



Strood Academy

Assessment Policy

2022-2023

Date of Issue	September 2022
Date to be Revised	August 2023

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

Impact: There are a number of key questions relating to the impact of the teaching and learning and curriculum plan at Strood Academy:

- ☐ Are all students learning the curriculum as intended? Is knowledge 'sticking'?
- ☐ Is student work demonstrating an accumulation of knowledge and skills? Does it build towards a clearly defined end point?
- ☐ Are different groups learning the curriculum at a different pace? How do you know? If so, why and what have you done about it?
- ☐ Do students have an increased enjoyment/engagement of your subject through your curriculum? How do you know?
- ☐ Does student work demonstrate that they are developing more confidence and fluency in your subject? How do you know?

Our Vision for Learning:

Our vision at Strood Academy is to create 'An inclusive community where we are all kind, respectful and resilient in our journey towards excellence. Our students thrive through an enriching and diverse curriculum that offers a global perspective, empowering all to become inquisitive lifelong learners.', we aim to help young people develop into well educated, considerate and caring citizens with a strong sense of values, who will achieve academic success and always aim high so as to seize the opportunities that life offers. Our ambition is to ensure outstanding achievement and progress, raise aspirations and maximise potential. Teaching and Learning is the core business at Strood Academy and will inspire learners to achieve. We want every single student to aspire and excel and expect every teacher to develop outstanding practice. Students of all abilities at Strood Academy will be given equal opportunities to learn in order to achieve their full potential. Teaching and Learning will be creative with a regular emphasis on student led and collaborative learning as well as independent study skills. Varied teaching methods and strategies will be used effectively and appropriately within the different subject areas.

Our values are to be:

- ☐ Inquisitive
- ☐ Respectful
- ☐ Resilient
- ☐ Kind

Our purpose is to:

- ☐ nurture students aspirations and build resilience within an environment of tolerance, respect and empathy;
- ☐ shape leaders within a global community
- ☐ develop and celebrate knowledgeable and inquiring minds to promote lifelong learning and;
- ☐ help young people develop into well educated, considerate and caring citizens

Our principles of learning are to:

- ☐ provide a safe, stimulating learning environment for all students and teachers;
- ☐ provide high quality teaching and learning in a supportive and caring environment to develop the potential of each learner:
- ☐ enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- ☐ provide a broad, balanced and relevant curriculum in line with the MYP and exam board specifications in KS4 that will motivate, engage and challenge students while also equipping them with the skills required on leaving school;
- ☐ set high expectations for all students in order to raise their aspirations;

Effective Feedback:

- ☐ Feedback is timely to maximise learning; formative assessment is embedded throughout lessons and drives responsive teaching. Teacher comments are specific, accurate and clear.
- ☐ Students are given time to reflect and act upon feedback and make improvements. We subscribe to high impact, low workload marking. High impact group and immediate feedback is favoured over traditional book marking.
- ☐ Feedback effectively addresses misconceptions and challenges learners to master skills to make accelerated progress.

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

- ☐ An overarching principle for any kind of assessment is to give students a clear understanding of how well they have gained knowledge, concepts and skills and then explain what needs to be done to extend their learning.
- ☐ Students' assessment of their own and their peers' progress and attainment is a central function in the learning process.
- ☐ Time will be built into lessons for students to reflect on and respond to teacher marking and feedback ("GAP")
- ☐ Marking will help students to progress in their learning and will be meaningful, manageable and motivating,
- ☐ A variety of marking strategies will be used to ensure teacher workload is minimised

3.1. Targets

To ensure our students have the currency to make further academic progress we follow the logic that targets should be aspirational, but achievable. Using the prior attainment data generated at the end of primary school (KS2 SATS), or CATs, and looking at outcomes for all students nationally in specific subjects with specific starting points, we generate statistical estimates for students to achieve each grade on the 1-9 GCSE grading system. We will generate an overall end of KS3 MYP target grade for pupils in Key Stage 3 who will be given a sub target grade each year. If a year 7 pupil for example has an overall end of key stage target of level 6 then in year 7 their target will be a level 4, year 8 a level 5 and year 9 a level 6. Pupils are given an overall GCSE target grade for each subject when they reach year 10 which follows them through to year 11 and the same applies to pupils in Key Stage 5.

4. Assessment approaches

Strood Academy has minimum expectations in relation to students receiving feedback across a period of learning. In line with the Department for Education Teachers' Standards, 'teachers must give pupils regular feedback, both orally and through accurate marking' Therefore, 'colleagues' as part of the ongoing monitoring and evaluation of the impact and

implementation of the curriculum, robust quality assurance takes place. This involves Curriculum 'deep dives', book scrutinies, drop ins and student voice.

