

# Assessment – Policy – 02/03/2017

## Rationale

Our policy has been developed after addressing the DFE assessment principles and research that includes; the SSAT Principled Curriculum by Dylan Wiliam; assessment conferences delivered by Pearson and Osiris; analysis of the DFE assessment fund models; in-house PhD study. The principle of ‘growth mindset’ as developed by Carol Dweck has formed the basis of many models of assessment across the country. *We regard the changes to assessment as an opportunity to give real value to the way we develop young people.* We would like to give credit to Durrington High School in West Sussex as their model closely matches the work that has been taking place at Eastbury which has led us to using some of their work within our own policy. We have adapted some of the specific criteria within their model as a starting point within this year of transition.

## DFE Assessment Principles

The principles are designed to help all schools as they implement arrangements for assessing pupils’ progress against their school curriculum; Government will not impose a single system for ongoing assessment.

Schools will be expected to demonstrate (with evidence) their assessment of pupils’ progress, to keep parents informed, to enable governors to make judgements about the school’s effectiveness, and to inform Ofsted inspections.

Effective assessment systems:

### **Give reliable information to parents about how their child, and their child’s school, is Performing**

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

### **Help drive improvement for pupils and teachers**

- a. Are closely linked to improving the quality of teaching.
- b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

### **Make sure the school is keeping up with external best practice and innovation**

- a. Are created in consultation with those delivering best practice locally.
- b. Are created in consideration of, and are benchmarked against, international best practice.

# Underpinning Principles for Assessment (Osiris)

## **1. Assessment is at the heart of teaching and learning**

- a. Assessment provides evidence to guide teaching and learning.
- b. Assessment provides the opportunity for students to demonstrate and review their progress.

## **2. Assessment is fair**

- a. Assessment is inclusive of all abilities.
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

## **3. Assessment is honest**

- a. Assessment outcomes are used in ways that minimise undesirable effects.
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

## **4. Assessment is ambitious**

- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c. Assessment objectives set high expectations for learners.

## **5. Assessment is appropriate**

- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

## **6. Assessment is consistent**

- a. Judgements are formed according to common principles.
- b. The results are readily understandable by third parties.
- c. A school's results are capable of comparison with other schools, both locally and nationally.

## **7. Assessment outcomes provide meaningful and understandable information for:**

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- d. school leaders and governors in planning and allocating resources; and
- e. government and agents of government. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

# Assessment in Schools: Design checklist

## Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment.

## Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design. (note A)
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. (note B)
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year. (note C)
- Each pupil is assessed as either 'developing',
- 'meeting' or 'exceeding' each relevant criterion contained in our expectations for that year. (note D)
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in
  - That subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. (note E)

## Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning
- For every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation. Parents and pupils receive rich,

qualitative profiles of what has been achieved and indications of what they need to do next.

- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

## **Notes and commentary on the design checklist**

These notes expand on the statements above with further implications or options. The types of assessment discussed here are primarily for learning. The information generated is to be used by several different people to plan future approaches to learning.

Assessment should not be a bureaucratic exercise for its own sake. The processes should be streamlined to ensure that only those are used that provide information that is useful to teachers, pupils, parents and school leaders.

**A:** There is a task of work to translate the National Curriculum (and any school curricula) into discrete, tangible descriptive statements of attainment - the assessment criteria. As there is little room for meaningful variety, we suggest this job be shared between schools. In fact, NAHT is commissioning a model document.

**B:** The most natural choice of hierarchy for criteria is by school year (certainly the curriculum is usually organised into years and terms for planned delivery). However, children's progress may not fit neatly into school years, so we have chosen the language of a hierarchy of expectations to avoid misunderstandings. Children may be working above or below their school year and we must ensure we value the progress of children with special needs as much as any other group. The use of P scales here is important to ensure appropriate challenge and progression for pupils with SEN.

**C:** We assume that schools will conduct formal assessments more than once a year (and informal assessment will take place continually). A formal assessment at the end of each term, against the year's criteria, is a natural pattern, although some schools will want to do this more frequently. It will take time before schools develop a sense of how many criteria from each year's expectations are normally met in the autumn, spring and summer terms, and this will also vary by subject. Consequently it will also be hard to use this framework by itself for prioritising intervention in the first few years of use.

