

The Bromfords School



Assessment Policy

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1. Assessment Purpose, Principles & Methodology

1.1 Assessment Purpose:

At The Bromfords School we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum. The purpose of assessment is:

- a. To measure; learning outcomes; progress and rates of progress; attainment and trends.
- b. To ensuring a transparent framework for measuring student performance, which is constructive and meaningful.
- c. To help students to plan through the setting of targets and goals.
- d. To diagnose barriers to learning. Establishing intervention programmes for meeting individual needs that allow students to fulfil their potential.
- e. To inform the planning and sequencing of lessons, to enable a curriculum that: is fit for purpose and accessible to all students; overcomes misconceptions and develops cognitive complexity; improves student engagement and motivation.
- f. To promote accessibility, fairness and equity; ensuring all students are subject to consistent standards and criteria; minimising bias or discrimination; ensuring student access arrangements are adhered to.
- g. To provide the evidence for summaries of achievement for recording / reporting; accurate and meaningful feedback to parents/carers regarding their child's progress.
- h. To provide information that ensures students are placed within, or transferred between, the appropriate classes for their learning needs and ability.
- i. To assist in departmental and whole school reviews and evaluation (evaluative). Enhancing accountability and informing future Teaching & Learning strategies.

1.2 Assessment Principles:

- a. Focus on good teaching and learning, allowing for effective formative assessment, which is planned as part of the curriculum
- b. Focus on key concepts, 'Big Ideas', core skills, knowledge and understanding that prepare students for the next stage
- c. Provide opportunities for students to revisit their areas of improvement
- d. Be identified at various points of the schemes of learning, showing clear sequencing to build cognitive complexity.

1.3 Assessment Methodology:

To fulfil our assessment principles the Bromfords School employs a variety of methods to not only assess students on a continuing basis, but also to help prepare them for their end of Key Stage summative assessments. Throughout their time at Bromfords, we aim to ensure that students experience a range of summative and formative assessment, which enable all to demonstrate their aptitudes. Assessment methodology includes:

- a. Teacher identification of student's performance within the classroom on a continuing basis. Provide appropriate support or extension during all lessons (formative)
- b. Low stakes testing / in class testing by teaching staff e.g. questioning, quizzes etc (formative)
- c. Half-term assessments carried out through timed tests, or teacher assessment. (summative)
- d. Formal progress exams in examination conditions in Years 10, 11, 12 and 13 (summative)
- e. Formal in-class progress exams in English, Maths and Science in Years 7, 8 and 9 (summative)

Assessments and exams are marked by staff in line with success criteria and then moderated by Heads of Department to ensure consistency and accuracy of data. The results of summative and formative assessments form the basis of termly data drops via SIMS. These are used to track students' performance against their targets and to produce interim reports for parents.

2. Target Setting Procedures

Students' Key Stage 2 (KS2) scaled scores in English and Mathematics, combined with the national average for their prior attainment group, have historically been used by the DFE to measure anticipated outcomes at Year 11 GCSE. However, the Government Workload Advisory Group report 'Making Data Work', determined that students estimated outcomes are affected by the variation of pupil trajectories and development in different years.

Therefore, to provide the most accurate picture for each individual learner's potential, Bromfords utilises a range of data metrics to generate suitable and realistic targets for students (KS3 & KS4). Wherever possible, targets are generated using a combination of KS2 SAT scores, Fischer Family Trust (FFT) & Cognitive Ability Tests (CAT) data. In the absence of KS2 tests due to the impact of COVID-19, students in **Year 9 / 10** have targets that are generated solely on FFT and CAT data, with all **other year groups** target setting utilises all three metrics (see links below for further information).

The targets that are generated for students are the minimum expected grade they should achieve and should not be regarded as a ceiling for their achievement. If a student is consistently tracking to meet or exceed their target grade in a particular subject, then the target grade for that subject will be adjusted upwards. Therefore, all students have an **aspirational** target to continue to work towards and fulfil their potential.

