



# Assessment Policy - KS3

## 2022-2023

This procedure is reviewed annually to ensure compliance with current regulations

**Date of Original Policy:** August 2022

**Date of Full Revision:** February 2023

**Date of Next Review:** August 2023

**At SVS we consider assessment to be an integral part of the teaching & learning process. Assessment data in KS3 is collated from five key forms of assessment:**

- Day-to-day formative assessments
- SVS summative (end of unit assessments)
- External benchmark assessments
- GL CAT4
- International benchmark assessments

### **Formative Assessment**

Often referred to as assessment **for** learning. This is the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, where they need to go, and how best to get there. Formative assessment is less formal than summative assessment and therefore it is more regular.

### **Summative Assessment**

Previously, and often referred to as, assessment **of** learning. This covers assessment events that aim to provide information about how much a student has actually learned at the end of a particular section/unit of work. Our end-of-year exams and key assessments are summative assessments.

### **External Benchmark Assessments**

- GL Progress Tests
- Star Reading
- Star maths
- ACER ABTs

### **GL CAT4**

These cognitive ability tests give data on students' ability in four areas of reasoning:

- Verbal
- Quantitative
- Non-verbal
- Spatial

### **International Benchmark Assessments**

- TIMSS
- PISA
- PIRLS

### **Methods of In-class Assessment**

Teachers use a variety of methods for assessment in lessons, which include:

- Self-evaluation
- Questioning and immediate verbal feedback
- Collaborative assessment and feedback
- Quality feedback for learning / marking
- Examinations and Key Assessments
- Controlled assessments
- Homework / coursework tasks
- Self and peer assessment

**Assessment Data is used to set individual pupil targets and plan relevant learning experiences / interventions (where needed) to help students reach their full potential.**

## **Baseline Assessments**

At the start of each new academic year in secondary school, new students undertake baseline assessments including CAT4, Star Reader and Star Maths. For existing students, their grade achieved at the end of the previous year is carried over to the new academic year as a baseline. The only exception is where students begin new specialist subjects which will require specific baselines.

Core subjects undertake additional baseline assessments to ensure that the transition between Primary and Secondary is smooth and effective. Where possible, a number of baseline / key assessments are undertaken to paint a well-rounded picture. Teacher judgement, assessment and feedback for learning is also taken into consideration for outlining a baseline.

## **Triangulation of Assessments & Data**

Over the academic year, teachers collect a variety of assessment data to paint a picture of a student's attainment and progress. Triangulation of internal and external data helps us moderate the work students are doing.

## **Quality Assurance and Moderation**

Quality Assurance forms an integral part of regular departmental meetings. Moderation of work samples and assessments is against external benchmarks. Staff will moderate work in notebooks and assessments across departments (and peer schools where possible). SLT will also moderate the work of a cross - sample students on a half-termly basis.

## **Target Setting**

Teachers set individual and personalised targets for each student in core subject areas, based on in-depth consideration of a range of data:

- CAT4 indicators,
- baseline assessments,
- end of previous year data,
- student profiles/IEPs
- teacher judgements.

Student targets are shared with students and parents on a half-termly basis both electronically and in the classroom environment. Students are involved in the process of considering whether targets have been met at the end of a half-term.

End of year expectations are also set for all of our KS 3 students, at the start of the academic year, based upon their baseline assessments and/or end of Year 6 grades.

## **Record Keeping**

In KS3 at SVS we maintain *Weekly Assessment & Progress Trackers* which allow us to track and analyse student attainment and progress over the academic year. This tracker feeds the data on *Termly Trackers*, *Termly Review Meetings* and *Reports to Parents*.

Using these trackers, teachers are able to provide a judgement of each child's current attainment in core subjects which informs planning, targets, interventions (where needed) to ensure students are working at, or above, expected levels.

## **Reporting**

- We send three written reports home to parents each academic year.
- We invite parents to termly PTMs (Parent Teacher Meetings).
- We send individual student targets and formal assessment data (including CAT4 Data) home to parents at the end of each learning review cycle.