For some years to come, it will be hard to make predictions from outcomes of these assessments to the results in KS2 tests. Such data may emerge over time, although there are question marks over how reliable predictions may be if schools are using incompatible approaches and applying differing standards of performance and therefore cannot pool data to form large samples.

**D:** There is a need to record a pupil's attainment against each applicable assessment criterion. The criteria themselves can be combined to provide the qualitative statement of a pupil's achievements, although teachers and schools may need a quantitative summary.

Few schools appear to favour a pure 'binary' approach of yes/no. The most popular choice seems to be a three phase judgement of working towards (or emerging, developing), meeting (or mastered, confident, secure, expected) and exceeded. Where a student has exceeded a criterion, it may make sense to assess them also against the criteria for the next year. These recorded judgements can be translated into numbers, which can then be analysed and used for prioritising. Traffic lighting is a popular method for monitoring. The most obvious method to generate a 'colour' or

status is to count the proportion of the relevant year's criteria that have been met at that point in time. At this stage, it is not possible to say what proportions would be cause for concern or celebration at a particular time of the year - although presumably you would expect to have mastered all applicable criteria to be green at the end of the year.

The method of 'fitting' a student to a criterion must be consistent to draw comparisons between groups. If the criteria are discrete, concrete and precise, this will remove some ambiguity. If a school is using a three phase judgment, one would expect the middle 'meeting' to be based on mastery.

**E:** The exact form of moderation will vary from school to school and from subject to subject. The majority of moderation (in schools large enough to support it) will be internal but all schools should undertake a proportion of external moderation each year, working with partner schools and local agencies. It is also good practice to invite external agencies with no connection to the local group of schools to verify practice from time to time.

The purpose of assessment is to let students know **what they know**, find out **what they don't know** and support them, through great feedback, to **fill this learning gap**. By doing so, it should also encourage them to **aspire to exceed expected progress**.

Essentially this involves teachers identifying the key knowledge and skills students need, in order to be successful in KS4; working backwards and thinking what this would look like, if students have mastered it in KS3 – the excellence standard; producing a framework that would allow us and students to know what they've got to do to achieve excellence.

Subjects are now considering the key stage 3 curriculum and breaking down expected skills, knowledge and understanding for each strand of student in terms of levels of attainment on entry. We have characterised this as follows:

Level on entry to secondary school	Strand
5 and above	Extension
4	Secure
3	Developing
2 and below	Foundation

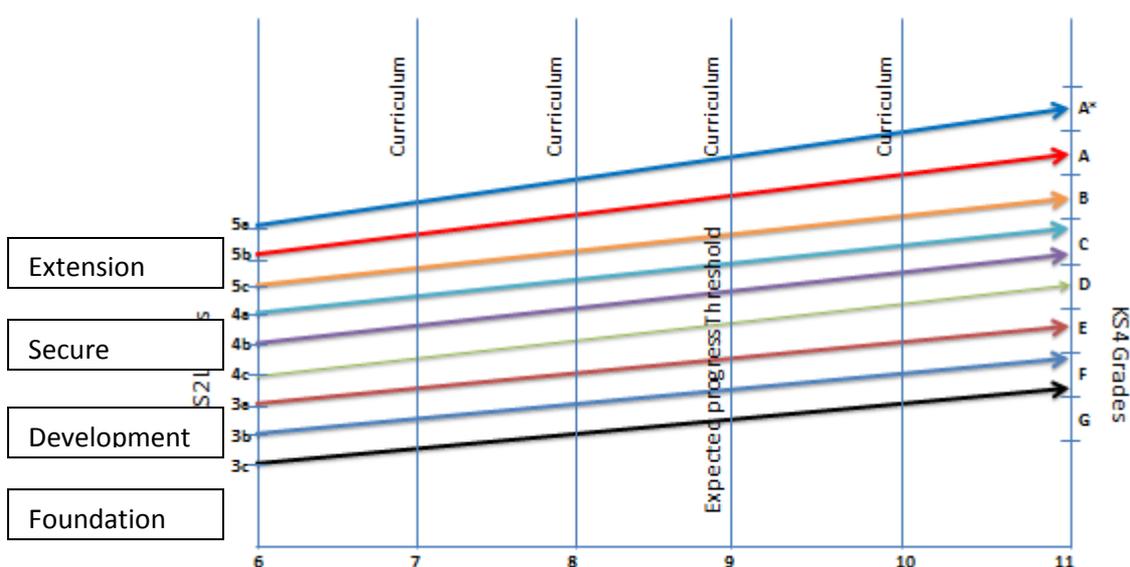
One of the most useful concepts for curriculum design is the Pareto law, also known as the 80:20 principle. This idea, discovered by economist Vilfredo Pareto, holds that surprisingly often, around 20% of the inputs lead to around 80% of the outputs. In languages, 20% of the vocabulary is used 80% of the time. In education more broadly, 20% of the most vital concepts hold 80% of the value for academic achievement. The trick is to work out which concepts are the most vital for each subject, and so which should be frontloaded. We are expecting subjects to identify the key concepts and build these in to the curriculum throughout both key stages. The assessment will match the expected skills, knowledge and understanding at key stage 3 and a code will be applied that identifies the levels of performance.

