

NORTH STAR 240



ASSESSMENT REPORTING AND RECORDING POLICY

Purpose:

The main purpose of this policy for assessment, recording and reporting is to develop effective, efficient, consistent methods through which a student's progress is monitored and used to inform decisions about future curriculum developments for that student. Effective recording systems throughout the school will be an aid to consistency and continuity. Reports, based on records, will give accurate and meaningful information. The policy will also ensure that statutory requirements are fulfilled.

Rationale:

At North Star 240° we are committed to providing a **robust** assessment strategy that enables high quality teaching and learning that is applied **consistently** across the whole school. This ensures that students know and have a clear understanding of how their work is marked, assessed and reported on. Effective assessment enables us to celebrate success but also ensures that they understand the next steps for improvement.

Our aim is to ensure that students become independent learners who can take responsibility for their own learning. Consequently, we believe in creating a teaching environment that is driven by the learner and not the teacher. A vital part of this process is using effective assessment strategies to create a personalised learning culture where students feel valued and supported.

Section A: Key Principles of Assessment.

1. Assessment should be at the heart of teaching and learning to inform differentiated planning.
2. Assessment should be valid. Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes. It should draw on both summative and formative methods so a full and accurate picture of student achievement can be obtained.
3. Assessment should be reliable and consistent, moderated across the school and by third parties where possible.

4. Assessments should allow for us to be deliberately ambitious in our target setting which then should feed into differentiated levels of success criteria ensuring that all students are stretched and challenged.
5. Assessment should be meaningful and understandable so:
 - School can be benchmarked against contextual and national comparisons.
 - Students can understand how they are developing as learners.
 - Parents can support the implementation of our extended learning policy.
 - Teachers can plan and differentiate learning to maximise student progress.
 - Leadership and Management can deploy pupil premium funding and resources.
6. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved
 - Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
 - All staff are regularly trained in our approach to assessment.
 - We have a senior leader who is responsible for assessment.

Section B: Our Method of Assessment.

1. Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and students plan their next steps in learning.
2. We also use the outcomes of assessment to check and support our teaching standards and help us improve the quality of teaching.
3. Throughout the school we use external tests and assessments, see appendix A for examples.
4. We assess students against assessment criteria which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. These criteria are identified in our curriculum sequencing model.
5. Our formative assessment criteria are based on our curriculum sequencing model, mapping out what students are expected to have mastered by the end of each year.
6. Assessment judgements will be recorded and backed by a body of triangulated evidence including:
 - Teacher observations
 - Records of student work
 - Controlled assessment
 - Summative tests, mock examinations.

7. Assessment judgements will be moderated by colleagues in school and by colleagues across other schools within the trust, namely North Star 82°, and North Star ALP this will ensure our assessments are fair, reliable and valid.

Section C: Our use of assessment.

1. Teachers and Subject Leaders use the outcomes of their assessments to summarise and analyse attainment and progress for their students in the classes and subjects.
2. Teachers and Subject Leaders use this data to plan the learning for every student to ensure they meet or exceed expectations based on baselines.
3. Teachers are provided with information which will enable curriculum sequencing, allocation of resources, teaching methods, staff development and classroom organisation to be evaluated and modified where appropriate;
4. Senior Leadership analyse the data across the school to ensure that students identified as vulnerable or at particular risk in this school are making appropriate progress and that all students are suitably stretched.
5. We celebrate all achievements across a broad and balanced curriculum, this includes assessing all foundation subjects and also assessing social and emotional progress through Boxall Profile and B-Snap.

