The school taught students to act with integrity and kindness and they went on to demonstrate excellence in their chosen field; it was a place where all belonged.

Beckfoot
Upper Heaton

Assessment – Progress & Reporting policy

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Approved by:	[BDE / SLT]	Date:	[September 2023]
Last reviewed on:	[September 2023]		
Next review due by:	[September 2024]		

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Contents

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment

- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers

- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels

- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

- Create a dialogue between a student and the teacher/other adults
- Ensure continuity and progression for the learner as he/she moves through the school
- Acknowledges areas of key skills, knowledge, understanding and success to the student, thereby motivating them to make progress
- Identify key areas; skills, knowledge and understanding requiring further development to students and adults, which will be used to inform future planning
- Raise the achievement and self-esteem of students by providing them with planned, high quality, feedback about their work

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At Beckfoot Upper Heaton (BUH), assessment consists of:

- In-school formative assessment - which is used by teachers to evaluate students' key skills, knowledge and understanding on a day-to-day basis and hence to inform their planning of further student learning
- In-school summative assessment - which will enable teachers to evaluate the skills and knowledge learnt at the end of a teaching period (cycle), unit/component or module.

4. Assessment approaches

At BUH we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment (where possible).

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At BUH, teachers systematically and effectively check students' understanding throughout lessons by anticipating where they may need to intervene. Some of the recent strategies introduced include; Circulation / Radar / Proximity, Mini-whiteboards, Do Now quizzes and Cold Call.

To support this, faculties have produced a series of curriculum documentation, curriculum intents, overviews, long term plans, Scheme of learning, etc. 'Faculty Leaders with their teams intelligently sequence learning to meet the national curriculum requirements and the needs of all students. Class teachers structure activities into a sequence which supports students with their learning taking inspiration from Rosenshine, Lemov and EEF research and guidance.

Each SoW signals opportunities for assessment to enable students to engage in deliberate practice – verbal and written feedback (successes and next steps) from each assessment point should be given followed by DIRT (Directed Improvement and Reflection Time). This will be highlighted in faculty LTPs.

DIRT (Directed Improvement Reflection Time) should be regular and of high quality to demonstrate progress. Students are given instruction and time in order to further develop their answers and improve their performance. Schemes of learning will identify key pieces of work to feedback on and to undertake DIRT on.

Middle leaders must ensure that schemes of learning clearly identify an appropriate number of activities where teachers will provide students with feedback and DIRT opportunities where next steps can be acted on. *(Extract from Feedback protocol / marking and feedback policy, June 2023)*

It is vital to give students the opportunity to rehearse and refine skills that will lead to examination success. Classroom teachers respond to assessment data to tailor individual lessons to meet the needs of individual students, especially those who are at the risk of underachieving. Key vulnerable groups will be identified and supported, including disadvantaged and SEND students. In lessons, teachers should support and challenge students through sharply focused and timely interventions, matching needs accurately.' *(Extract from T and L policy, June 2023)*

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For further information on formative assessment, please refer to the BUH Teaching and Learning Policy, June 2023.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

KS3 Assessment – At BUH, assessments are reported using a percentage system in line with Trust practice. At KS3 students are not given target grades. We use KS 2 data to inform our starting points and monitor age expected progress – what do we expect a student to be able to demonstrate in terms of key knowledge and skills by the end of each year.

Core Faculties are expected to conduct baseline testing in Year 7 to inform effective setting.

Literacy – We test the reading ages of Year 7 at the beginning and end of the year. We test the reading ages of Year 8 and 9 at the end of each year. We use an online reading age test, NGRT but this is due to remain for 2023/24. (For 2024/25, a new platform, Literacy Assessment Online, which assesses students using sentence completion, comprehension and inference questions, is under consideration.)

KS4 Target setting
Students will be given FFT20 targets for each individual subject as these do differ across each subject for individuals.

- **End of Year 10 target** – Expected FFT target – subject to change at the start of year 11 when the data is refreshed
- **Expected target** – FFT20 in each subject by end of Year 11, to all students
- **Challenge target** – FFT20 plus one grade higher by end of year 11, but some student will be given more challenging FFT5 targets. This is decided during target setting, through discussion with the FL, e.g. if a student has FFT20 targets of 5 in E/M/S but only 4 for History, then we could give them the FFT5 target for History if it's a 5.

In Year 10, the first data collection in Term 1 is to see how they are settling into their GCSE/BTEC courses. Students will sit a full suite of mock exams in the Summer Term of year 10. In Year 11, students will sit a full suite of mock exams in November and then in February. The number of papers and actual paper may be set centrally or agreed at Trust CET meetings.

FL/SL meetings will focus on the data at key data entry points – sub mocks – and everyone will be involved in holistically examining how students are progressing across all subjects. Following mock exams, HT update meetings follow Data Collection points for both year 10 and 11.