## Baseline Threshold

When students join us at the start of KS3, their KS2 level will be used to assign them a 'threshold' based on their prior ability. This threshold will give an indication of what their minimum expected grade would be at the end of Key Stage 4 (based on current 'expected progress' i.e. 3 levels of progress). Students will be provided with percentage rates of those that achieve higher grades than the threshold. These conversion rates will be based on national data.

All students will receive information that gives the chances of achieving a GCSE grade based on KS2 results. This promotes the growth mindset, as all students will be encouraged to achieve results within the top GCSE chances range.

The table below summarises the flightpath for expected progress based on KS2 results:



This flightpath would give a 'Progress 8' measure of 0 overall.

Assessment will confirm a student's position on the flightpath based on their acquisition of skills, knowledge and understanding at each stage of the published curriculum.

Students will be classified as Extension, Secure, Development or Foundation **on entry**. This label will only be used in terms of a judgement 'on entry'. This also supports the notion of growth mindset in that students should have the opportunity of achieving grades in excess of their minimum expected outcome.

At the time of writing, KS2 levels are to be confirmed. If this changes, other measures e.g. teacher assessment, baseline tests, CAT tests etc could be used to assign a baseline threshold.

We are using SOLO taxonomy as a model for planning and assessing learning. SOLO is an acronym for the Structure of the Observed Learning Outcome. This resulted from research into samples of students' thinking in many different subjects. The SOLO model classifies students' learning outcomes from any activity, unit or classroom programme. Teachers and students can use it to easily sort learning outcomes into three levels of knowledge:

- Surface knowledge
- Deep knowledge
- Conceptual (or constructed) knowledge

SOLO shows students' learning outcomes at five levels:

Pre-structural level

Uni-structural level

Multi-structural level

Relational level

Extended abstract level

Our curriculum model shows that students will be identified for a suitable curriculum based on their entry level.

They will be given a minimum expected grade (MEG) for the end of KS4.

They will be assessed on whether they are making expected progress over time.

They will be given opportunities to access a higher tier of their curriculum if appropriate.

KS2 Entry level	Curriculum	MEG
Extension	Extended abstract level Evaluate, Theorise, Generalise, Predict, Create, Imagine, Hypothesise, Reflect.	9 MEG range
		6 MEG range
Secure	Relational level Compare/contrast, Explain cause, Sequence, Classify, Analyse, Part/whole, Relate, Analogy, Apply, Formulate questions.	5 MEG range
	Multi-structural level Define, Describe, List, Do algorithm, Combine.	4 MEG range
		3 MEG range
Developing	Unistructural level Define, Identify, Do simple procedure	2 MEG range
Foundation	Pre-structural level The student has not yet grasped the idea and/or needs help to start	1 MEG range

## Set the standard for each threshold

The starting point for this is planning an overview of the curriculum in Y7, 8 and 9 – what topics will be taught and in what order, to ensure coverage of the national curriculum. In each term, what will be the units of work taught, and within these, what will be the core knowledge and skills assessed?