For the KS5 curriculum (Years 12-13) students are set targets based on the ALPS monitoring system which analyses a student's performance in Year 11 to determine expected progression at Key Stage 5 (see link below for further information).

[KS2 SAT Information](#)

[FFT Information](#)

[CAT Information](#)

[ALPS Information](#)

3. Reporting

3.1 Key Stage 3 (KS3) Reporting

Across the KS3 (Years 7-9) curriculum, subject leaders have mapped out key skills and knowledge expectations required to secure and maintain a successful trajectory towards each subject target in each year. The skill sets are tracked and monitored both within the classroom and through formal assessments, as per the assessment methodology outlined in section 1.

n.b. *Further information regarding specific skills for individual subjects are available on request.*

The KS3 progress matrix shown below is for internal monitoring purposes only. Parents are informed of student performance through the use of **Target Grade Ranges & Progress Indicators (3.3)**, which are used to show whether a student is reaching their expected levels of progress.

3.2 KS3 Progress Matrix

Key Stage 3 Core Knowledge & Skills	End of Year 7	End of Year 8	End of Year 9	GCSE Target Grade Range at the end of Year 11
7			Pink	Delta Grade Range 7-9
6		Pink		
5	Pink			
4		Pink	Blue	Gamma Grade Range 5-6
3	Blue			
2		Blue	Green	Beta Grade Range 3-4
1	Green			
B1		Green	Yellow	Alpha Grade Range 1-2
B2	Yellow			
B3		Yellow		
B3a - e				

Students are expected to meet the requirements for core knowledge and skills in each subject that align to GCSE target grades at the end of Year 11. This trajectory from Year 7 is shown above by the coloured progression through the Key Stage. There is a tolerance applied at KS3 that allows for 'Target Grade Ranges' to be applied. Once in Year 10 we are able to provide a specific grade using GCSE specifications & mark schemes.

For example, a student that successfully demonstrates core knowledge and skills of a 1 in Year 7, should progress to achieve 'Gamma' (GCSE grade 5-6) if they maintain the same rate of learning. This is not a ceiling and students will be encouraged to aspire to the best of their ability

Some students may undertake different qualifications more suited to their individual needs, therefore targets would not align to GCSEs shown above.

Parents and students will have dialogue with the School SENDCo accordingly.

3.3 KS3 Target Grade Ranges & Progress Indicators

Target Grade Ranges

Target Grade Range			
Grade Range 1-2	Grade Range 3-4	Grade Range 5-6	Grade Range 7-9
Alpha	Beta	Gamma	Delta
<i>The target grade range measures expected progress relative to students' prior attainment (KS2)</i> <i>These target ranges show what should be achieved at GCSE (end of KS4), not their current working grade.</i>			

Progress Indicators

Exceeding	Working above the target grade range
Secure	Working at the target grade range
Approaching	Working one below the target grade range
Developing	Working at more than one below the target grade range
<i>The forecast descriptor identifies the students' current level of attainment relative to their KS4 target grade range.</i> <i>This identifies whether their current attainment will allow them to reach this grade range at KS4</i>	

3.4 Key Stage 4 & 5 Reporting

For the KS4 curriculum (Years 10-11), students have started GCSE (or equivalent) courses, where skills and knowledge are measured directly via course specifications and assessment criteria. Therefore, during KS4 exam board mark schemes and formal course guidance are utilised for assessments, which facilitate the adoption of specific grades for student attainment.

Therefore, all KS4 subjects have a current 'working at' grade as well as a 'predicted' grade, which are numerical for General Qualifications and a Pass-Merit-Distinction criterion for Vocational Subjects. It would be expected that students will make a minimum of one full grade progress from Year 10 through to the end of Year 11. For example, in Year 10 a student may have a 'current' grade of a 4, with their 'predicted' grade likely to be at least 1 grade higher i.e. grade 5.

All KS5 subjects also utilise the same system as KS4, with a current and a predicted grade, using A*-E grades for General Qualifications and a Pass-Merit-Distinction grades for Vocational Subjects.

