



Reddish Vale High School 2024/25

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 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 pupils 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:	May 2025
Date approved by SLT	February 2025
Last reviewed:	February 2025

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.

Achieve Learn Trust 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 ALT 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 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
- Emerging— if a pupil is not meeting 3-4 and work is working towards a 0-2 (no pupil will have a target of emerging 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 Key Stage 3.

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 minimum expected target and beyond. Whatever a student's start point, they are expected to aspire 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.

How will progress be reported?

Parental reports are issued twice per year, clearly indicating what grade pupils are currently looking at alongside attitude to learning comments and reported absence.

What we will report on:

At KS3:

- Academic progress
For Key Stage 3 we will enter a grade of mastering, securing, developing or emerging, depending on how successful pupils have been in meeting the demands of the KS3 curriculum.
- Attitude to learning grade
- Homework effort grade
- Target to improve

At KS4:

- Target grade
- Working at grades
- Predicted grades

- Attitude to learning grades
- Homework effort grade
- In the case of mock windows, a mock grade will also be shared
- Target to improve

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.
- The 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. (See Teaching & Learning Policy)

Do Now's every lesson are carefully planned to:

- Consolidate past learning
- Improve on previous work
- Check retention of pupils' knowledge from previous lessons, 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, re-learns it and is tested again, where possible, self-marking tests (Century/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 sequence 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 re-draft 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, taking into account identified gaps in learning 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.
4. **Central recording:** results from key pieces and end of term/topic summative assessments are directly recorded on subject trackers. This information is pivotal to then ensuring the accuracy of DD input.
5. **Formal feedback:** after all summative assessments, pupils must receive feedback and take action to improve their work or address misconceptions through their improvement time.

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 the calendar
- Year 7, 8 and 9: At termly end of term assessments

Progress Trackers

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 curriculum expectations, 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

Data Collection

Data Entry Procedures

Prior to data input on SIMs 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 leading up to the deadline
- Data drops are due on Wednesdays, as indicated on the assessment calendar, by 3.10pm
- Middle and Subject leaders have until the following Wednesday by 3.10pm to check

Following data drops

- Intervention plans will be created by class teachers that outline students' curriculum gaps and set out intervention strategies to close these gaps. Teachers will review the impact of intervention plans following the next assessment.
- HODs will quality assure intervention plans.
- Intervention plans will then be discussed with SLT link in relation to next steps for the department in terms of curriculum planning, re-teaching, 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 plans, data etc.

Year Team

Year teams 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
- Referral to SEN