

Woolwich Polytechnic School for Girls Assessment Policy



Woolwich Polytechnic
School for Girls

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1. Introduction

At Woolwich Polytechnic School for Girls our aim is to equip every student with the knowledge, learning power and character for success at university and beyond. Assessment for learning is an integral part of the curriculum and teaching and learning process and is key to supporting students to reach their potential.

Effective assessment procedures:

- Provide a clear and accurate picture of the skills and knowledge that a student has acquired, the progress they have made and a diagnostic indication of what they need to do next.
- Support teacher reflection on schemes of work and inform future curriculum planning and development.
 - Inform teaching by showing how future learning activities need to be differentiated for individuals in order to raise attainment and maximise future progress.
- Allow for careful tracking of progress and ensure targeted interventions.

Our Assessment procedures support our students' journey through the curriculum. Through our various assessment systems, we gain a strong insight into the needs of our students at specific points in the curriculum and the progress that they are making. The Assessment system is just a part of the bigger picture that ensures that students are benefiting from a deep and rich curriculum.

2. Purpose

Assessment practice should be integral to the teaching process and should help students to reach their full potential. Above all else, assessment should support learning. It should motivate students, provide feedback about their strengths and weaknesses and assist in the setting of targets.

Assessment procedures must support the school equal opportunities policy; they must not automatically exclude or fail certain students.

Assessment should assist the teacher in the evaluation of the curriculum and teaching methodology and should inform future planning. Through the process of recording and reporting, assessment should also provide information for others.

In light of the absence of any external standardised assessment at KS3, it is particularly important to ensure that assessment design and delivery is robust in this area.

Our assessment procedure is made up four interlocking layers:

- Termly Assessments (Summative)
- Interim Assessments (Formative)
- Marking and feedback (Live Marking - instant in class feedback)
- Weekly Quizzes (Formative)

- Annual Tests (GL Tests and external Exams) (Summative)

3. Key Principles

- Different assessments for different purposes
 - Formative and summative results recorded separately
 - Formative assessments are not graded and low stakes
 - Summative assessments are cumulative and graded 1-9
- Age -related grades
 - Grades are age-related
 - Target of + 1 grade over 5 years, minimum target of 5 (these can be moderated by senior leaders in schools)
- Shared assessments
 - Assigning grades accurately depends on moderation and standardization
 - Shared assessments are vital (e.g. PiXI Wave, within MAT)

4. Grading

At Woolwich Polytechnic School for Girls we use a 5-year tracking system, based on the new GCSE 9-1 grades, to track your daughter's progress. This assessment policy includes an explanation of how we measure progress in Years 7-11 as well, as an Attitude to Learning descriptor for each subject area.

On arrival to secondary school, students' baseline KS2 scores are converted to a new GCSE 9-1 grade. This conversion is based on the proportions of students who achieve each grade at KS2 compared to the proportions at GCSE.

Students who arrive to secondary school without a baseline should complete either SATs papers in year 7 or GL assessments (NGRT & PTM/E) in years 8 or older. Results from these tests are used to calculate a 1-9 grade.

In KS3 and KS4, every full term, students do an assessment which is graded using GCSE number grades 9-1.

New grade	Old grade
9	A* & A
8	
7	
6	B & C
5	
4	
3	D, E, F & G
2	
1	

Grade	9	8	7	6	5	4	3	2	1	U
National Percentile	97+	92 - 96	85 - 91	73 - 84	56 - 72	36 - 55	18 - 35	7 - 17	1 - 6	< 1

These grades are age-related grades. They refer to a student's position in the national 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.

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/377771/2014-09-12-board-paper-for-new-gcses-in.pdf)

5. Targets

To ensure our students have the currency to make further academic progress we follow the logic that targets should be aspirational, but achievable. Our default target is for students to make + 1 grade of Progress, against their base grade over the 5 years of secondary school, and to achieve a minimum of a grade 5 – whichever is the highest. This means that if your daughter achieves her target, she will have outperformed 90% her peers nationally, resulting in an academic advantage.

The senior team moderates these targets for individual students every year, in discussion with Heads of Departments and Heads of Year, to provide an overall school target that is ambitious but realistic.

Our students will be assigned a base grade (national progress), which all students are expected to achieve. Woolwich Polytechnic School for Girls students will also be assigned a Poly Target (national progress +1). This target is subject to senior leadership moderation, a student may be moved to a lower/higher target if they have undergone the Progress and target review process. This process reviews the progress made and the attitude to learning over a period of 2 assessments, during this time a student will have received support and incentives to raise the standard of their achievement, if appropriate.

A student will only be moved to a new target, if the representations made to the head teacher is convincing and evidenced based. Demonstration will have to be made suggesting, no academic interventions are working and the morale of the student is suffering due to the target set.

6. 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, the demand is higher as you progress up the school.
- 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 and 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 students have made nationally average progress. We at Woolwich Polytechnic School for Girls are aiming for more with all students, Progress 8 of +1. That means we are aiming for all our students to outperform their national peers by one grade in each of their eight subjects.

