



Reddish Vale High School 2023/24 Assessment Policy & Procedures

Our school vision is to "positively change lives, through personal growth and academic excellence underpinned by our core values of respect, aspiration, determination and independence. We see high quality assessment as central to positively changing lives.

Our vision is to empower our pupils with life-long skills, that they are reflective, that they see the purpose in assessment as a means of improving their life chances. Our teachers value assessment as a crucial tool in moving learning forwards so that barriers are removed to support them accessing the wider curriculum.

We work with faculty areas to ensure that assessment is prioritised in their delivery and that every teacher is a responsive teacher.

Date approved by Governors:	10 th October 2023
Date approved by SLT	3/10/23
Last reviewed:	September 203



Assessment at KS3

Throughout Key Stage 3 all pupils follow a broad, balanced and challenging curriculum that develops and embeds knowledge, skills and understanding across a wide range of subjects, which follows the National Curriculum, ensuring readiness and positive mindset for the challenge of GCSE and equivalent qualifications at Key Stage 4.

South Manchester Learning Trust (SMLT) has developed a set of principles underpinning Key Stage 3 Assessment, which supports our vision to ensure all pupils make the very best progress possible.

Formative and summative assessments are inclusive within curriculum schemes of work and focus on providing pupils with clarity and quality feedback on the knowledge, skills and understanding they need to secure in order to make good progress and meet challenging targets.

The SMLT KS3 assessment process is based on;

- Giving pupils a clear understanding of the knowledge, skills and understanding that they will be developing/mastering at the start of each unit of work.
- Supporting pupils, over the course of a carefully planned sequence of lessons, to master the appropriate knowledge, skills and understanding for the unit.
- Providing pupils with a range of stimulating formative assessments, alongside end of unit key summative assessments, in order to provide accurate information on pupils learning and retention. Giving pupils and parents clear feedback in terms of; whether good progress is being made; the knowledge, skills and understanding that pupils have developed; areas in which pupils need to improve.
- Providing teachers and leaders with vital information on the success of teaching and highlighting pupils who may require additional support.

Where do we start?

Pupils in KS3 are given a minimum expected grade that they are aiming to achieve at KS3 based on their end of Key Stage 2 Assessments. Pupils will be given a minimum expected target of 'Mastering', 'Securing' or 'Developing' depending on their eventual KS4 target.

- Mastering — if the pupil has a GCSE target grade of 7-9
- Securing — if this target grade is 5-6
- Developing — if this is 3-4
- Building— if a pupil is not meeting 3-4 and work is working towards a 0-2 (no pupil will have a target of building but we recognise that some pupils may not be demonstrating 'developing' at this point)

Where End of Key Stage 2 Assessments are available these will be used as a baseline to determine the challenging targets we will set for all pupils throughout KS3.



Subject baseline assessments early in Year 7, along with national standardised tests (CATS) will be used to provide additional information and, more importantly, identify pupils who may require early additional support. In addition to this, formal reading assessments will outline priority pupils for intervention.

Whilst End of KS2 Assessments and standardised tests are adopted as a reliable predictor of future achievement for the majority of academic subjects, this is not always the case for more creative and performance based subjects, where different talents and abilities come into play. If subject baseline assessments support increasing the targets in particular subjects, then we expect our pupils to rise to the increased expectations.

Pupils in all lessons will have the opportunity to work towards their target and beyond. Whatever a student's start point, they are encouraged to achieve mastery in all subjects.

Assessment at KS4

Assessment at KS4 will be in line with the assessment objectives of the GCSE/ Level Two course being followed. Teachers will use past paper questions, exemplar assessment materials or examination style questions devised by the department based on previous examination questions. Teachers will use 2019 grade boundaries to assess student attainment.

How will progress be reported?

Parental Reports are issued twice per year in KS3 and three times per year in KS4, clearly indicating whether pupils are making good progress, exceptional progress or insufficient progress, alongside attitude to learning comments and reported attendance.

Dates of data drops and parents' evenings

All data drop deadlines are 12pm on Wednesdays and Parents' Evenings take place on Thursday evenings. Parents' Evenings will take place either in person or via School Cloud.

Year	DD1	Date	DD2	Date	DD3	Date	Parents Evening	Dates
7	Week 17	17/01/24	Week 37	03/07/24			Week 7 Week 22	19/10/23 29/02/24
8	Week 17	17/01/24	Week 37	03/07/24			Week 22	2/3/23
9	Week 14	13/12/23	Week 25	20/03/24			Week 27	18/04/24
10	Week 15	20/12/23	Week 28	24/4/24	Week 38	10/07/24	Week 16	11/01/24
11	Week 9	8/11/23	Week 22	28/02/24	Week 27	17/04/24	Week 10 Week 24	16/11/23 14/03/23

What we will report on:

