then be analysed in line with the effective methods used currently in KS4. Whilst

being very clear that this is simply a set of projected pieces of information, the data this gives us can be used to measure progress over time for individual students, year groups, micro-populations and subjects if require. All data information is provided to parents/carers after each exam season and includes a summary of attendance to date as well as current reading age in Key Stage 3.

The Cycle of Review for Summative Assessment

Throughout the year, teachers at Stockport Academy will be expected to review their students' progress in order to be able to plan ahead and to report on progress. This is vital in ensuring that students' progress is on track and that action is being taken to address any problems at the earliest opportunity. Summative assessment should be a culmination of a students' progress throughout the year to date – not necessarily just the result of a test, assessed piece of work (written or practical) or an exam. To this end, teachers should be using subject or departmental trackers to build up a holistic judgement of each student's progress. This will be especially important within Key Stage 3 where both formative and summative assessment are used to form an assessment of progress. This approach should promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge.

Additionally, intervention weeks has been planned into this assessment calendar to ensure that students, who have fallen behind in terms of progress, have the opportunity to catch up, and to allow other students to extend their knowledge, skills and understanding and hence increase attainment. After Question Level Analysis and data analysis, the Curriculum Area Leader will decide on a cohort of pupils who may require additional support.

Assessment Data

Year Group	English & Maths	EBacc Subjects	Other subjects	Predicted	Effort	Barriers to Learning
7	Start quintile Exam % Year-Subject quintile Class average	Start quintile Exam % Year-Subject quintile Class average	Start quintile Exam % Year-Subject quintile Class average		1-4	N, CW, HW, B, E, A, T, I, X.
8	Start quintile Exam % Year-Subject quintile Class average	Start quintile Exam % Year-Subject quintile Class average	Start quintile Exam % Year-Subject quintile Class average		1-4	N, CW, HW, B, E, A, T, I, X.
9	Start quintile Exam % Year-Subject quintile Class average	Start quintile Exam % Year-Subject quintile Class average	Start quintile Exam % Year-Subject quintile Class average		1-4	N, CW, HW, B, E, A, T, I, X.
10	9 – 1 GCSE Grades	9 – 1 GCSE Grades	9 – 1 GCSE Grades L2D* - L1P CAMNAT Grades	Grades predicted to the end of Year 11	1-4	N, CW, HW, B, E, A, T, I, X.
11	9 – 1 GCSE Grades	9 – 1 GCSE Grades	9 – 1 GCSE Grades L2D* - L1P BTEC Grades	Grades predicted to the end of Year 11	1-4	N, CW, HW, B, E, A, T, I, X.

*Please see Appendix 3 for further detail on Effort and Barriers to Learning (BTL)

The following terminology should be understood and adhered to within any inputting of assessment data:

Barriers to Learning Grade – what prevents students form achieving their potential.

Current Grade - the grade that the student is currently working at according to your assessments in your teaching. This should include all elements of assessment within a subject and be an indicator of what grade the student would achieve if they sat the final summative assessment today.

Effort Grade - a reflection of students' effort considering class work, homework and exam performance.

Key Performance Indicators – a specific element of a subject's unit plans that should be "mastered" as part of the assessment within this subject.

Minimum Requirement – this is the minimum expected target grade that this student should achieve to avoid contributing a negative score to their progress 8 calculation. By design these are the same for a particular student across their subjects.

Predicted Grade - the grade that you would professionally predict for students by the end of Year 11 given their current "working at" grade, and their attitude to learning and progression.

Ensuring Consistency

The first element of effective assessment systems is for teachers to make reliable judgements. To achieve these practices for arriving at a shared understanding of standards and expectations should involve teachers:

- working together from the guidance provided to plan learning, teaching and assessment;
- building on existing standards and expectations;
- drawing on exemplification; and
- engaging with colleagues to share and confirm expectations.

The final bullet point above is the key element that needs to be developed both internally, within departments and externally with additional school-to-school support. Curriculum Area Lead's should ensure that standardisation and moderation occurs regularly.

Reporting

Parents (and students) will receive a range of information on their children's progress at each data capture point as described in the Assessment Calendar (Appendix 1). The content of this information will include academic progress, behaviours to learning, and attendance. These reports will be supplemented with a parent's evenings for each year group (see Assessment Calendar), to enable teachers to be able to share full and open accounts of each student's progress, and to provide a transparent account of how successful students are in their learning behaviour.