As well as a current/predicted grade, students are also given a subgrade indicator as illustrated by the table below. For example, a grade may be a 5+ (GCSE) or a B+ (A- Level) would indicate that the student is working at the upper threshold of this grade and would be close to achieve the next grade. Conversely student with the – sub grade would be in danger of going down a grade should performance not improve.

+	Student is at the higher threshold of this grade boundary Improvements in future work will move student up to the next grade
=	Student is operating securely at this level There is potential to push further to the next grade
-	Student is at the lower threshold of this grade boundary Work must improve slightly to ensure this grade is secure

3.5 KS4 & KS5 Progress Indicators

Reporting home will also have the wording shown in the table below. This wording is used to describe how well a student is performing against their target grade using a predictive model i.e. whether their current progress will allow them to reach their target by the end of the Key Stage.

Exceptional Progress	Working significantly above expectations Student is more than one grade above their target
Above Target	Working above expectations student is one grade above their target
On Target	Meeting expectations Student has reached their target grade
Below Target	Working below expectations Student is one grade below their target
Significant Concern	Working significantly below expectations Student is more than one grade below their target

3.6 Attitude to Learning Grid – All Year Groups

	Outstanding (O)	Good (G)	Inconsistent (I)	Unsatisfactory (U)
ACHIEVE	<p>Shows dedication and enthusiasm for learning at all times.</p> <p>Actively seeks and responds to feedback on how to improve the quality of their work.</p> <p>Excellent participation in the lesson at all times, and is fully engaged.</p>	<p>Completes all work that is asked of them and sometimes more.</p> <p>Responds well to feedback and targets, completing work to the expected standard.</p> <p>Shows a good interest in their learning and is attentive and focused.</p>	<p>Effort can be good some of the time but this is not consistent.</p> <p>May not engage in feedback to improve their work.</p> <p>Sometimes participates in lessons, is generally focused and usually well behaved.</p>	<p>Effort is frequently a cause for concern.</p> <p>Fails to act on feedback provided and as a result may not make much progress.</p> <p>Makes little effort to be involved in the lesson and may disrupt the learning of others.</p>
ENRICH	<p>Always shows respect to peers and teachers.</p> <p>Is an excellent role model to others.</p> <p>Makes a positive contribution to wider school life outside of the classroom.</p>	<p>Consistently shows respect and appreciation for peers and teachers.</p> <p>Supportive of others, the school and local community.</p> <p>Actively involved in wider school life outside of the classroom and in the local community.</p>	<p>Mostly demonstrates respect towards both students and teachers</p> <p>Occasionally aware of the value of helping others, the school and local community.</p> <p>Shows some interest in wider school life outside of the classroom. Rarely contributes.</p>	<p>Needs reminding of importance of respect towards students and teachers.</p> <p>Takes little or no responsibility for their own learning or behaviour.</p> <p>Reluctant to become involved in school life outside of the classroom.</p>
PREPARE	<p>Arrives on time, well organised and fully equipped for learning.</p> <p>Homework is always handed in on time and is completed to a high standard.</p> <p>Shows great determination and views setbacks and mistakes as opportunities to learn and grow.</p>	<p>Punctual to lessons and settles quickly with the necessary equipment.</p> <p>Homework is generally handed in on time and is completed to a high standard.</p> <p>Shows determination and is willing to persevere when things are difficult.</p>	<p>Sometimes late to lessons and is usually well organised.</p> <p>Homework is inconsistently handed in on time but is completed to a satisfactory standard.</p> <p>May need extra encouragement to stay on task.</p>	<p>Late to lessons and/or not fully equipped.</p> <p>Homework is rarely handed in on time and is usually of a poor standard.</p> <p>Gives up far too easily when faced with a challenge.</p>

4. Marking & Feedback

4.1 Purpose of Marking & Feedback

- a. To monitor, evaluate and review students' current strengths and weaknesses, identifying their next steps for progress and develop strategies to improve outcomes.
- b. To ensure consistency of standards relating to student performance and progress.
- c. To give students developmental feedback on how well they have understood and applied the concepts, skills, and knowledge taught.
- d. To facilitate setting and agreeing challenging targets that reflect the individual abilities of students.
- e. To promote a positive self-image and resilience for learners, encouraging them to value and take pride in their work.
- f. To celebrate and reward students' effort, achievement and progress.
- g. To enable learners to self-evaluate their work and take responsibility for setting their own targets.
- h. To provide evidence for assessment and reporting (see section 3).