- Target grade
- Working at grades
- % score in the most recent summative assessment (note, this is not a collection of mini assessments)
- Attitude to learning grade
- HW effort grade
- In the case of mock windows, a mock grade will also be shared.
- For KS3 we will enter a grade of MASTERING, SECURING, DEVELOPING or BUILDING, depending on how successful pupils have been in meeting the needs of the KS3 curriculum.
- For KS4, we will enter a 'working at' GCSE level and a 'predicted grade'
- Concern codes - Where progress is not satisfactory, concern codes are communicated to parents and inform in-school intervention.
- Behaviour: Poor behaviour in class is resulting in underachievement
- Quality: Despite hard work, quality of work is not yet at the expected level
- Focus: A lack of focus in class is resulting in underachievement
- Absenteeism: Absenteeism has resulted in underachievement
- Application: Lack of application in class is resulting in underachievement.
- Homework: Lack of effort in homework is resulting in underachievement. The pupil is not spending sufficient time outside of lessons revising and reviewing work.

Procedural Information for Staff

- In each subject and in each year group, a set of assessment criteria must make it clear what knowledge/skills pupils must demonstrate and how they are meeting the criteria of the targets set.
- The assessment criteria must make it clear to pupils what their next steps for progress are.
- This assessment criteria must be included on departmental displays, in books or folders.

Formative Assessment

Responsive teaching throughout every lesson checks for understanding of all pupils, then adjusts, recaps or extends teaching as a result to ensure that every pupil has the knowledge, understanding and skills intended in the curriculum. During the 2023-2025 academic years the school is completing the SSAT Embedding Formative Assessment project to ensure that teaching responds to the needs of all pupils.

Do Nows every lesson are carefully planned to:

- consolidate past learning
- improve on previous work
- check retention of pupils' knowledge from previous lesson, topics and over time - identify and address gaps in knowledge identified through retrieval quizzes

Retrieval quizzes are carefully planned into each sequence of lessons so that:

- knowledge is tested across a lesson, a unit and/or over time - teachers know, and track, what each pupil knows
- interventions are implemented to ensure that any pupil who has not retained knowledge, relearns it and is tested again - where possible, self-marking tests (Century/Language Nut/Seneca/Google Forms) can be used to ensure accurate, speedy collection of data to identify needs.

Independent tasks are carefully planned for appropriate moments within sequences of lessons to allow pupils to implement the knowledge and skills developed through that sequence.

Following an independent task, teachers read, watch or review all pupils' work and plan an IT (improvement time) phase/lesson that tackles misconceptions, refines skills or extends understanding. Following teaching, pupils then edit and redraft their previous work or complete new tasks that allow them to embed their new understanding.

Summative Assessments

All summative assessments must be decided in advance and content specified in the long term plan.

Assessments must be carefully chosen in order to achieve the three core purposes of assessment. In GCSE, full GCSE papers should be used (where appropriate) covering content that pupils have already learned.

1. Cumulative: summative assessment must be cumulative based assessments. They must be designed or selected to assess knowledge (content and skills) over the course of the academic year (s) e.g. Year 8 summative assessments will assess retention of the Year 7 curriculum. Summer 2 summative assessment will assess Autumn, Spring and Summer units.
2. Rigorous conditions: a critical element of ensuring summative assessment data provides robust and meaningful data is to ensure the assessment conditions are rigorous and most importantly consistent across all classes and subjects.
3. Moderation & standardisation: fundamental to generating robust and accurate assessment data is committing to a rigorous moderation and standardisation process. Marking must be checked by other teachers and moderated externally where possible. Moderation template to be used/adapted:

https://docs.google.com/spreadsheets/d/lpxi_g4av3npWLPb61LPoYKQOdQoVoC66wFcJQd7mr6U/edit?usp=sharing

4. Central recording: results from key pieces and end of term/topic summative assessments are directly recorded on the progress trackers. This information is pivotal to then ensuring the accuracy of DD input.
5. Formal feedback: after all summative assessments, pupils must receive a % (to assist with rank ordering) and take action to improve their work or address misconceptions through their 'IT'

Summative Assessments must:

- Be consistent across the whole department.
- Be recorded as a percentage score/KS3 grade/GCSE grade as appropriate
- Include Question Level Analysis (QLA)
- Inform next steps and future curriculum planning.

Frequency of Summative Assessments

- Year 11: At assessment points per HT and formal mocks as outlined in the calendar
- Year 10: Termly summative and during mock week as per calendar
- Year 7, 8 and 9: At termly end of term assessments on agreed weeks as per calendar

Progress Trackers

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These are set up by the Data Team in advance of the new academic year. These will track key pieces of work across each half term, ensuring that departments are standardising and checking pivotal pieces of work that will show where pupils are meeting/not meeting standards, leading to swift intervention.

Progress Trackers are a tool to:

- Track key pieces (these are the agreed key pieces that will be done by all pupils/marked by all teachers).
- Identify underperformance and allow for timely intervention
- Identify areas for re-teaching
- Provide a sound basis for working at/predicted grades
- Apply a weighting/balance to future predictions

Pupil Progress Folders -

- Pupils will each be given folders supplied by departments to store books, assessments, assessment grids, knowledge organisers.
- Departments must set these up for all pupils, ensuring that they are well presented, have all the necessary information and resources to support pupils.