For each unit of work, subject teachers can then discuss, decide and agree what standards are expected from each threshold, in terms of core knowledge and skills, as students progress through the curriculum.

The order of the topics will be a key factor in changes to curriculum delivery. We need to ensure that the ‘slimmed down’ curriculum provides greater depth of knowledge, skills and understanding. The English education system has had a tradition of teaching topics and moving through the content in a linear fashion, satisfied that each box of a syllabus has been ticked. Successful international jurisdictions have ensured that students have the opportunity of revisit learning and deepen their knowledge and understanding of fundamental concepts. We are recommending that topics are broken down and revisited at an agreed number of times throughout the year. See below:

### Traditional unit delivery



### Example unit delivery



Our review of assessment and the resulting publication of the curriculum the web site was based on the SSAT and Dylan Wiliam principled design model. This has given us the opportunity to have a complete overview of curriculum delivery across the whole school. See below:

### Thinking about curriculum from ethos to the classroom

Intended	Implemented			Achieved
Ethos and Ambition	School Curriculum	Departmental curriculum	Classroom Curriculum	Ongoing Curriculum Overview
<p>What is distinctive about the learning experience we offer?</p> <p>What do we want every student to gain from their time at Eastbury?</p>	<p>How do we ensure that our ethos is lived by our students every day?</p> <p>What are the core principles behind our curriculum?</p> <p>How do we ensure that all our students' needs are met?</p> <p>How do we personalise learning?</p>	<p>What are the big ideas in our subject?</p> <p>What motivates and interests our students?</p> <p>How do we make the most of the expertise in our department?</p> <p>How do we sequence and prioritise the teaching of the content and skills?</p>	<p>How do I connect and build upon prior knowledge?</p> <p>How can I present information in an engaging and clear way?</p> <p>How will my students apply their knowledge and demonstrate skills?</p> <p>How will I adapt learning opportunities to meet the needs of all students?</p> <p>How can I contextualise learning to ensure relevance?</p>	<p>If our ethos is achieved, what will we see in our classroom?</p> <p>What do students and parents tell us about our curriculum offer?</p> <p>What should we do more/less of?</p> <p>What does our data show us about how well our offer meets our students' needs?</p>

### Thinking about assessment from ethos to the classroom

Intended	Implemented			Achieved
Ethos and Ambition	Whole School assessment	Departmental assessment	Classroom assessment	Ongoing assessment overview
<p>Why do we assess students? What is assessment for? Who is it for?</p> <p>What outcomes do we want to measure?</p>	<p>Are we assessing attainment and progress? How do we measure progress?</p> <p>Do we have a robust whole-school system which provides clear evidence of how all our students are progressing?</p>	<p>How does our assessment practice relate to whole school policy?</p> <p>What are we going to assess formally and when? Knowledge, skills, both?</p> <p>How do we make sure that our assessment practice is consistent and accurate?</p>	<p>How will I identify and show evidence of ongoing progress made by students in the classroom?</p> <p>How do I monitor and review student group targets?</p> <p>How will I know it works?</p> <p>What will I assess, when and how?</p>	<p>If our ethos is achieved, what will we see in our classrooms?</p> <p>What do students and parents tell us about the quality of the information we give them about their progress?</p> <p>Do we know what works and what we should do more or less of?</p> <p>Does our data provide robust, regular information on the attainment and progress of all year groups and individuals and groups of students within them?</p>

So each unit of work will start with a table outlining the threshold assessment foci for that unit:

The key features of this approach are:

- We as teachers **set the standard** that we want our students to achieve.
- We can then be **selective about what we assess** – in terms of what we think students need in order to be successful at GCSE.

