

Beckfoot Upper Heaton

Assessment Strategy

Beckfoot Trust curriculum inspires learners to be:

- ▶ Confident Communicators
- ▶ Knowledgeable and expert learners
- ▶ Committed Community Contributions
- ▶ Future-ready Young People

KS3 – GL assessments data collected for year 7, 8 and 9

- ▶ This allows us to re-set Year 7 according to the data for Basics
- ▶ Other FLs able to then fine-tune groups within bands
- ▶ New sets in Basics for Weds this week - FLs able to then fine tune for following week

Data Collections

- ▶ As per the calendar and in previous years
- ▶ 3 per Year for KS3
- ▶ 3 in Year 10
- ▶ 3 In Year 11 with a fourth final update prior to exams

- ▶ Mock exams
 - ▶ End of Year 10
 - ▶ Year 11 - November and February

- ▶ Exams/CAGS - at the moment proceed as per Government information that exams will take place with eye on potential CAGS process - pink assessment books, Mock papers plus classwork if needed for CAG portfolio

KS3 Strategy

- ▶ No targets set until Year 10 when students begin GCSE Student Learning Journey on KS4 strategy (none set in Yr 7,8,9)
- Data collected based on what they have learnt in assessments based on Units and SOL assessments – what they know and can do – content and skills
- Tests are marked using own mark schemes and scores converted to a percentage for that unit test
- Tests will consist of a combination of fact checking – longer answers – recalling previous knowledge from previous unit tests
- The result of the test is turned into a percentage score – this is what will be recorded on SISRA

SISRA

- Each Faculty will have different numbers of Unit Tests throughout the academic Year each of which can be recorded at any point on SISRA (can deliver more tests than the three data collections) – DC is then an accumulative percentage which the system will work out automatically
- Each reporting point – data collection – will report an accumulative percentage
 - E.g – DC1 all tests up to that point turned into an accumulative percentage, DC 2 – all tests from the start of the year and so on
- Creative and Physical subjects – grading system could be based on skills – level descriptors based on key skills – e.g. Basketball in PE

Feedback to Students/Parents/Carers and Intervention

- Following the test – PINS type sheet
 - Areas demonstrating secure skills/knowledge
 - Areas For Improvement
 - plus verbal feedback from staff – more than three tests per year
- Reports to parents issued every data collection – the accumulative percentage, the A2L, attendance.
- This term we will issue one to all Year groups before we break for end of term.

KS4 Strategy

- ▶ We no longer refer to the Yr 11 strategy as we will now extend this to cover both Year 10 and 11.

Transition to GCSE Studies

- Start of Year 10 Options/GCSE studies – launch with MWA and FLs – assemblies and explanation of Target Setting system and use of Learning Journey – this includes a Parent Information Evening
- Each student given an FFT 20 minimum expectation target and an FFT5 Stretch Target

Project Accuracy

- Student Target setting meetings for Yr 10 and Yr 11 students – LT and PDL meet parents
- HT/FL Target setting meetings beginning of Yr 10 and Yr 11 – we will set FFT targets at the start of Year 10 with FLs and then review actual targets at the start of year 11
- HT/FL Progress meetings to discuss progress towards targets will occur post Data Collections

Wider aspects of strategy

- Progress Reports go to Parents following Data Collections – identify any students causing concern and LT phone calls to parents
- HT/Subject teacher meetings in Yr 11 and 10
- Strategies - Wider Learning Days, My Tutor, Period 6 etc

Curriculum Website

- Curriculum area on the school website will be developed
 - Faculty and subject Curriculum Intent, Implementation and Impact Statements
 - Broad SOL – parents/carers will know what is being taught each half term so that they can support their child
 - Knowledge Organisers to help students/parents/carers in the preparation for key assessments
 - Assessment weeks published so home can support in learning/revision.
 - Use of SWAY to publicise the Curriculum Area for your Faculty/Subject and provide Learning Guides etc – see Vicki B's example