Data Collection

Progress Teaching Data Entry Procedures

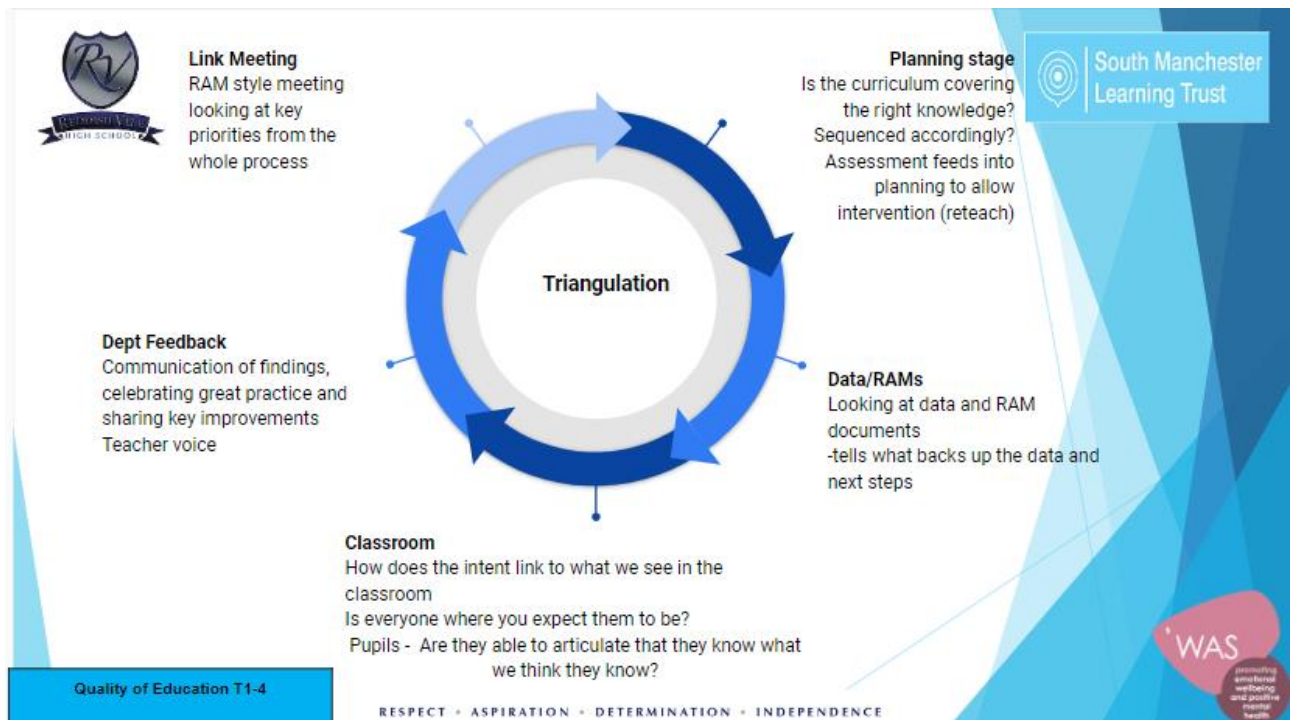
Prior to data input on Progress Teaching, steps must be taken to ensure that data is reliable, accurate and has been quality assured.

- All key piece assessments/exams/papers to be taken into consideration prior to data drop input.
- Data entry will be open for two-three weeks leading up to the deadline.
- Data Drops are due on the Tuesday of each drop at 12pm
- Depts have until Wednesday of 12pm to check
- Data entry reminder sent on Friday of the week before on the day of the deadline (Tuesday).
- Follow up email sent to any teachers who did not enter data by deadline and data lead on Tuesday afternoon. Completion of data to be chased internally.
- Departments have Tuesday evening/Wednesday to check final entries.

Following data drops

- 'Raising Achievement Meetings' (RAMs) follow every data drop, with staff identifying key pupils they will be working with, together with departmental leaders analysing trends and next steps. This feeds into a formal review with SLT to ensure that all steps are being followed to improve pupils' outcomes.
- An individual teacher document will be created, which will feed into the departmental document.
- This will then be discussed with SLT in relation to next steps for the department in terms of curriculum, reteaching, intervention etc.
- This is an opportunity to look at the whole picture, not looking at lessons in isolation, nor is it purely discussing data. Everything is interlinked and department leaders will form action plans, based on a wide range of aspects, from learning walks, book looks, pupil voice, teacher RAM docs, data etc.

Triangulation at RVHS



Year Team and KS Leaders

Year Team and KS Leaders must look at trends, tutor groups, links to attendance and behaviour and devise action plans that may include but are not limited to:

- Focused progress assemblies rewarding success
- Intervention for sub groups/pupils causing concerns
- Attendance/behaviour interventions
- Parental meetings/evenings
- Target cards
- Competitions/additional rewards
- Subject meetings with teachers/HoDs to ascertain plans moving forward
- Linking up with SEN