Cycle assessments – From September 2023, BUH will be adopting a 3- cycle termly structure to the curriculum and assessment. Assessments are planned to allow for consistency across the school and follow a set procedure across 3 specified weeks; assessment week, marking and moderation week and data entry week. This is shown in section 13 – Assessment plan 2023/2024.

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Assessment is accumulative at each point. The 3rd assessment point is also the end of year assessment. It is expected that this will be aligned across the Trust for core subjects with assessments being issued centrally for Years 7, 8 and Year 10. The cycle assessments are key points when we will draw the data from SIMS and produce progress reports for families. Only assessment at these points will be entered onto SIMs.

FL/Subject LTP and Assessments – Faculty Leaders / Subject Leaders will create their own LTPs based on the 3 cycles for each year group. These will show:

- the dates when assessments take place

- information regarding content and skills being tested

- knowledge organiser to support learning and revision

Faculties and subject areas will have their own records for collecting any other assessment data, e.g. end of unit assessments or key pieces of assessed work. All assessments are indicated on long term plans (LTP) for all year groups and are in line with faculty assessment calendars.

Calendared assessments require written marking and feedback (in line with standardisation and moderation policy and marking and feedback policy). To ensure students are prepared for calendared assessments, progress must be measured and checked between assessments. We do this in a variety of ways:

- Low stakes quizzing / knowledge checks
- Hinge questions
- Collection of live feedback data (questioning)
- Whole class feedback

Feedback, interventions and reflection –

SOL (Scheme of Learning) sheets indicate how feedback is given and activities that support DIRT – *(see Feedback protocol / marking and feedback policy, June 2023).*

As part of their curriculum planning, FLs are to ensure that feedback points and assessed pieces are highlighted on their long term plans (LTPs). Following marking, feedback is to be provided as outlined in the feedback protocol. Whole class feedback sheets may be used.

Following marking and feedback, DIRT should be provided. Time may be required for re-teaching and additional interventions. It is the teachers responsibility to respond to assessment and ensure re-teaching takes place. Middle and senior leaders will QA this process to ensure SOL expectations are being met, consistency and high expectations. Since all students are taught English /Maths at the same time, this provides an opportunity for Faculties to be agile and potentially re-group students according to need/assessment outcomes

Standardisation and Moderation – Standardisation and moderation within subject area must take place prior to data entry to SIMs. Faculty planning time should be used to agree and conduct these processes.

- **Standardisation** – is when the FL issues a set of assessments that everyone marks – e.g. 5 student assessments. All colleagues mark these independently and bring them to a standardisation meeting. The FL then goes through what assessment grades the individual pieces should have been marked at according to exam specs. Colleagues discuss and agree the set standard. This is then applied to all scripts allocated to each teacher.

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- **Moderation** – for each of the assessment pieces completed within the Faculty, as per the subject assessment calendar, colleagues mark their class assessments by a set date. The FL then asks for three to five pieces from each group (FL chooses the students) and then checks them so that colleagues can receive feedback. This is used to alter the grading, provide additional support, etc. as required.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- **Teachers** to understand national expectations and assess their own performance in the broader national context

- **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4. Year 10 and 11 mock exams make use of existing GCSE exam papers and a consistent approach to these is agreed at Trust CET meeting for individual subjects.

5. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

BUH recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework

- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas

- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

For more in depth guidance on the use of AI tools, the centre will adhere to Exam board protocols and regulations.

6. Reporting to parents/carers

The cycle assessments are key points when we will draw the data from SIMS and produce progress reports for families. Only assessment at these points will be entered onto SIMs and reported home. Data reported per cycle will include the following:

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- Student own %, the average % of the teaching group, the average % of the year group,

- A2L grade

- Attendance and punctuality data

- Behaviour data – number of greens to reds

The Data Manager is responsible for the collation and analysis of the data. This is uploaded to SISRA and also summarised into a number of key documents:

1. Data booklet – whole school KPIs, Faculty summaries, overall and by subject

2. Assessment sheets – used by teachers to complete context sheets and inform interventions

3. Student reports – sent to families after each reporting period / cycle

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

Highly Tailored Learning: schemes of work (SoW) challenge students across the ability range; we believe that learning content should be difficult.

- **Context sheets:** Context sheets are a T and L tool which support data analysis and allow teachers to understand the needs of their groups. Using the schools MIS system, Class charts, SEND register and other data sources, teachers are able to identify, record and understand the students within vulnerable cohorts in their teaching groups. Data driven context sheets help to ensure every learner's needs are met, interventions are timely and proactive, and progress is analysed and monitored regularly following assessments and calendared data-drops. Lessons are pitched at an appropriate level to support the inclusion and engagement of our most vulnerable whilst providing stretch for our most able students. Using the assessment sheets, teachers are able to respond to gaps in progress, identify key groups and students and ensure that quality first, responsive, agile teaching is at the heart of ensuring that no child is left behind.

