



ROSE BRIDGE
A C A D E M Y

Assessment Policy 2017-18

Review: June 2018



Assessment Policy

Core purpose for assessment is to inform:

- Parent/guardians and students about progress and achievements.
- Parent/guardians and students about the next steps required for further progress.
- Teachers about gaps in students' knowledge.
- Academy leaders about the progress of students and groups, intervening where necessary.
- Academy leaders of areas of strength and areas that require improvement.
- Academy leaders where to target resources and interventions.
- Academy leaders if this has been successful.

Creation of a whole academy system

- Subject Leaders and class teachers to gain a real understanding of what the curriculum is expecting from students at different ages and stages; national age related expectation.
- Ensure that that all assessments are clearly related to relevant performance descriptors and competencies.
- Moderate and standardise judgements across all department members at every data capture point.
- Adopt the same universal numerical graded system below to assess work in books and for data captures.
- Know what Outstanding, Good and Requires Improvement work looks like when compared to national expectations.
- Produce exemplar pieces of work to help guide and support students and teachers marking and assessment at every grade.
- Build in time at the start of lessons to complete learning reflections and to act on feedback.
- Students that fail to reach the standard to be taught again to enable them to 'keep up' rather than 'catch up'.
- Adopt PIXL principles for assessment of Diagnosis, Therapy and Testing (DTT)
- Use Personalised Learning Checklists (PLC'S) to identify, diagnose gaps in student knowledge.
- Use Pre Public Examinations to test knowledge and value of interventions.
- Create a working group with assessment and PIXL champions from each department.
- Focus for the group being the professional development of all department colleagues with assessment to ensure accuracy of judgements.
- Use SISRA Analytics to analyse data for all stakeholders.
- Bespoke training and support on assessment to be offered to leaders at all levels; senior team, governing body, subject leaders and classroom practitioners by the DHT (Curriculum and Data)



Target Setting

Flightpaths have been created to plot a student's progress throughout their five years at the school. These flightpaths have been created in conjunction with Doodle, and in partnership with local schools. All flightpaths lead to an aspirational target for the end of each academic year. Flightpaths are assigned to students using their end of Key Stage 2 assessment scores in English and mathematics.

In addition, to challenge students further two other targets are given, Good progress and Outstanding progress. This allows fluidity of targets and means they can be reviewed after each data capture.

For all subjects other than Maths and English these flightpaths will be assigned to students using a mean average of both Maths and English points scores to reflect national analyses.

Following consultation with Subject Leaders, we believe the best approach is to have numerical GCSE grades sub-divided into three sections. These are 'plus' (indicating that the student is secure at that grade), 'equals' (indicating the student is developing at that grade) and 'minus' (indicating the student is a novice at that grade). Please note that the equals sign is not used in order to avoid errors when inputting data. We believe this offers students the challenge needed to improve aspirations and raise standards.

Flightpaths and targets are shared with students and recorded in books. If a student is working at their expected target grade, targets are reviewed and can be raised to the Good or Outstanding target, to ensure continued challenge.

In order to aid transition between the old assessment structure and the new assessment structure the Academy has developed a transition matrix from NC Levels to alpha grades and numerical grades. As an academy, we understand that this is a 'best fit' approach which will be refined over the coming years.

In all years we communicate home a 'working at' grade that indicates the current progress at the time of the data capture. In years 9, 10 and 11 teachers also enter a 'forecast' grade that indicates the grade the student will receive at the end of year 11. All grades are broken down into minus (-) equals (=) and plus (+) sub grades.

Students move from red to amber through to green and blue as children meet or exceed their expected standard in their subjects. This graded system is used to measure progress at the end of each unit of work in books which offers additional information on how children are progressing.

The use of Personalised Learning Checklists (PLC'S) sourced primarily from Doodle and PIXL allow students, parents and staff to have a firm understanding of what knowledge, understanding and skills they have alongside an understanding of the areas that require further development.

To aid transition further from Alpha grades to numerical grades students have had assemblies explaining the new system, Parent information evenings have taken place and staff have been fully consulted and involved in the change.



Table 1

<u>NC Level</u>	<u>Old GCSE Grade</u>	<u>New GCSE Numerical Grade</u>
10a	A*+	8+
10b	A*	8
10c	A*-	8-
9a	A+	7+
9b	A	7
9c	A-	7-
8a	B	6+
8b	B+	6
		6-
8c	B-	5+
7a	C+	5
		5-
7b	C	4+
7c	C-	4
		4-
6a	D+	3+
6b	D	3
6c	D-	3-
5a	E+	2+
5b	E	2
5c	E-	2-
4a	F+	1+
4b	F	1+
4c	F-	1
3a	G+	1
3b	G+	1
3c	G	1-
2a	G	1-
2b	G-	BL
2c	G-	BL-
1abc		
B/N		