Section D: Recording

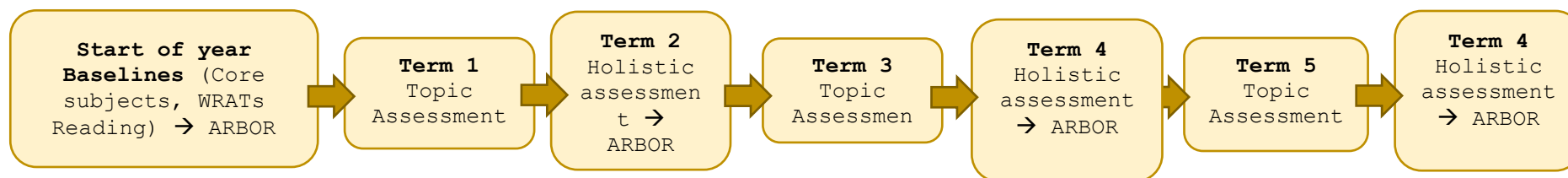
1. It is a teacher's responsibility to ensure that all judgements are reliable through using a full range of assessment methods.
2. In order to gain and maintain a clear picture of the student's achievements, teachers collect a body of evidence which reflects the student's activities and learning outcomes. This will illustrate what the student knows, understands and can do.
3. We formally record assessments both summative and formatively through Arbor.
4. We provide in-depth quality marking, and subsequent marking and assessment, that records the assessment of progress against the lesson's learning outcomes. This will be used to identify pupils who require support or challenge noted during the marking of pupil books and/or daily assessment.
5. Records should be manageable, accurate, consistent and useful, whether used to inform the planning of work or target setting.
6. Records should be valid, giving a clear and accurate picture of the student's progress and attainment and this data is used to support Annual Reviews, transitional arrangements and is shared with professionals where necessary.

Section E: Reporting

1. *Autumn Term* - parents are invited to attend a welcome evening where expectations and arrangements for the year are discussed. For year 9 this also includes looking at options, and colleges and post 16 providers are invited to discuss future career and course options.
2. *Spring Term* - All parents are invited to attend a progress evening where the students' progress is discussed in terms of age-related and personal expectations.
3. *Summer Term* - Each parent receives a progress report on all subject areas which includes details of the student's achievements and progress for the academic year. The annual progress report also includes behaviour and attitude data towards achieving their academic outcomes.
4. All assessment data will be used to support annual reviews, preparing for adulthood targets that will inform transitional arrangements.
5. We capture summative data 3 times a year (terms 2,4,6) through our IT system Arbour.

Appendix A: Assessment Protocol

North Star 240° Assessment Protocol



All assessment data is entered into Arbor in the final week of terms 2,4,6.

Data is entered into Arbor → Assessment → Summative Assessment Tracking → By Subject → By year group.

Teachers must refer to the NorthStar progression guidance “what level am I working at”. This will guide the subject teacher to make comparison and conversions from age related expectations to KS4 levels. This guidance can be found at the bottom of this protocol.

All students are required to make 3 fine levels a year unless identified as having ALN, where progression rates are adjusted to 2 fine levels.

| When | General Information | Maths | English | Science | Other |
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| <p>Start of Year Baselines</p> | <p>Baselines to be carried out for year 7 in core subjects.</p> <p>Other year groups to carry out baselines as needed with new starters, students starting new courses, otherwise assume previous end of year score as baseline.</p> <p>Students starting Functional skills/GCSE courses to sit a paper “cold” – reminded that this is the first time attempting it and a check to see how much they already know. This will also allow teachers to match their previous attainment to different assessment criteria in the new course.</p> <p>Reading levels and WRATS</p> <p>Teachers to check all baseline levels for the year are inputted into Arbor</p> | <p>Key Stage 3: students will follow Maths Mastery scheme of work. Start of year involves an initial baseline assessment.</p> <p>Key Stage 4: -Functional skills: Students starting functional skills course should sit the paper (EL1, 2 or 3) chosen by their teacher that is a “best fit” based on their previous attainment to check this is the right level to proceed with. -GCSE: Attempt GCSE paper “cold”.</p> | <p>Key Stage 3: students will follow the Talk for writing or Power of reading scheme of work. Start of year involves an initial baseline assessment which assesses both their reading and writing level. Students will sit a star reader assessment through the accelerated reader programme. Both SPaG and extended writing will be assessed through a mini question paper.</p> <p>Key Stage 4: -Functional skills: Students starting functional skills course should sit the paper (EL1, 2 or 3) chosen by their teacher that is a “best fit” based on their previous</p> | <p>Key stage 3: Students at the start of term 1 will sit a level KS2 test that will give a baseline for that student. Year 7 and 8 scheme of work follows closely to entry level science course (single award)</p> <p>Key Stage 4: Entry Level: Students starting entry level (single award) should sit a mixed science paper of biology, chemistry and physics units (single award) For GCSE biology a paper of topics covered in the entry level biology topics will be used to set a baseline for GCSE Biology foundation course.</p> | <p>WRATS –</p> <p>Reading – An initial baseline assessment takes place using the star reader assessment through the accelerated reader programme.</p> |

