



Assessment Principles for Ark Alexandra Academy

The ultimate purpose of responsive teaching is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives. Responsive teaching is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this they gain confidence in what they are expected to learn and to what standard.

We maximise assessments to celebrate what they have learnt well and to identify their knowledge gaps. We then teach to 'close the gap' between a learner's current knowledge and the knowledge they must learn and demonstrate to a high standard.

Assessment will involve students becoming more active in their learning. They will think more actively about where they are now, where they are going and how to get there. They will learn their mistakes and how to correct them.

At Ark Alexandra Academy, our relentless drive for progress and improvement will be driven by feedback: feedback that secures high quality input for high quality outcomes. This principle will apply to both students and adults in our organisation.

Assessment over time

identifies the strengths and gaps in the student's knowledge - as a result of focused analysis the Question Level Analysis (QLA) will be maximised for every assessment to identify secured learning and gaps in student knowledge.

students will receive high quality feedback that tells them what they have learnt well and what they still need to learn.

the QLA will inform high quality structured re-teach and re-test to close the knowledge gaps the re-test outcomes should demonstrate improved learning and the closing of the student's knowledge gaps.

assessment must motivate students to desire more feedback and to use it to improve their learning and their work

informs planning: immediate, short, medium and long term. The schemes of learning will be refined and updated as a result of identifying knowledge gaps and challenging concepts.

gives a position against a benchmark to enable tracking, for students, departments and the school is used to set appropriate targets- students, departments, the school

Assessment in the lesson in the moment

students will analyse the model of excellence and the criteria that they are aiming to achieve

feedback will be immediate, clear and concise: a. verbal feedback as the teacher is circulating and reading the student's work b. written feedback as the teacher is circulating

students will question and challenge what they are learning to ensure they deepen their knowledge the teacher is continually checking for understanding:

1. providing student thinking time
2. asking probing questions
3. regular circulation and reading student's work – using what they read to increase challenge and to deepen students thinking
4. never giving students the answer once the knowledge has been taught

reading and live marking students' work to address misconceptions and to recognise excellence using students work to model excellence and to model areas needing improvement

read and evaluate student's independent work to measure student progress and to plan for the next lesson

How and when will we assess over time?

In November year 11 will complete a mock exam using previous Ark exam papers that have a mark scheme and a QLA. This will test specific knowledge related to the end of year 10 summer term assessments.

In Year 11 Autumn 2, English Language and Literature a single mock paper will be used. In maths students will sit one calculator and one non-calculator full paper.

In Years 11 and 13, summative exam papers will be used in the Spring term final mock exams.

In Year 10, summative papers will only be used in December and at the end of the academic year

In Years 7 – 9, formative knowledge check tests will be provided across Ebacc subjects in Autumn 2 (reduced offer for 2019/20). All other subjects will deliver a knowledge test using questions from previous Ark exam papers that have a mark scheme and a QLA.

At the end of the summer term, years 7-9 will complete a summative knowledge test.

In Years 7 - 9, students should sit a reading test (NGRT), at least annually, with reading intervention students tested more frequently, in line with school policies.

In Years 7 – 9, a sample of students (selected centrally from each year group will sit standardised assessment (GL Progress tests)

Ongoing formative assessment will take place regularly in schools, in line with the school's own assessment policy

BTEC subjects will be internally assessed and externally moderated at specific times during the year.

The scheme of learning identifies where students will complete a formative assessment that will measure student progress against specific criteria. The outcome of this 'deep mark' will inform an immediate re-teach and re-test.

What will be assessed?

All prior learning will be assessed in the summative assessments

Knowledge tests will be used throughout the year to assess the immediate learning for that unit
Autumn Term 2 and end of year knowledge tests will include prior learning

The schemes of learning match the Ark curriculum and assessments and will only assess what has already been learnt.

GCSE courses for year 11 aim to complete the teaching of the scheme of learning by December or by February at the latest. The spring mock will test the knowledge content for the whole GCSE course.

Re-Teach and Re-Test

In 2018/19, with year 11, we focused on securing the students' knowledge so that we can be confident that the students have learnt the essential knowledge. When the students' knowledge has been assessed we have maximised the QLA to identify and confirm what students have learnt and what knowledge they still need to learn. Having identified the knowledge gaps, we have created time for a re-teach of the highest leverage knowledge. The re-teach is planned so that the knowledge is taught in a different and more effective manner in order that students learn it. Following the re-teach of the highest leverage knowledge, the content of the same question is re-tested. Once completed the teacher will record and compare the marks which should demonstrate progress and improvement. The improvement in marks is shared with the student so that they can recognise the progress made as well as compare the original answer to the retest answer. This is a motivating catalyst for our students and it will be embedded more rigorously in year 11 and eventually in year 10. Therefore:

Assessment at Ark Alexandra Academy first and foremost identifies the knowledge that students have learnt and the knowledge gaps.