Data Usage

The intention of data collection is to use information about student performance to assess the progress being made and strategise appropriately. Assessment point data and exam Question Level Analysis are used to identify students who require additional intervention and areas of the curriculum that need to be revised. Intervention is coordinated by Curriculum Area Leaders and Heads of year following the completion of Management Tasks. On an individual level this intervention could include one-to-one reading support, the production of bespoke revision materials, set changes and tutoring. Small group intervention may include numeracy and literacy intervention groups, additional Maths and English classes, core PE intervention and focus groups for Heads of Year.

Appendix 1- Assessment Calendar

	Stockport Academy – **Secondary** Year Group Assessments	**2023-2024**

Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
NGRT/NGST Testing September, March and June MIDYIS September	NGRT/NGST Testing September, March and June	NGRT/NGST Testing September, March and June		
Mid-Year Testing United Learning (En, Ma, Sci, Geog, History, MFL) + <u>ALL</u> Other Curriculum Areas 8th Jan – 12rd Feb	**Mid-Year Testing** United Learning (En, Ma, Sci, Geog, History, MFL) + <u>ALL</u> Other Curriculum Areas 22nd Jan – 26th Jan	**Mid-Year Testing** United Learning (En, Ma, Sci, Geog, History, MFL) + <u>ALL</u> Other Curriculum Areas 29th Jan – 2nd Feb	**Mid-Year Testing** United Learning (En, Ma, Sci, Geog, History, MFL) + <u>ALL</u> Other Curriculum Areas 15th Jan – 19th Jan	**Mock #1** All Subjects 6th November-17th November
End of Year Testing United Learning (En, Ma, Sci, Geog, History, MFL) + <u>ALL</u> Other Curriculum Areas 17th June – 21st June	**End of Year Testing** United Learning (En, Ma, Sci, Geog, History, MFL) + <u>ALL</u> Other Curriculum Areas 3rd June – 7th June	**End of Year Testing** United Learning (En, Ma, Sci, Geog, History, MFL) + <u>ALL</u> Other Curriculum Areas 13th May – 17th May	**End of Year Testing** United Learning (En, Ma, Sci, Geog, History, MFL) + <u>ALL</u> Other Curriculum Areas 17th June – 28th June	**Mock #2** All Subjects 20th Feb – 8th March
Academic Parents' Evening Tuesday 30th January	**Academic Parents' Evening** Tuesday 21st February	**Pathways Information Evening** Wednesday 28th February **Academic Parents' Evening** Tuesday 5th March	**Academic Parents' Evening** Tuesday 16th April	**Academic Parents' Evening #1** Tuesday 5th December **Academic Parents' Evening #2** Tuesday 26th March

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Glossary of Terms	Key Q&A
• **wb** – Week Beginning • **Core Subjects** – English, mathematics and science • **UL** – United Learning • **EoY** – End of Year Testing • **NGRT/NGST** – New Group Reading and Spelling Test	• **Will parents/carers see the results of these tests?** • Yes, parents/carers will be informed of results within the termly reporting cycle or as an additional correspondence. • **Will students know what is on each test?** • Perhaps, some tests are specific and thus, students will be informed of the specific revision content. Some tests will cover all of the topics that have been covered to date and subsequently students will need to revise all topics.

	Stockport Academy **Secondary** Assessment and Reporting Calendar – **Profile of Parental Contact**	**2023-2024**

2023-2024 (40 Weeks)	2023-2024 Parents' Evening	Term 1 (8 Weeks)								Term 2 (8 Weeks)								Term 3 (7 Weeks)								Term 4 (5 Weeks)						Term 5 (6 Weeks)						Term 6 (7 Weeks)							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6	7
Year 7	30/01/24																				▓																			▓	
Year 8	21/02/24																						▓	▓															▓		
Year 9	05/03/24																								▓	▓									▓						
Year 10	16/04/24																												▓											▓	
Year 11	05/12/23 26/03/24													▓															▓												

Information:

- All Parents' Evenings will be held in person between 1615hrs and 1900hrs.
- All reports will be emailed and sent home electronically through the Arbor app.