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| | | | attainment to check this is the right level to proceed with. -GCSE: Attempt GCSE paper "cold". | | |
| Term 1 Term 3 Term 5 | <p>Ongoing: weekly/topic based remembering sessions appropriate to the subject content and timings of each cycle of learning. Students not demonstrating expected levels of recall and application of knowledge should be a focus for Wave 2 intervention (additional focussed teaching and support, perhaps 1:1 TA/teacher support within the classroom).</p> <p>End of term:</p> <p>KS3: Teacher-made assessments or those from bought-in schemes, linked only to topics covered this term.</p> <p>KS4: Teacher-made assessments linked only to topics covered this term.</p> <p>Mock Exams (Term 3): In Term 3 (after Christmas break) Year 11 students sit ELFS/GCSE papers to support predicted grading and</p> | <p>KS3: Ongoing: cold/hot task for each MM unit, recall testing within maths meetings End of term: assessment on term's topic coverage</p> <p>KS4: Ongoing: Weekly remembering quizzes based on topics from previous week End of term: -Functional skills: sourced from Review questions in EL textbook, past papers/specimen material and teacher-made exam style questions. -GCSE: Sourced from past papers and PIXL PLC 10 mark topic-based packs</p> | <p>KS3: Ongoing: Weekly remembering quizzes based on topics from previous week. cold/hot task for each T4W unit, recall testing within literacy lessons. End of term: assessment on term's topic coverage using weekly remembering quizzes to support with questions. Final hot write task for T4W and POR.</p> <p>KS4: Ongoing: Weekly remembering quizzes based on topics from previous week End of term: -Functional skills: sourced from</p> | <p>KS3: Ongoing: recap starters that recall knowledge from previous lessons and topics. Mini tests quizzes. End of term: Assessments on terms topic coverage,</p> <p>KS4: recap starters that recall knowledge from previous lessons or topics. Mini quizzes. Assessment. Entry Level, TDA to b done this is a practical write up that goes towards their grade so this adds to their coursework portfolio. Also recall knowledge test s. GCSE past paper questions set at core (grade 1-2) stretch</p> | <p>Reading – Accelerated reader quizzes accessed regularly when a student has completed their levelled book. 80% pass mark required.</p> <p>PE</p> <p>ICT</p> <p>Art</p> <p>Humanities</p> <p>Options subjects</p> |

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| | <p>practice access arrangements in exam conditions.</p> <p>FOLLOW UP All assessment to be marked and stored securely. Students who have not made expected progress should be reported to the Subject Lead and SENCO/SLT so that Raising Attainment provisions can be arranged with Wave 3 intervention (structured, out of class intensive catch-up support) if necessary.</p> | <p>Mock Exams (T3) Y11 students to sit full ELFS/GCSE papers</p> | <p>Review questions in EL textbook, past papers/specimen material and teacher-made exam style questions. -GCSE: Sourced from past papers and Beyond English. Including teacher-made exam style questions.</p> | <p>(grade 3-4) challenge (grade 5), given to students as assessment termly and at weekly intervals Sourced from exampro and text books.</p> | |
| <p>Term 2 Term 4</p> | <p>Ongoing: weekly/topic based remembering sessions appropriate to the subject content and timings of each cycle of learning</p> <p>End of term: KS3: Holistic assessment of content so far using past papers or assessment material from bought-in schemes → Assessment data is triangulated with work in books and teacher assessment of ability and inputted onto Arbor.</p> <p>KS4:</p> | <p>KS3: Ongoing: cold/hot task for each MM unit, recall testing within maths meetings End of term: Assessment of Term 1+2/3+4 coverage (???)</p> <p>KS4: Ongoing: Weekly remembering quizzes based on topics from previous week End of term: -Functional skills: Past paper at current</p> | <p>KS3: Ongoing: Weekly remembering quizzes based on topics from previous week. cold/hot task for each T4W unit, recall testing within literacy lessons. End of term: Star reader assessment on the accelerated reader programme. Entry level and GCSE past papers dependent on level of student and skills explored in the previous terms.</p> | <p>KS3: Ongoing: recap starters that recall knowledge from previous lessons and topics. Mini tests quizzes. End of term: Assessments on terms topic coverage, KS4: recap starters that recall knowledge from previous lessons or topics. Mini quizzes. Assessment. Entry Level, TDA to b done this is a practical</p> | <p>Reading – Accelerated reader quizzes accessed regularly when a student has completed their levelled book. 80% pass mark required.</p> |