4.1 In-school formative assessment

The 2021/22 data assessment cycle for year 7 to 13 can be found by clicking on the following link - [2021/22 Assessment Cycle](#).

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

Formative assessment is an integral part of teaching and learning. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning and will affect what the student and the teacher does next. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. It is acceptable for teachers to move away from schemes of work where it is clear students' learning in a particular area needs to be reinforced or re-visited. These adjustments help to ensure students achieve targeted learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments.

Examples of formative assessments include:

- ☐ Homework
- ☐ Essays
- ☐ Piece of Artwork
- ☐ Practical assessment in PE, Drama or Music
- ☐ Presentations

4.2 In-school summative assessment

The 2021/22 data assessment cycle for year 7 to 13 can be found by clicking on the following link - [2021/22 Assessment Cycle](#).

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 to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know, and to identify any gaps in learning, individually or collectively. Examples of summative assessment include:

- ☐ GCSE examination papers
- ☐ Interim assessments
- ☐ End-of-unit tests
- ☐ End-of-term exams / assessments

Summative assessments are a means to measure, at a particular point in time, student learning relative to specification. It is normally, though not always, used towards the end of a term. Summative assessment is used to quantify achievement, to reward achievement and to provide accurate data for the whole school analysis including school reports. Therefore, the robustness, validity and reliability of summative assessments are of the greatest importance.

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 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 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

All staff have access to Bromcom mark sheets for their allocated classes. These mark sheets will include information regarding prior attainment, SEND, PP and other student groups. All staff are responsible for ensuring that data is accurately inputted at set times of the year to allow for data snapshots throughout the year. Mark sheets will include the following information: An accurate "Current Grade". This is the grade the students' are currently working at which is calculated holistically from a number of different pieces of quantitative evidence. A professional prediction for the end of the key stage based primarily on assessment evidence, moderated by professional judgement. Staff are also expected to input an engagement grade for each pupils during a data drop:

Engagement Grades in Lessons	
5	Learner's positive attitude and behaviour enhances learning within the classroom. Learner consistently takes part in all aspects of the lesson with enthusiasm and is determined to be successful.
4	The learner engages with most learning regularly, has a positive attitude and does not need to be reminded to behave. The learner is self-motivated, positive and enthusiastic and aspires to be successful.
3	Learner's attitude does not always support progress and/or reminders to behave or stay focused are often given. Learners are often passive or indifferent when asked to take part in learning.
2	Learner's attitude does not support progress and multiple reminders to behave in class are needed. Learner is reluctant when asked to take part in learning
1	The learner is unwilling to engage in lessons and behaviour is poor and a clear barrier to learning. Learner refuses to take part in learning.

5.1 Key Stage 3 MYP Assessment Criteria

Each of the 8 subject groups within the MYP has 4 set assessment areas called criteria (A B C D) as set out in the table below, as well as interdisciplinary learning which is a key feature of the programme Teachers will assess students according to each of these criteria at least twice across each year.

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and/or written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting

Terminology

MYP Achievement level - the level associated with criterion A, B, C, D as featured in MYP subject guides. Each criterion can be awarded between 1-8 achievement levels spread across four bands.

MYP Grade - using the achievement levels from the four assessment criteria, the holistic grade is determined as a number /32 from which a grade from 1-7 is derived, with 7 being the highest.

Converting MYP Achievement levels into an MYP Grade

In each MYP subject group, learning objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1-8). Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level according to how well the student has demonstrated mastery of the published criteria. **Teachers *should not* "mechanically and uncritically average achievement levels over given reporting periods"** (From *Principles to Practice*, P80)

Teachers adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates that they have achieved characteristics from a given band, the student will be awarded an achievement level that reflects the evidence they have collected. *"To inform the final achievement level in each criteria...teachers must gather evidence from a range of assessment tasks to enable them to make a professional and informed judgement"* (From *Principles to Practice*, P92).

"The judgements will reflect the teachers' professional opinion on the achievement level of each student on each criteria....teachers will analyse achievement levels of students over the course of the period or year, paying particular attention to patterns in the data (such as increasing level of performance, consistency and mitigating circumstances)"(P92). Where learners have been assessed twice or more for each criterion, teachers will use their professional judgement to ascertain the interim and End of Year (EOY) level for each criterion. Teachers will consider any mitigating circumstances, consistency and progression of understanding over the learning period for each student.

Achievement levels for the four criteria are added together creating a total number out of 32. Using the MYP rubric, the total sum equates to a holistic grade from 1 -7 as featured below. Only data from summative assessments can be used to report the MYP grade.