KEY:

Academic Parents' Evenings	Reports Home

Parents' Evenings & Reports

- Please find below the schedule of Reports (R) and Parents' Even' (PE)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	R	PE	R			R
Year 8	R		R	PE		R
Year 9	R		R, PE			R
Year 10	R		R	PE		R
Year 11	R, PE	R	R, PE	R	R	

Testing & Assessment:

- Please find below the compulsory, academy wide testing calendar

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	MIDYIS, Reading		Mid-Year	Reading		Reading, End of Year
Year 8	Reading		Mid-Year	Reading		Reading, End of Year
Year 9	Reading		Mid-Year	Reading		Reading, End of Year
Year 10			Mid-Year			Reading, End of Year
Year 11		Mock #1		Mock #2	EXTERNAL	EXTERNAL

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2022-2023

Autumn Term 1&2

Wk	Date	Mon	Tue	Wed	Thu	Fri
1	28-Aug	(black)	(black)	(black)	(black)	(black)
2	04-Sep	Y7 MIDYIS, Y7-9 Reading				
3	11-Sep					
4	18-Sep					
5	25-Sep					
6	02-Oct					
7	09-Oct					
8	16-Oct					
1	30-Oct					Yr 11 mocks Season 1
2	06-Nov					
3	13-Nov					
4	20-Nov					
5	27-Nov					Yr11 mock data Y7 - 10 Effort and BTL
6	05-Dec					
7	04-Dec		Yr 11 Parents evening			
8	11-Dec					
9	18-Dec					

Spring Term 1&2

Wk	Date	Mon	Tue	Wed	Thu	Fri
1	08-Jan	(black)	(black)	(black)		
2	15-Jan					
3	22-Jan					Yr 7 Data and BTL
4	29-Jan		Yr 7 Parents evening			Yr 10 Data and BTL
5	05-Feb					Y8 Data and BTL
1	19-Feb	Yr 11 mocks Season 2	Yr 8 Parents evening			Yr 9 data and BTL
2	26-Feb					
3	04-Mar		Yr 9 Parents evening			
4	11-Mar					
5	18-Mar					
6	25-Mar		Yr 11 Parents evening			

Summer Term 1&2

Wk	Date	Mon	Tue	Wed	Thu	Fri
1	15-Apr		Yr 10 Parents evening			
2	22-Apr					
3	29-Apr					
4	06-May					
5	13-May					
6	20-May					
1	03-Jun					Y9 Data and BTL
2	10-Jun					
3	17-Jun					Yr 8 Data and BTL
4	24-Jun					
5	01-Jul					Yr 7 Data and BTL
6	08-Jul					Yr 10 Data and BTL
	15-Jul					

Appendix 2 – Quintile on Entry

When pupils start at Stockport Academy they are placed in a quintile according to their end of Key Stage 2 scaled score or MIDYIS assessments where this is missing.

Pupils who join Stockport Academy with no KS2 data are placed in the fifth quintile until sufficient data has been captured to review it. This is performed following two exam seasons that allow the assignment of an appropriate quintile.

Please note, that the sole purpose for the assumed KS2 scores is to generate a quintile.

Year 10 targets are calculated using fine levels and historic progress 8 results, this is then used to produce aspirational progress 8 targets.

KS2 scaled scores are used to generate the starting rank as KS2 scaled scores are used to measure progress at the end of KS4.

Using KS2 Starting Rank, pupils are placed into quintiles so school staff can monitor progress of each group

Appendix 3 – Effort Grades And Barriers To Learning Descriptors

Each Attitude to learning Grade also includes descriptors on what we expect from our pupils in terms of how they contribute to the wider Academy community.

Effort Grades

1. Outstanding
2. Good
3. Satisfactory
4. Inadequate

Barriers to Learning Grades

SIMs only allows one entry within this field, staff should reflect on which of these is the most appropriate.

- N   - **N**one
- CW   - **C**lass**W**ork is not of the required standard on a regular basis.
- HW   - **H**ome**W**ork is not handed in or is not of the required standard.
- B   - the student's **B**ehaviour is poor.
- E   - the student is regularly poorly **E**quipped for lessons.
- A   - the student's poor **A**ttendance is restricting their progress.
- T   - the student has poor punctuality (**T**imekeeping).
- I   - the student needs to complete more **I**ndependent work using, for example, Hegarty Maths, Educake or GCSE Pod.
- X   - the student does not attend (e**X**ited).