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| | <p>Holistic assessment, i.e. a past paper (or partial if student ability is not yet ready for full paper) linked to course being followed – ELFS or GCSE → Assessment data is triangulated with work in books and teacher assessment of ability and inputted onto Arbor.</p> <p>FOLLOW UP All assessment to be marked and stored securely, raw scores and other data required by Subject Leads to be provided as requested. Students who have not made expected progress should be reported to the Subject Lead and SENCO/SLT so that Raising Attainment provisions can be arranged with Wave 3 intervention (structured, out of class intensive catch-up support) if necessary.</p> | <p>working level. Opportunity for formal internally verified assessment to be sat if appropriate, leading to achievement of qualification. -GCSE: Non-calculator + one calculator paper. Partial papers can be offered if whole paper is overwhelming/ unlikely to be attempted in full.</p> | <p>All hot writes and exam papers are stored in student folders with a copy of their individual KPIs.</p> <p>KS4: Ongoing: Weekly remembering quizzes based on topics from previous week End of term: Star reader assessment on the accelerated reader programme. -Functional skills: Past papers/ specimen material. -GCSE: Sourced from past papers and Beyond English exam style questions.</p> | <p>write up that goes towards their grade so this adds to their coursework portfolio. Also recall knowledge tests. GCSE past paper questions set at core (grade 1-2) stretch (grade 3-4) challenge (grade 5), given to students as assessment termly and at weekly intervals Sourced from exemplary and text books.</p> | |
| <p>Term 6</p> | <p>Final assessments – holistic assessments that cover year/ course curriculum. These should be taken from official or other verified sources:</p> | <p>KS3: Ongoing: cold/hot task for each MM unit,</p> | <p>KS3: Ongoing: cold/hot task for each T4W unit, recall testing</p> | <p>KS3: Ongoing: recap starters that recall knowledge from previous lessons</p> | |

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| | <p>recent past papers for those doing exam courses.</p> <p>Students following Entry Level courses can be put in for formal assessment leading to qualification at any point in KS4, as they are ready.</p> <p>Students following GCSE courses will sit full papers as mock exams at the end of term 6. Those in year 11 will sit their formal externally marked assessments on the official exam board dates (End of May/June).</p> | <p>recall testing within maths meetings</p> <p>End of term: Assessment of year's coverage using end of year MM SATs style tests – Arithmetic and Fluency and Reasoning tests to be completed.</p> <p>KS4:</p> <p>Ongoing: Weekly remembering quizzes based on topics from previous week</p> <p>End of term:</p> <p>-Functional skills: Past paper at current working level. Opportunity for formal internally verified assessment to be sat if appropriate, leading to achievement of qualification.</p> <p>-GCSE: Non-calculator + two calculator papers (full set). Partial papers can be offered if whole paper is overwhelming/ unlikely to be attempted in full.</p> | <p>within literacy lessons and weekly remembering quizzes.</p> <p>End of term: Star reader assessment on the accelerated reader programme. Entry level and GCSE past papers dependent on level of student and skills explored in the previous terms. Final writing paper focusing on the years curriculum coverage.</p> <p>All hot writes and exam papers are stored in student folders with a copy of their individual KPIs.</p> <p>KS4: Ongoing: Weekly remembering quizzes based on topics from previous week.</p> <p>End of term: Star reader assessment on the accelerated reader programme.</p> <p>-Functional skills:</p> | <p>and topics. Mini tests quizzes.</p> <p>End of term: Assessments on terms topic coverage,</p> <p>KS4: recap starters that recall knowledge from previous lessons or topics. Mini quizzes. Assessment.</p> <p>Entry Level, TDA to be done this is a practical write up that goes towards their grade so this adds to their coursework portfolio. Also recall knowledge tests.</p> <p>GCSE past paper questions set at core (grade 1-2) stretch (grade 3-4) challenge (grade 5), given to students as assessment termly and at weekly intervals</p> <p>Sourced from exampro and text books.</p> | |
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| | | | <p>Past papers/ specimen material. -GCSE: Full paper Sourced from past papers and Beyond English exam style questions.</p> | | |
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