Table 2 – GCSE targets for students

TARGETS																	
KS2 levels	KS2 Numerical Scores	Year 7			Year 8			Year 9			Year 10			Year 11			Flightpaths
		Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	
																	Pink
																	Lilac
																	Lime
																	Honey
																	Lemon
																	White
6a	119-120	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	Honey
6b	117-118	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
6c	115-116	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	
5a	110-114	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	Lemon
5b	107-109	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
5c	105-106	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	
4a	102-104	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	White
4b	99-101	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4c	97-98	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	
3a	94-96	BL+	BL+	BL+	BL+	BL+	BL+	BL+	BL+	BL+	BL+	BL+	BL+	BL+	BL+	BL+	Grey
3b/c	89-93	BL	BL	BL	BL	BL	BL	BL	BL	BL	BL	BL	BL	BL	BL	BL	
2a	86-88	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	
<2	80-85	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	BL-	
B	Below	P	P	P	BL-	BL-											



Example A

In 2015 Henry started at Rose Bridge Academy.

At the end of Year 6 he achieved a 5c in English and a 4b in Maths. His average KS2 level is a 4a.

Henry is now going into Year 9.

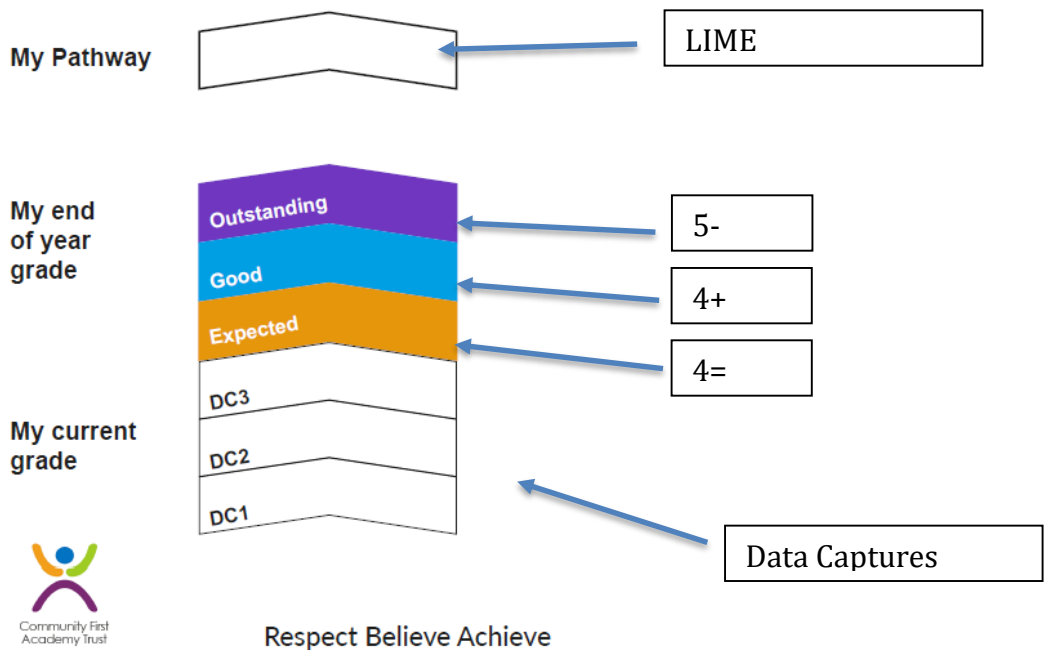
His end of Year 9 targets are:

LILAC pathway - English 4+

LIME pathway - Mathematics 4-

LIME pathway - All non-core subjects 4=

Below shows how Oliver would fill in his FLIGHTPATH sticker in his non-core subject book





Example B

In 2017 Oliver started at Rose Bridge Academy.

At the end of Year 6 he achieved 102 in English and a 106 in Maths.
His average KS2 level is a 104.

Oliver is now going into Year 7.

His end of Year 7 targets are:

LIME pathway - English 2=

LILAC pathway - Mathematics 2+

LIME pathway - All non-core subjects 2=

Below shows how Henry would fill in his FLIGHTPATH sticker in his Maths book

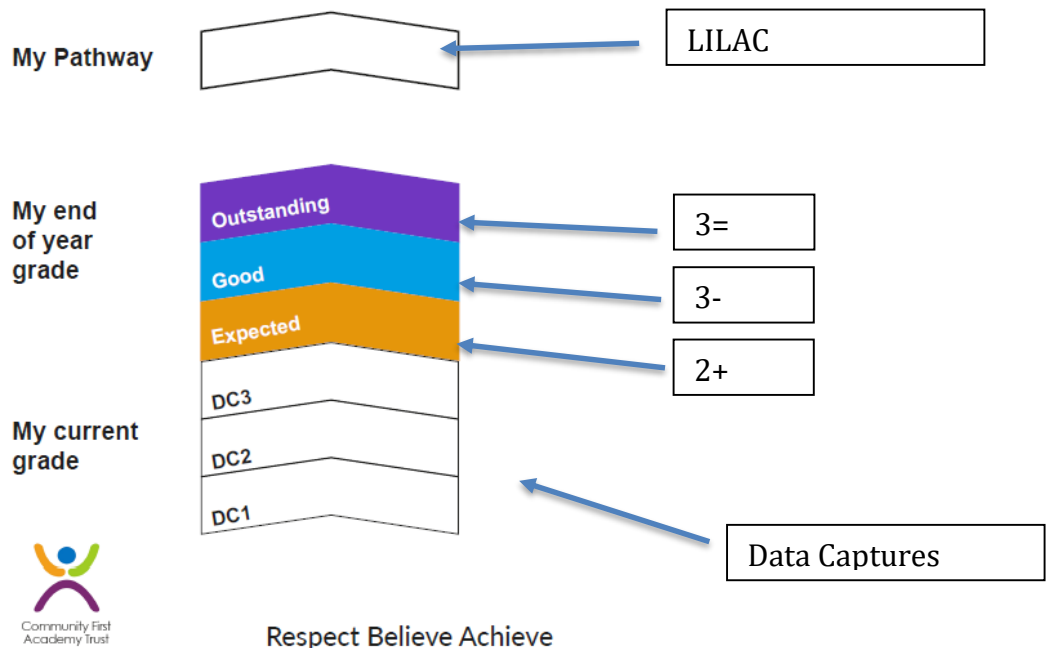




Table 3 – Vocational targets for students

VOCATIONAL COURSES					
KS2 LEGACY	KS2 NUM	Y9	Y10	END OF KS4	Flightpaths
6a	119-120	D-	D*=	D*	<u>Pink</u>
6b	117-118	M+	D*-	D*	
6c	115-116	M=	D=	D*	
5a	110-114	M=	D-	D	<u>Lilac</u>
5b	107-109	M-	M+	D	
5c	105-106	L2P+	M=	D	
4a	102-104	L2P=	M=	M	<u>Lime</u>
4b	99-101	L2P-	L2P+	M	
4c	97-98	L1P+	L2P-	M	
3a	94-96	L1P=	L1P+	L2P	<u>Honey</u>
3b/c	89-93	L1P=	L1P+	L2P	
2a	86-88	L1P-	L1P=	L1P	
<2	80-85	L1P-	L1P=	L1P	<u>Lemon</u>
B/N	B/N	L1P-	L1P=	L1P	<u>White</u>



Tracking

Students in Years 7 and 9 have four data captures and Year 8 have three data captures throughout the year. Students in Years 10 and 11 have four data captures throughout the year. All captures are calendared and follow an assessment week. For quality assurance, data is checked by the Head of Department and standardised and moderated during departmental time. Each data capture will compare students' progress towards their end of year targets. This data will also allow us to demonstrate progress over time

During each data capture two pieces of information are required:

In Years 7 to 11

a 'Working At' grade

In Years 7, 8 and 9

Likely/Unlikely – how likely a student is to achieve their target grade?

Note that as targets are aspirational and students are working towards these grades, we also require staff to identify how likely (Yes) or unlikely (No) a student is to achieve their target.

In Years 9, 10 and 11

Forecast grade – the grade a student is forecast to achieve at the end of year 11.

With each data capture a fine level, which will be represented with a minus, equals (as mentioned previously equals is not required) or plus sign to represent how secure that grade is.

A minus will represent a student developing some understanding at that numerical grade and will be classed as a 'novice', an equals sign will represent a student who demonstrates a firm understanding of most aspects at that numerical grade and will be classified as 'developmental' and a plus sign will represent a student who is mastering all aspects of work at that numerical grade and is classified as 'secure'.

The 'Working At' and 'Forecast' grade data will be analysed using SISRA Analytics and all stakeholders will be provided with review booklets to provide intervention and support where necessary



Teaching and Learning

Each department will ensure that their own internal tracking monitors what students are able to do against a series of agreed competencies. These competencies will be continuously assessed and reviewed to indicate whether a student is at 'novice', 'developmental' or 'secure' stage.

These judgements will be reinforced through marking and assessment in books using a minus to represent that the student is demonstrating some elements at that GCSE grade (novice), the equals sign representing that the student has most of the elements at that grade (developmental) and a plus sign to represent that the student has understood all elements at that grade (secure).

This whole-academy system of marking and assessment will inform staff, students and parents/guardians exactly what numerical grade a student is currently working at across all subjects. This universal approach to assessment will also ensure that the data entered into the tracking systems is more robust making it easier to demonstrate progress over time in books and with data captures. Focusing on what students can and can't do, using clearly defined competencies and standards at each grade will also lead to more rapid and appropriate intervention



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Respect Believe Achieve