

1 ARK CHARTER ACADEMY ASSESSMENT SUMMARY 2020-21

Ark Charter Curriculum Intent: How our school's curriculum is designed to meet the needs of Charter pupils in our context to ensure that pupils secure the best possible outcomes regardless of their background: Formatively assessing our pupils throughout the year allows for responsive teaching – using this approach teachers are confident when re-teaching and revisiting knowledge to develop pupils' mental models. Departments coordinate their formative assessment at regular intervals across year groups to infer where pupils are in relation to where they should be – and to be responsive with teaching as a consequence. Accurate summative assessment sampling the work completed over a year – with reference to work completed in previous years – allows inferences about attainment and progress to be made, which are shared with parents.

	1.1 FORMATIVE ASSESSMENT – RESPONSIVE TEACHING – Low stakes quizzing	1.2 COORDINATED FORMATIVE ASSESSMENT – HINGE POINTS / White sheet marking		1.3 SUMMATIVE ASSESSMENT – END OF YEAR ASSESSMENTS	
What?	Continually checking for understanding during a lesson and over a sequence of lessons – also seen as responsive teaching. This means the teacher is continually responsive to what the pupils are doing and takes every possible opportunity to check for understand and take action as a consequence. The highest leverage opportunities for checking for understanding are included on schemes of learning.	<p>A type of formative assessment that is planned and coordinated by the lead planner.</p> <p>Hinge points are formative assessments that the lead planner for a particular section of work included on the scheme of learning. All pupils completing that scheme of learning undertake the same hinge points. They are given feedback by their teachers and amend subsequent work based on the feedback. English, Maths and Science will complete one hinge point every three weeks, all other subjects will complete one every six weeks.</p> <p>Hinge point assessments may sample from the work completed up until that particular point e.g. sections from a mastery quiz, or they may be more narrowly focused. Every pupil sits the same assessment, allowing standardisation and moderation to occur where appropriate.</p>		Summative assessment is used to identify current pupil attainment and progress. It does not check on everything that has been taught, but samples from the domain that has been studied, allowing inferences to be made about knowledge and understanding. Summative assessment is designed to produce a grade/outcome that can be used to make inferences about how much the pupil knows and understands – resulting in a measure of progress over time.	
Why?	<ol style="list-style-type: none"> 1. Check what pupils know/understand so that the teacher can adapt what they are going to do e.g. can address a misconception/gap in knowledge 2. Give feedback that leads to a change in pupil action e.g. redoing a piece of work/doing the next piece of work in a different way 3. Asking pupils to recall information helps to secure the knowledge in long-term memory 4. Checking for understanding shows pupils that the teacher cares about their progress and will help them to be successful 	<p>The single most important reason for using hinge points and EoTTs is so that pupils are given feedback on their completed work, which they then use to improve the quality of their next piece of (similar) work or re-do a piece of work already completed to make it better</p> <ol style="list-style-type: none"> 1. Future teaching can be amended to address any gaps identified in pupil knowledge 2. The scheme of learning can be amended to address any issues identified (e.g. pupil misconceptions not fully addressed) 		Summative assessment is used to sample the work completed over a year to derive a shared meaning from it – an age-related grade. Summative assessments are cumulative – they sample from the knowledge that has been taught across the year, with reference to work that has been completed in previous years. Charter always aims to work with the largest sample size possible – therefore we align to Ark Common assessments were possible.	
When?	<p>Every single lesson – continually! Opportunities might include:</p> <ul style="list-style-type: none"> • Reviewing previous learning (Do Now) • Going over homework and correcting it • Questions after introducing new material – continual checking for understanding ('We' section of the lesson) • Circulating during independent practice ('You' section of the lesson) • End of lesson – Encapsulating Task (Exit Ticket) <p>After a sequence of lessons culminating in a quiz</p>	<p>Years 7-10</p> <p>Students will complete one hinge point every three weeks in English, Maths and Science, and one every six weeks in all other subjects. In the summer term pupils will sit an End of Year Assessment in each subject.</p>	<p>Year 11</p> <p>Pupils in Year 11 will have their work checked regularly by their teachers and will be given feedback to improve their work. Students complete a paper 1 summative assessment in Autumn 2 – other departments will run mock exams too internally.</p>	<p>Years 7-10</p> <p>End of Year Assessments (EYAs) are used during Summer 2 – towards the end of the academic year, to sample the work studied across the year. For Year 10, some GCSE papers can be used as enough content will have been studied to make this useful.</p>	<p>Year 11</p> <p>Autumn 2 – Paper 1 GCSE papers used to assess and gauge student performance. Spring 1 – A full set of mock exams will be set in all subjects, using GCSE past papers.</p>
How is it recorded?	Formative assessment data is recorded and centrally stored in spreadsheets– teachers and departments may choose to record some elements where this is directly useful for teaching e.g. the results of a mastery quiz which pupils will re-sit in two weeks' time to compare the results.	Details of hinge points to be set are included on schemes of learning. The data produced will not be recorded centrally but information gathered will be discussed referring to centrally stored quiz data. We are working towards a model whereby teachers are able to make inferences at the end of the Autumn and Spring term about whether pupils are below, on track or above their end of year target. This will be decided based on exemplars of the particular hinge point or based on the raw mark awarded. This will however require exemplars to be gathered and analysed across the course of the academic year ready for implementation in the following year.		The EYAs are the only assessments that are given a grade – an age-related grade. This shows what level the pupil is working at in relation to the GCSE grade at end of Year 11. E.g. if a pupil is working at a Grade 5 in Maths Year 7 they are on track to receive a Grade 5 in Maths in their final GCSE exams at the end of Year 11.	

