



Assessment at Bradon Forest School

Overarching Rationale

Effective assessment is vitally important to successful student attainment and progress. Assessment forms the basis for teaching staff to respond to the needs of students in their learning and take specific actions to improve future learning. Due to the integral nature of assessment, we encourage teaching staff to make use of a wide range of assessment methods to monitor and support student academic performance. The assessment carried out by students can be placed into three broader categories:

- Day-to-day in school, formative assessment
- In school summative assessments – e.g., Pre-Public Examinations (PPEs) or end of unit tests.
- Public Examinations such as GCSEs, Cambridge National Qualifications etc.

At Bradon Forest School we believe that assessment serves to support pupil achievement. In order to achieve this:

- Assessment will be meaningful.
- Assessment will drive forward the curriculum being delivered.
- Assessment will support the student learning process with specific feedback.
- Assessment will be used to inform raising standards and not just as a data collection tool
- Students will be given both formative and summative assessment during the course of their learning – formative assessment is an integral part of everyday teaching at Bradon Forest. This consists of continuous low stakes tasks such as knowledge retrieval followed by informal, verbal or written feedback. Formative assessment is not designed to give a student a grade but serves to inform gaps in knowledge and areas of strength as the student is being taught the content. Summative assessment is when a student is assessed through end of unit tests or mock examinations.
- Subject Leaders have autonomy to decide what assessments they carry out in line with their needs as an individual subject area. An exception to this is knowledge retrieval which features in all Bradon Forest School subject areas.

The school's Senior Leadership Team will:

- Monitor the attainment and progress of whole cohorts and quality assure the teaching and learning taking place within each subject area.
- Hold Regular meetings to discuss Raising Standards.
- Conduct Raising Standards meetings with Middle leaders.

Head's of Subject will:

- Monitor the attainment and progress of the student cohort within their subject area.
- Make meaningful use of assessment data to plan strategies to support student success.
- Quality assure the teaching and assessment in their subject area.

Teaching Staff will:

- Monitor the attainment and progress of their class cohorts.
- Make meaningful use of formative and summative assessment.
- Implement the curriculum and assessment for their subject as directed by their Head of Subject.

Learning: - Students cover the content

- Students will learn the knowledge, skills and concepts required during subject teaching time. It is expected that teaching staff regularly and effectively check students' levels of understanding in each lesson. This creates a learning environment where student misconceptions and errors are picked up by the class teacher so that inaccurate knowledge does not persist.
- Learning will take place through quality first teaching which encourages high levels of challenge. Our school has developed the Bradon Forest lesson structure which outlines key Knowledge Objectives, key tier 2 and tier 3 language required to succeed, knowledge retrieval and links forward to future learning.

Recapping: - Students re-encounter the content being

- Prior to an assessment being sat, students should be given the opportunity recap the material that has been covered. This will be achieved through engagement with knowledge retrieval that is embedded into the curriculum.
- Students will also be given opportunity in lessons to practice for upcoming summative assessments, for example completing exam questions.
- Class teachers will also decide how to further recap the material which forms the basis of summative assessments.

Assessing: - Students understanding of the content is ascertained

- Students should receive both formative and summative assessment throughout the unit/topic being taught.
- Lessons will regularly include knowledge retrieval to strengthen working memory.
- Each term will include more formally assessed pieces of work, this can be written pieces, knowledge tests, or end of topic/unit exams.
- Heads of Subject should decide what tasks are formally assessed.
- The overarching aim of assessment is to inform next steps in teaching and learning.
- Assessment data sent home to parents via a biannual data capture report reflects the current performance/attainment of a student. Each year group will have data captures reported twice each academic year.

Feedback and Recover: - Students are given the opportunity to learn from assessed work and respond to the feedback they have been given

- Students should expect to receive meaningful and targeted feedback on the work they are assessed on. This will help students identify areas of strength and areas to improve on. Class teachers will provide specific feedback to individual students and also class wide feedback based on common mistakes and misconceptions.
- Feedback can take many forms such as verbal, individual and whole class.

Reporting to Parents/Carers:

- Reporting to parents/carers is an extremely important aspect of the relationship between home and school – parents and carers should expect to receive updates from subject teachers about their child's attainment and attitude to learning.
- Each year group will have two Student Assessment Reports sent home each academic year.
- Each academic report at Key Stage 3 will contain the following information, as set out in the table below:

<u>For Years 7,8 and 9 all teachers will report:</u>	<u>For Years 10 and 11 teachers will report</u>
<ul style="list-style-type: none"> • The percentage achieved in a recent assessment • Attitude to Learning (A-E) • Quality of Classwork (A-E) • Attainment Band based on the percentage achieved in the assessed work 	<ul style="list-style-type: none"> • Latest Assessment Grade • Projected Grade based on all evidence the class teacher has available • Attitude to Learning (A-E) • Quality of Classwork (A-E) • An end of GCSE Target Grade is also provided for comparison against current attainment – class teachers do not generate this

Attainment Bands and GCSE Grades:

- Years 7,8 and 9 will receive an attainment band based on the percentage they have achieved in their assessment. These bands are outlined below.

Attainment Band	Description
Excelling	Excelling students have achieved in 90% and above in assessed material . They have an excellent understanding of the content covered.
Confident	Confident students have achieved between 70-89% in assessed material . They have a very good understanding of the content covered.
Secure	Secure students have achieved 50-69% in assessed material . They generally have a good understanding of the content covered.
Developing	Developing students have achieved 20-49% in assessed material . Students in this band understand the core concepts being covered in the subject area but struggle with the more complex content.
Emerging	Emerging students have achieved between 0 and 19% in assessed material . Emerging students will not yet have a full understanding of the content covered for this assessment.

- In Years 10 and 11 a GCSE grade is entered for Targets, Assessment and Projected grade. The structure of GCSE grades is outlines below.

How the new grades compare with old ones

Old grades	New grades
A*	9
A	8
B	7
C	6 5 Strong Pass 4 Standard Pass
D	3
E	2
F	1
G	1
U	U

- A target grade is what a student is capable of achieving at the end of Year 11 when they sit their final GCSE examinations. This is strongly influenced by low absence from school, having a good or outstanding attitude to learning and revising regularly.
- An assessment grade is the grade a student has received in their latest assessed work.
- A projected grade is the teacher's best determination of what they anticipate a student achieving based on the range of evidence available to them. A projected grade should be based on factors including attendance, attitude to learning and homework. Summative assessment grades will also be considered but will be used in conjunction with the other evidence mentioned.