4.2 Bromfords Principles of Marking & Feedback

- 1** - At the heart of all marking & feedback is improving student progress
- 2** - Feedback should be meaningful, manageable & motivating
- 3** – Bromfords has a culture of feedback & improvement in the classroom. This is specific & timely, linked directly to clear success criteria and lesson intent
- 4** – The focus of 'Book looks' is on the quality of presentation & how pupils have improved their work using/following feedback. It does **not** focus on what the teacher writes.

4.3 Formal Feedback via Milestone Marking – Principles 1 & 2 Focus

All students will have a minimum of **one piece of work formally assessed every half term**, as per the department curriculum intent and implementation.

This is referred to as 'milestone marking' and could take a variety of different forms, including; formal classroom assessments; PPE's or practice exams; a piece of extended writing; practical activity; project work / portfolio. This should be consistent across the subjects, however for subjects with tiered entries assessment may be adapted accordingly.

Milestone Marking & Feedback expectations:

- a. The mark scheme for formal assessments is applied consistently against agreed criterion.
- b. SPAG, literacy & numeracy errors marked accordingly, forming part of feed-forward tasks.
- c. **KS3** progress shown using the language from the assessment & reporting policy; Exceeding; Secure; Approaching; Developing.
- d. **KS4** progress shown by grade achieved, using assessment criteria (e.g. 6+, 6=, 6- etc or the vocational equivalent).
- e. **KS5** progress shown by grade achieved, using assessment criteria (e.g. C+, C=, C- etc or the vocational equivalent).
- f. **Extended & appropriate feed-forward tasks** are provided for students to act on. Feed forward tasks must be accessible to all students.
- g. Teachers provide feed-forward activities in green pen. Students respond in red pen demonstrating improvements & progress made.
- h. Adequate time needs to be allotted within the curriculum for students to respond in a thorough and meaningful way. It is expected that teachers follow the principles of the Bromfords Teaching and Learning Toolkit when constructing feed-forward lessons, ensuring there are appropriate opportunities to 'PRACTISE IT' (I, we, you) with the skills needed for students to make progress.
- i. Non-Examined Assessment (NEA) milestone marking & feedback will be different in format and frequency. Adherence to the course specification / exam board guidance is given priority.

4.4 Live In-Class Feedback via the Teaching & Learning Toolkit – Principles 3 & 4 Focus

Lessons at Bromfords follow the Teaching & Learning toolkit; Retrieve It; Introduce It; Practice It - I do, We Do, You Do; Review It

Opportunities for live in-class feedback are embedded into the Teaching & Learning toolkit, and is therefore delivered within this existing lesson structure. Live feedback is instant feedback that is provided for students to act upon within the lesson, facilitating immediate improvement of skills & knowledge.

Live feedback for students may take a variety of formats, including but not exhaustive of; verbal feedback from teacher; peer and self-assessment; whole class feedback; modelling & exemplars; use of rubrics etc

Live In-class feedback & book work expectations:

- a. The Bromfords T&L Toolkit is consistently applied to all lessons to facilitate live feedback. Staff must ensure lesson planning allows suitable activities & time for students to act on live feedback provided.
- b. Work is neat and well presented, including underlined title & date of lesson / topic.
- c. Any tasks printed out separately are stuck neatly into books / attached securely / in folders.
- d. There is no expectation for written feedback to be provided by teachers in student books. Written feedback is provided via milestone marking (section 4.3).
- e. It is expected to see evidence of students acting on live feedback in class books. Students must use red pen, whereby they are *acting on in-class feedback*.
- f. It is commonplace to see evidence throughout student books of red pen live feedback. Typically, teachers should look to provide more personalised verbal feedback to a range of students each lesson, for example, during the students' 'you do it' task. It may often not be possible to provide more personalised verbal feedback to all students within a given lesson, but every effort must be made to provide this to all across a series of lessons.