- You can't use this progress measure to measure progress in individual lessons. For that, you need formative measures, targets of improvement given to the students for improvement (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 students. E.g., 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 students are doing against their national cohort. In order to make sure these claims are as robust as possible, we have to moderate within the MAT, use shared (standardised) assessments, and reference externally wherever possible.

7. In-school assessment procedures

We will assess our students in the following ways:

- **Formative Assessments**
 - In-class: teachers are responsible for formative verbal and written feedback, e.g. during read now tasks, practice lessons etc.
 - Quizzes: students will be taking weekly quizzes in each subject to check students' knowledge and effectiveness of self-quizzing at home. Students with scores below 80% will be asked to re-do the assessment after school
 - Online Practice: students will be expected to complete online questions in Maths and Science to practise the skills gained in class
- **Summative assessments:** We will formally assess our students three times a year (in December, April and June) to help us assess how much learning they are able to successfully recall. The results from these tests will be reported on SIMS.
- **Nationally standardised summative assessments:**
 - New Group Reading Test (NGRT) - We will administer reading tests for all students (whilst funds permit) at the start of every year; CATs
 - Year 7 national entry test
 - End of KS4 examinations (GCSEs etc)

8. Formative assessment

Formative assessment is separate and is not measured using these grades, which are only used three times a year. Formative assessment is measured using subject-specific tasks, e.g. thorough exit tickets or read now activity etc. Our students receive feedback for improvement that is not grade related, every week during practice lessons and on their weekly quizzes. This is evidenced in the student's books and assessment folders, with a clear written target for improvement from the teacher, which they will be acting on in purple pen to develop their original piece of work and hence understanding.

The Interim assessment, should be considered 'high stakes' exam, but will actually be a formative assessment with clear actions for improvement. It should help prepare the way for the summative assessment and may assess many of the same things as the summative exam.

9. Summative assessment

Summative assessment is measured in grades, usually 3 times a year. It will usually take the form of an exam and should be considered 'high stakes' as it will inform set movements and interventions. Our students will receive feedback

(PLC – personalised learning checklists) and specific targets to improve. These summative assessments will be reported to parents and carers on a timely basis at the end of each term.

Our summative assessments is broken into two categories:

1) KS3 (Years 7 and 8)

Heads of departments are responsible for creating and constantly evaluating the termly assessments for years 7 and 8 against the following success criteria:

- Presentation resembling GCSE/Exam board exam papers
- Questions correlating to 'Key Objectives'
- Assesses previously taught contents/skills
- Questions reflect GCSE/Exam board standard
- Coherent progression between interims (subsequent assessments are cumulative)

2) KS4 (Years 9 to 11)

We expect all our students in years 9-11 to sit the adapted GCSE papers for their termly assessments. Heads of Departments will carefully select appropriate GCSE style questions.

10. External Benchmarking

All schools complete **GL Progress Tests** in English and Maths (Level 14) at the end of Year 9. These tests provide a way to benchmark attainment nationally and show national percentile ranks (NPRs) for each student. These NPRs are used to collaborate internally awarded age-related grades.

GL New Group Reading Test (NGRT)

Students sit an on-line New Group Reading Test at the end of Yr7, 8 and 9 to determine their reading age. Students who perform below their expected reading age should enter an intervention reading group and are re-tested at February. Year 6 students coming to Woolwich Polytechnic School for Girls should sit the NGRT reading test during their induction day. If students obtain a Standard Age of Score > 120 in two successive NGRTs then they no longer need to be tested.

11. External assessments

This section of the policy will be completed once our first cohort of students reach year 9.

12. Tracking and analysis

Attainment data is recorded in the school's Management Information System (MIS - SIMS) three times a year. This data is available to school's SLTs and teachers.

At a departmental/subject level data is recorded on department Microsoft Excel trackers (including results of weekly quizzes). Individual teachers should use these to identify gaps in students' knowledge and learning to inform their planning.

Skill gaps analysis will be completed by all teachers for all termly assessments at Woolwich Polytechnic School for Girls. Analysis of the exam papers will be used to inform planning and support intervention process via PLCs.

13. Moderation and standardisation

All subjects moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also hold regular meetings for each year group, which all our MAT schools participate in, where work is moderated and standardised. Woolwich Polytechnic School for Girls when required will also seek additional external moderation from 'expert' exam assessors, to provide an additional layer of scrutiny and reliability.

14. Curriculum

Our curriculum has been changed to accommodate new GCSE requirements and the new Ofsted framework published in May 2019. To accommodate this, we will develop schemes of work for each department that cover the key skills and knowledge students are expected to have each year. We will work backwards from the final GCSE expectations to plan for this. Our cumulative assessments will be tailored to needs of our students and test knowledge covered by schemes of work. Assessments will be based on objective criteria using national curriculum and/or GCSE criteria.

15. Interventions

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, Woolwich Polytechnic School for Girls teachers use new data to put in place interventions across all year groups as required so that students with lower rates of attainment can catch up straight away.

These interventions could be 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.

Departmental trackers and question level analysis (PLCs) help to identify next steps for teaching and learning.