- **Learning plans:** Our regularly updated learning plans ensure that every subject can review and implement targeted interventions and quality first teaching for all students based on their individual learning needs. Learning plans foster collaborative sharing of best practice across the curriculum for our SEND E and K+ students, they develop as our students develop and are a live document.

(Extract from T and L policy, June 2023)

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8. Training

As practitioners we are always striving to be better tomorrow than we are today. To this end professional development takes the form of deliberate practice of evidence informed key strategies for excellent teaching and learning. Teachers are regularly given feedback on their practice via teacher trackers and feedback is wholly developmental. Through collaborative planning we draw on the strengths of our subject specialist teams who meet weekly to develop our intended and enacted curriculum. *(Extract from T and L policy, June 2023)*

For further information on formative assessment, please refer to the BUH Teaching and Learning Policy, June 2023.

9. Roles and responsibilities

9.1 Headteacher / DHT Q of E / AHT Assessment – Progress and Reporting

The headteacher / DHT. AHT are responsible for:

- Ensuring the policy is adhered to

- Monitoring standards in core and foundation subjects

- Analysing pupil progress and attainment, including individual pupils and specific groups

- Prioritising key actions to address underachievement

- Reporting to governors / trust board on all key aspects of pupil progress and attainment, including current standards and trends over previous years

- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.2 Middle Leaders

Middle Leaders are responsible for:

- Implementation of the assessment procedures outlined in this policy

- QA of assessment plans and structure

- Leading the Standardisation and moderation process prior to data entry to ensure an agreed standard is established

- Ensuring the feedback in their area/s is appropriate, consistent and in line with the SOL expectations.

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy

- Being familiar with the standards for the subjects they teach

- Keeping up to date with developments in assessment practice

- Ensuring they follow the policy as outlined by the school and their department.

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10. Monitoring

This policy will be reviewed annually by the DHT Q of E and AHT Assessment – Progress and Reporting. At every review, the policy will be shared with the governs / Trust board.

All teaching staff are expected to read and follow this policy. The DHT Q of E and AHT Assessment – Progress and Reporting, with support from the School Improvement Group (FLs and AFLs) are responsible for ensuring that the policy is followed.

The DHT Q of E, AHT Assessment – Progress and Reporting and AHT Teaching and Learning will monitor the effectiveness of assessment practices across the school, through; lesson observations, learning walks, moderation / standardization meetings, book scrutinies and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning policy
- Non-examination assessment policy
- Examination contingency plan / Policies
- Feedback protocol / marking and feedback policy
- Standardisation and moderation policy

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12. Assessment Plan 2023/2024

Cycle 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	Half Term 1 W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	Half Term 2 W/C 30/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
Half Term 1 Year 7										ASSESSMENT	MARKING/MODERATION	DATA ENTRY	
Year 8								ASSESSMENT	MARKING/MODERATION	DATA ENTRY		DATA TO CENTRAL	
Year 9								ASSESSMENT	MARKING/MODERATION	DATA ENTRY		DATA TO CENTRAL	
Year 10											ASSESSMENT	MARKING/ MODERATION	DATA ENTRY
Year 11								MOCKS	MOCKS	MARKING/ MODERATION		DATA TO CENTRAL	

Cycle 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 11/12	Half Term 3 W/C 01/01	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	Half Term 4 W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	Half Term 5 W/C 08/04
Year 7							ASSESSMENT	MARKING/ MODERATION	DATA ENTRY				
Year 8									ASSESSMENT	MARKING/MODERATION	DATA ENTRY		
Year 9										ASSESSMENT	MARKING/MODERATION	DATA ENTRY	
Year 10								ASSESSMENT	MARKING/MODERATION	DATA ENTRY			DATA TO CENTRAL
Year 11						MOCKS	MOCKS	MARKING/MODERATION	DATA ENTRY				DATA TO CENTRAL

Cycle 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	Half Term 6 W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	
Half Term 5 Year 7							ASSESSMENT	MARKING/MODERATION	DATA ENTRY				DATA TO CENTRAL
Year 8								ASSESSMENT	MARKING/MODERATION	DATA ENTRY			DATA TO CENTRAL
Year 9									ASSESSMENT	MARKING AND MODERATION QA	DATA ENTRY		DATA TO CENTRAL
Year 10									MOCKS	MARKING/MODERATION	DATA ENTRY		DATA TO CENTRAL
Year 11						GCSE / VOCATIONAL SUMMER EXAMS SERIES							

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