5. Monitoring, Quality Assurance & Development

As a self-improving school, we are fully committed to continuously reviewing and evaluating all our practices and procedures to ensure we provide the highest quality of education possible for all our learners.

Monitoring of assessment and reporting is a core responsibility of a Head of Department and Head of Faculty, focussing on the following key areas: frequency; quality & accuracy of assessment; reporting policy and practice; marking & feedback; suitability & impact.

5.1 Monitoring

Monitoring is comprised through a number of key activities:

- a. Visible learning walks (Senior & Middle leaders)
- b. Departmental work scrutiny
- c. Lesson observations
- d. Internal moderation of assessment/examinations
- e. Data analysis entered on SIMS for accuracy and sudden variation
- f. Data analysis via SISRA. This would include in-department variation alongside student underperformance, trends and patterns
- g. Through external networking with colleagues
- h. Through use of examiners' reports and invigilation (NEA)

5.2 Quality assurance (QA)

Quality assurance is carried out through a variety of activities ranging including:

- a. SLT observation of leadership, management and teaching and learning
- b. Analysis of examination results
- c. Analysis of internal data drops
- d. Invigilation of NEA. Subsequent amendments adhered to
- e. Visible Learning Walks and drop-ins
- f. Internal 'Subject Reviews' which include work scrutiny and may include external evaluation
- g. Formal lesson observations
- h. Meetings between Heads of Faculty and their SLT Line Manager
- i. Meetings between Heads of Department and their Head of Faculty

- j. Meetings with SENCO and their Line Manager
- k. Termly 'Progress to Plan' meetings evaluating Department Development Plans
- l. Performance Management
- m. Student Voice
- n. Parent Voice

5.3 Continuous Professional Development (CPD)

Staff are supported with the development and improvement of assessment, marking and feedback, through both internal and external CPD. This can include:

- a. Internal CPD such as Wednesday briefings or SMART Teach sessions focusing on best practice
- b. Bespoke CPD for departments or individuals delivered by the Raising Standards Leader
- c. A comprehensive induction into marking and feedback at Bromfords for new staff, also delivered by the Raising Standards Leader
- d. External training provided by exam boards for courses at Key Stage 4 and Key Stage 5
- e. Opportunities to network with colleagues across the Compass Trust and other secondary schools

6. Data Protection

The Bromfords School is committed to ensuring the protection of personal data and maintaining the privacy rights of students, parents/legal guardians, and staff members. This school policy is in adherence to General Data Protection Regulation (GDPR) and other applicable data protection laws.

- a. The Bromfords School will collect assessment data from students and staff members solely for legitimate educational purposes and in accordance with applicable data protection laws.
- b. The purpose of data collection, the types of data collected, and how the data will be used are outlined in previous sections of this policy
- c. Assessment data will be processed only for the purposes outlined in this policy and in compliance with applicable data protection laws.
- d. Access and sharing of assessment data will be limited to personnel who require it for legitimate educational purposes.
- e. Assessment data will be stored securely using appropriate technical and organisational measures to prevent unauthorised access, loss, or disclosure.
- f. Assessment data will be retained only for as long as necessary to fulfil educational purposes and legal obligations.
- g. Sharing of assessment data with external parties, such as educational institutions, government bodies, or service providers, will be done only when necessary and in compliance with applicable data protection laws. Adequate safeguards will be in place to protect the privacy and security of the data during such sharing.
- h. The Bromfords School has implemented measures to detect, respond to, and recover from data breaches involving assessment data. In the event of a data breach, we will promptly notify the appropriate authorities and affected individuals.
- i. The Bromfords School will provide appropriate training and awareness programs to staff members regarding their obligations under GDPR.