## Reporting progress

Rather than reporting to students and parents whether or not they have achieved a target level (which is setting a ceiling on achievement), we can focus on how they've done relative to their starting point – without putting a ceiling on what they can go on to do. The expectation being that all of them should be striving for excellence. So, reporting this could look like this:

In terms of entering this into a departmental tracking spreadsheet at each 'Tracking Point' (TP), levels would be entered as the following:

- 1 Making better than expected progress
- 0 Making expected progress
- 1 Making less than expected progress
- 2 Making much less than expected progress

Yr 7 group	Yr 7 teacher	Student	Gender	Form	ETH	SEN	Need	FSM	Reading age	CATS	KS2 English	KS2 Maths	KS2 Science	GCSE target FFT	% chance	GCSE target FFT	KS4 ME	Curricular pathway	Assess 1	Assess 2
7J-TE1	MDU	Ali, Samiha	F	7T	ABAN	N		N	11.08	93	4A	3B	4.0	E	45	D	D	Development	-1	-1
7J-TE1	MDU	Trigo-Amador, Jessica	F	7T	BAFR			N	8.09	85	3B	4C	3.0	D	38	C	D	Development	-2	-1
7J-TE1	MDU	Ahmed, Iqrah	F	7U	APKN			N	12.08	112	5C	5B	5.0	B	37	A	A	Extension	0	0
7J-TE1	MDU	Ahmed, Ismaeel	M	7D	ABAN			N	13.09	117	5A	6.0	5.0	A	20	*A	*A	Extension	-1	2
7J-TE1	MDU	Aitessaid, Hanna	F	7T	MWBA			N	14.11	118	6.0	6.0	5.0	A	20	*A	*A	Extension	1	0
7J-TE1	MDU	Awe, Kemi	F	7S	MWBA	N		N	11.03	108	5B	5C	5.0				A	Extension	0	0
7J-TE1	MDU	Sarkodie, Persis	F	7S	BOTH			N	11.01	100	5C	4A	5.0				A	Extension	1	0
7J-TE1	MDU	Ali, Nabeel	M	7U	BAFR			N	9.05	###							E	Foundation	-1	-2
7J-TE1	MDU	Abdou, Nada	F	7U	OOTH			N	9.10	105	5C	5C	4.0	C	36	B	B	Secure	2	1

## Formative Assessment

These banded thresholds of knowledge and skills can then be used to give students ongoing formative feedback, based on their day to day work, about how to improve and move through the thresholds. By focusing on exactly what needs to be assessed, teachers can give very specific and meaningful feedback, based on the thresholds. In order to support the development of a growth mindset, the feedback should be aimed at moving students through the thresholds, towards extension, so

developing resilience and grit. So expectations are consistently high – supporting the ‘Pygmalion Effect’.

It will be really important that departments have regular conversations about student work and moderate what makes ‘a piece of work extended abstract, relational level etc in each unit of work. But, this will be hugely valuable – talking about and sharing thoughts and opinions about what makes extended abstract, should be a key aspect of our work, in terms of developing teaching and learning.

### **Summative Assessment**

Summative assessments e.g. termly or half termly, can be used to support this formative assessment, towards the end of a unit/s of work. Students can sit tests, where their performance can relate to a particular threshold – which can then be compared to their baseline threshold.

The ‘*test score %*’ would be included on the termly progress review – subjects will need to decide on suitable boundaries, based on the tests that they set.

At this point, there is the option to report a ‘forecast GCSE grade range’ based on performance in these tests:

For some subjects, it might not be suitable to do a test. They will need to introduce termly/ half-termly periodic assessments that assesses across a range of threshold knowledge and skills.

### Annex

There are many ways to define SOLO categories.

#### Structure of Observed Learning Outcomes

**1 Pre-structural:** here students are simply acquiring bits of unconnected information, which have no organisation and make no sense.

**2 Unistructural:** simple and obvious connections are made, but their significance is not grasped.

**3 Multistructural:** a number of connections may be made, but the meta-connections between them are missed, as is their significance for the whole.

**4 Relational level:** the student is now able to appreciate the significance of the parts in relation to the whole.

**5 At the extended abstract level,** the student is making connections not only within the given subject area, but also beyond it, able to generalise and transfer the principles and ideas underlying the specific instance.