Teachers will collate the analysis and strategic actions in preparation for review meetings (One to One's) with HOD's and SLT line managers. This information is then used to inform the Raising Achievement Planning (RAP) meetings.

16. Monitoring Pupil progress

After each summative termly assessment, the students will reflect on their performance through:

- Assessment review assemblies
- Tutor time reflection activity
- Target review meetings

17. Pupil Progress Meetings

These meetings will be conducted after each assessment point. The progress of every student should be reviewed by SLT and HOY to formulate a progress strategy for students who are making insufficient progress. The aim is for the

HOY to analyse need and plan intervention (e.g. SENCO) to get the student back on track. As a result of this, a small minority of students will have modified targets, final decision will lay with the head teacher after all reasonable interim steps have being exhausted.

Initially the focus will be on English, Maths and Science grade performance over two consecutive terms. Target year groups will be Year 7 and 8, with the aim to eliminating underperformance with support early in a student’s school career.

18. Reporting to parents/ carers

Students will be assessed every 12 weeks in every subject. Parents will receive data on their child’s progress, Attitude to Learning (ATL) and attainment (Yr 10 and 11). This report will also include information on attendance, punctuality and conduct, and parents will receive progress reports three times annually. They will also have an annual meeting with each of their child’s teachers and this is a compulsory event for all parents and students.

The table below shows what we record and report:

What we collect	What they mean	How we show progress	For which year group?
ATL	Attitude Towards Learning	1 = Outstanding; 2 = Good; RI = Requires Improvement; N/A = Not Applicable	All
Self Regulation	The extent to which students organise themselves without intervention from teachers or adults		All
On/Off Track	Professional judgement made by teachers indicating if the student is on/off track to achieve their end of KS4 target	Y=Yes N=No	Years 7 & 8
Grades	<p>Current Grade: This is the grade your child has achieved from a recent test</p> <p>Forecasted Grade: This is our best estimate, using the professional judgment of the teacher, of what your child will achieve at the end of the KS4 course. It is based on how well they are progressing at the moment.</p>	<p>We subdivide grades thus:</p> <p>7a: highly secure 7b: secure 7c: insecure</p>	Years 9, 10, 11

Attitude to Learning (ATL) descriptors:

Grade	Classwork Effort	Homework Effort	Behaviour
Excellent 1	Fully committed, and working to best of ability in every lesson Focused and highly motivated	Always meets deadlines Tasks always fully completed Excellent levels of effort demonstrated	Excellent standards of attentiveness Always settles quickly to tasks or activities Always polite and courteous
Good 2	Good levels of focus, motivation and attention in class	Nearly always meets deadlines Tasks nearly always fully completed Good levels of effort demonstrated	Attentive and nearly always settles quickly to tasks or activities Rarely distracted Good standards of politeness and courtesy
Needs Improving 3	Usually engages in the lesson but rarely gives maximum effort Lacks focus and motivation	Sometimes meets deadlines Tasks sometimes fully completed Minimal effort demonstrated	Sometimes inattentive but settles to tasks or activities when reminded Sometimes distracted Responds to a cautionary word
Unacceptable 4	Little effort apparent, often not willing or ready to learn Lacking concentration Unmotivated, appearing to lack desire to achieve potential	Rarely meets deadlines Tasks rarely completed fully Inadequate effort demonstrated	Often inattentive Slow to settle to tasks and activities even when reminded Easily distracted Often fails to respond to cautionary word

19. Monitoring responsibilities

Head teacher:

The Head Teacher will scrutinise the progress of groups of students, including pupil premium students, and report this information to Governors in the form of written reports and the dashboard, at regular intervals throughout the year.

The Head Teacher will oversee and conduct appropriate assessments report meetings

The Assistant Head teacher in charge of data:

The Assistant Head Teacher will ensure whole school intervention takes place for underachieving students. He or she will ensure target setting is accurate for KS3 students. He/she will monitor the progress of students across the school, in conjunction with the Head Teacher, and suggest areas for improvement. He/she will report and liaise with the Head Teacher regularly through line management.

The Assistant Head Teacher in charge of data will develop and evaluate assessment policy and practice and keep abreast of national developments, ensuring the school is compliant with all requirements. He/she will maintain academic oversight of students and their examination entries.

Heads of Faculty and or Heads of Department:

HOFs and or HODs will set and monitor the department assessments. They will ensure that the recording and reporting of progress is accurate. HOFs and /or HODs will also ensure that the current grades for students are accurate and fair. This will be done three times per year, after each interim retrieval practice.

HOFs and/or HODs will ensure adequate internal moderation exists to ensure internal consistency of grades.

HOFs and/ or HODs will use the information from assessments to challenge students and staff to improve their performance.

HOFs and HODs will be issued with a list of candidates entered for externally assessed exams in their subject(s), and tiers of entry, where applicable. It is their responsibility to check and sign this list.

Special Educational Needs Co-ordinator:

SENCO is responsible for the monitoring and dissemination of information about students identified as having SEN.

All teaching staff:

All staff are expected to follow departmental and whole school assessment, recording and reporting policies. They are expected to help identify students who may have Special Educational and More Able Students and follow school procedures.