	Ass 1	Ass 2	Ass 3	Ass 4	Final Grade for criterion using BEST FIT
A	5	7	4	4	5
B	2	3	4	4	4
C	3	3	5	3	4
D	2	4	3	3	3
			Total		16
Interim/EOY grade (1-7)					4

*This is calculated on the spreadsheet to make a final level for each criterion taking the **BEST FIT** level achieved (1-8)*

This is then totalled and a interim/EOY 1-7 grade provided

NB: 19-23 range = Grade 5
: 15-18 range = Grade 4



Sum of assessed Criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

5.2 Regular Assessment

All teachers will be responsible for the continuous assessment of students and for accurate and timely completion of mark sheets. Formal assessments will be signposted in schemes of work and curriculum plans. Formal assessments will cover all attainment targets appropriate to the subject/unit of work. The school will provide opportunities for formal summative examinations (e.g. mock exams) at least once a year for selected subjects, year groups or groups of students.

5.3 Self and Peer Assessment

All teachers will provide regular opportunities for self-assessment and peer assessment.

5.4 Whole school assessment: For Key Stage 3

Students will be assessed on their learning behaviours in Terms 1,3 and 6. This will be reported home and reflected upon with guidance both with parents/carers and Staff. This will support learning conversations regarding progress and any support needed as well as recognising effective learning behaviours.

For Key Stage 4

- ☐ Three Summative assessments a year in accordance with the school assessment calendar – one per term.
- ☐ Three Formative assessments a year accordance with the school assessment calendar – one per term.

For both key stages

- ☐ Summative assessments completed and kept until the end of key stage and stored in a folder
- ☐ Individual faculties may decide when assessments take place within each assessment period.
- ☐ Assessments however must be completed and marks recorded on internal marksheets set up by the head of faculty ahead of scheduled data captures.

6. Quality Assurance of Data

There is a rigorous data Quality Assurance at Strood Academy in order to ensure accuracy of data to allow us to accurately analyse and respond in a timely manner. Please click on the link to access our [Quality Assurance Cycle](#). This includes details of standardisation and

moderation as well as data meetings which take place in week 2 of every term and are used to drive teaching and learning conversations and improvements.

7. Reporting Data to Parents/Carers

Data reports are communicated to parents a minimum of three times a year via the 'my child at school' platform for key stage 4 pupils. Annual reports to parents will include:

- ☐ Arrangements for discussing the report with the pupil's teacher
- ☐ The pupil's attendance record, except where the pupil is in:
 - ☐ Year 12 or 13 and is no longer of compulsory school age
 - ☐ Where attendance should be reported, it will include:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- ☐ The results of any public examinations taken, by subject and grade
- ☐ Details of any vocational qualifications or credits towards any such qualifications gained

At key stage 3 for each subject group there will be an achievement level breakdown (1-8) for each of the 4 criteria (A B C D) for that subject. During the course of the academic year students will be awarded an **MYP Interim Grade** and at the end of the year a **MYP Final Grade** will be awarded based on the summative assessments that have taken place during the course of the year.

7.1 Data capture (DC) Arrangements and Expectations

These are run 6 times a year, once per term and the data items that you are required to submit during each cycle varies on the key stage and the term. Below is a summary for each year group and what we expect you to provide.

Key Stage	MOD 1 Oct Half Term	MOD 2 Dec	MOD 3 Feb Half Term	MOD 4 Easter	MOD 5 May half term	MOD 6	Number of reports sent home
KS3 (Y7-9)	DEG		FULL CAPTURE EG			FULL CAPTURE EG	3
KS4 Y10		FULL CAPTURE	EG	FULL CAPTURE		FULL CAPTURE EG	3
Y11	FULL CAPTURE		FULL CAPTURE EG		FULL CAPTURE (Mod 4 data)		3
KS5 (Y12)		FULL CAPTURE	EG	FULL CAPTURE		FULL CAPTURE EG	3
KS5 (Y13)	FULL CAPTURE		FULL CAPTURE EG		FULL CAPTURE (Mod 4 Data)		3

Each year group will also have one parents evening a year on the virtual platform - School Cloud.

8. Inclusion

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

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.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- ☐ Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- ☐ Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Principal

The headteacher is responsible for:

- ☐ Ensuring that 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 on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

9.4 Directors of Progress

Directors of Progress at Strood Academy are responsible for:

- ☐ Ensuring the policy is adhered to.
- ☐ Ensuring outstanding academic attainment of students in their assigned year group and fostering a culture that enables all students to maximise their achievements across the spectrum of school life.
- ☐ Setting high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- ☐ Facilitating the leadership of their assigned year group and enhancement of the curriculum.
- ☐ To work closely with the senior leadership team including the assistant principal responsible for data and outcomes.

10. Monitoring

This policy will be reviewed every year by the Assistant Principal responsible for data, the Headteacher and the link governor. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Vice Principal responsible for Quality of Education and Principal are responsible for ensuring that the policy is followed.