Each summative assessment will have a question level analysis that:

1. Has a mark scheme
2. Provides the total mark available to each question

3. Provides the actual marks that each student achieved for that question

This enables the teacher to identify the overall strengths and the knowledge gaps for the class and the individuals. It will also enable the teacher to identify the generic gaps in the student's knowledge, thus informing the teacher how well they have implemented the curriculum. The HOD will maximise this information to plan the priorities for co planning and the refinements to the scheme of learning.

Teachers

Teachers will implement and deliver the scheme of learning to the highest standard so students learn the essential knowledge and can readily demonstrate the application of the knowledge

They will plan for possible misconceptions

During the lesson teachers will continually check the students learning and understanding and provide further guidance and feedback that will accelerate the students learning and progress

Quality time is given to students to complete independent work where they will demonstrate their learning and application of the knowledge.

Teacher will assess students work and use this information to plan the next lessons or series of lessons.

Formative assessment will recognise excellence and will provide a key question that will support and guide the student in improving their work. (PQR)

Key pieces of work will measure the students understanding against a given assessment criteria. The work will be given a 'deep mark' that will assess their learning and will inform the re-teach.

Where appropriate and necessary teacher will reteach so that student knowledge is improved as identified in the revised and improved answer.

Summative assessments will identify what students have learnt well and what they still need to learn. This will inform teacher planning, teacher reflection and teacher self-improvement.

Summative assessments will be a measure of the impact of teacher's curriculum implementation and their impact on student progress.

Teachers will use the summative assessments to track their progress towards the student targets and their class targets.

They will use this data to plan their in-class intervention and 1 to 1 in class support for targeted students, prioritising pupil premium students.

Heads of Department

The HOD will ensure the scheme of learning is of high quality and makes clear the essential knowledge that students must learn and when.

The schemes of learning will plan for progression, from year 13 or year 11 backwards to year 7

The scheme of learning will make clear the summative assessment points and what will be assessed.

Formative 'deep marking' will be identified within the scheme of learning with the assessment criteria made specific.

HODs will evaluate and moderate the formative assessments across the department to ensure accurate assessment. This will inform co planning and staff department training as well as refinements to the scheme of learning.

Summative assessments will be used to identify student and teacher strengths and areas requiring improvement. The HOD's analysis of the summative assessments will inform 1 to 1 meetings with teachers, performance management review, co-planning including re-teach and interventions.

Schemes of learning will be refined as a result of summative assessments.

The HOD will use summative and formative assessments to measure the implementation and the impact of the curriculum.

The HOD will use their data to address underperformance of particular groups, prioritising pupil premium students.

They will also use this data to track the teacher's progress against class targets in order that the targets are achieved.

SLT Line Managers

Summative assessments will be used to measure the impact of the subject leaders and will inform the HODs' performance management targets and outcomes.

The line manager will work with the HOD to identify department strengths and areas needing improvement: knowledge, teaching, teachers, the scheme of learning.

They will use the summative assessment to monitor and track the progress towards department targets.

They will then use this data to assess the progress and impact of the department against the whole school or year group targets. This will inform direct and high impact action so that whole school targets are secured.

Assessment Dates 2019/2020

Autumn Term

Event	Dates
Y11 maths and English mocks	Mon 4 th Nov – Fri 8 th Nov
Y11 data entry deadline	Mon 11 th Nov 5pm
Y11 grade boundaries released	Wed 13 th Nov
Y11 predicted grade deadline	Tue 19 th Nov 5pm
Y7 – Y10, Y12 assessments	Mon 2 nd Dec – Fri 13 th Dec
Y7 – Y10, Y12 data entry deadline	Mon 16 th Dec 5pm

Spring Term

Event	Date
Y11 full mocks	Mon 20 th Jan – Fri 7 th Feb
Y11 data entry deadline	Mon 10 th Feb 5pm
Y11 grade boundaries released	Wed 12 th Feb
Y11 predicted grade deadline	Fri 28 th Feb
Y13 mocks	Mon 24 th Feb – Wed 11 th Mar
Y13 data entry deadline	Thur 12 th Mar 5pm
Y13 predicted grade deadline	Fri 20 th Mar 5pm

Summer Term

Event	Date
Y10, Y12 assessment window	Mon 15 th June – Wed 1 st July
Y10, Y12 data entry deadline	Thur 2 nd July
Y10, Y12 grade boundaries released	Tues 7 th July
Y10 predicated grade deadline	Wed 15 th July
Y7 – Y9 assessment window	Mon 22 nd June – Wed 8 th July
Y7 – Y9 data entry deadline	Thur 9 th July
Y7 – Y9 grade boundaries released	Mon 13 th July

Reporting to Parents

Parents will have access to their child's attendance and behaviour log through the Bromcom AP as of 1st October.

Parents will have access to their child's homework Show My Homework as of 1st October 2019.

Reporting	Date
Years 8-11 Summer 2 assessments and attendance	10 th Sept
Year 11 mock results	3 rd Dec
Years 7-10 Attendance, Rewards, test results	7 th Jan
Year 13 current attainment vs targets	7 th Jan
Year 11 Mock Results	5 th March
Years 7-10 Attendance, Rewards, H/W, test results	6 th March
Year 13 Mock Results	24 th March
Year 7-10 Attendance, Rewards / HW	14 th May