



Ark Charter
Academy

Assessment Policy

Assessment at Charter Academy

At Charter the curriculum sits at the centre of all that we do. We believe in providing all students with a knowledge rich curriculum that enables them to successfully move on to the next steps of their education and which opens opportunity for an improved quality of life.

Assessment at Charter is inextricably linked to the curriculum providing teachers with insight in to each student's mastery of subject specific knowledge. As a student progresses through Charter Academy the curriculum expands both in terms of size (amount of substantive knowledge being acquired) and depth (the increasing complexity of conceptual thinking taking place with the substantive content). If students are learning what the specified curriculum states they should learn, then by definition they are making progress in the acquisition of curriculum knowledge and skills.

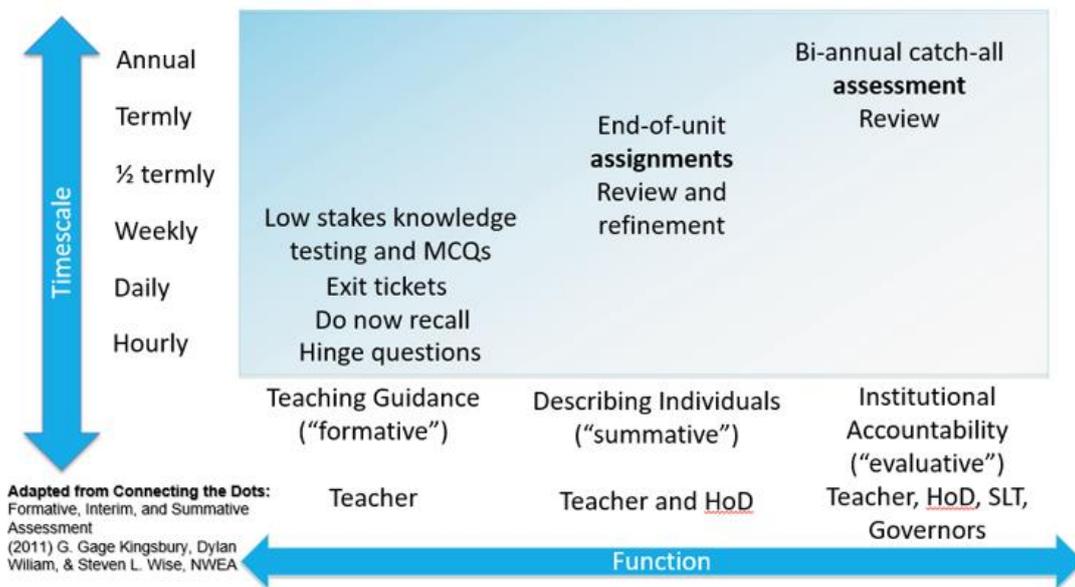
Acquisition of knowledge through the mapped curriculum provides the progression model against which we assess. Assessment takes several forms at Charter. Formative assessment in the classroom includes low stakes testing, no hands up questioning and exit tickets. At Charter we believe that using frequent cumulative testing is more beneficial than one-off high stakes assessments. We believe that this increases the validity of teacher judgements about student knowledge.

The purpose of assessment at Charter is to provide evidence-based decisions about how to improve teaching and learning so that the progress allows students to attain ambitious target grades.

"An assessment functions formatively to the extent that evidence about student achievement elicited by the assessment is interpreted, and used to make decisions that are likely to be better, or better founded, than the decisions that would have been taken in the absence of the evidence."

(Connecting the Dots: Formative, Interim, and Summative Assessment. (2011) G. Gage Kingsbury, Dylan William, & Steven L. Wise, NWEA)

At Charter Academy we see assessment as a continuous element of teacher instruction and see assessment as taking seven main forms.



As part of the Ark Network of schools Charter uses summative assessments twice a year depending on the year group. The calendar for 2019-20 summative assessments is shown below. Each assessment point has a block of initial teaching, a revision week, an assessment week and a review week.

	Half Term 1	Half Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7		Assessment December 2nd - 12th				Assessment June 29th - July 8th
Year 8		Assessment December 2nd - 12th	Reports			Assessment June 29th - July 8th
Year 9		Assessment December 2nd - 12th				Assessment June 29th - July 8th
Year 10		Assessment December 2nd - 12th				Year 10 Mocks June 15th - 26th
Year 11		Mock Exams 1 November 5th - 12th		Mock Exams 2 January 20th - February 5th	Reports	GCSE Public Exams May 11th - June 19th

Summative assessments form the basis of attainment tracking and monitoring. They give teachers accurate information about the understanding of each child; they tell us which students need further intervention and support, and in which specific areas, and they encourage children to reflect on their own understanding and revise independently and they prepare students for the rigours of external assessment at GCSE in Year 11, at A Level and eventually at University. They keep

parents informed of their child's attainment and guide them towards how they can support further understanding at home.

In Year 11 summative assessments usually take the form of past GCSE examination papers and the grades achieved on these are based on the exam board grade boundaries. For each student the assessments provide the current if examined grade, an age related grade and also supports the teacher in providing a predicted grade. This information is used together with the students target grade to determine progress being made and to inform appropriate intervention to close gaps in learning.

Targets, grading and measures of progress

All students at Charter are set target grades for their expected outcomes at KS4. These targets are ambitious and provide challenge for every student being based on outcomes for the top 20% nationally. The targets are based on attainment at the end of KS2 and are benchmarked against a national data set for expected outcomes.

In Years 10 and 11 (KS4), students will usually sit past exam papers or parts of exam papers at the summative assessment points. The marks they achieve on these papers are used together with exam board grade boundaries to determine a grade. These grades are the 1-9 grades that are used by exam boards to award a GCSE grade in the public examinations in Year 11. At Charter, as with the other Ark academies, we use the grades achieved in the summative assessments to create the students' age related grade for each subject. These grades refer to a pupil's position in the performance distribution for their age group. Age related grades do not tell you what a pupil would get if they took a GCSE at that moment in time. So, for example, if a pupil gets a grade 9 in English in the Year 10 Summer 2 assessment, it means we think they are performing as well as could be expected for their age group. It does not mean that they could get a 9 if they sat a GCSE English paper at that point.

The KS2 attainment of each student sets the expected outcome grades for that child. At each summative assessment the grades achieved (actual) are compared against the target grades (expected) and this allows the academy to monitor the amount of progress being made towards the target grades. This forms the basis of interventions that are made both inside and outside the classroom to raise the level of attainment to at least the target grade.

In Years 7 to 9 (KS3) a students learning is assessed as the extent to which they have mastered the taught curriculum. As with students in KS4 the students in Yrs 7-9 are set targets based from their KS2 attainment. The summative assessments that students in Yrs 7-9 take assess the amount of the curriculum which the student has mastered, as shown in their assessment answers. The amount of curriculum

mastered determines the grade that they are likely to attain at GCSE if they continue to master the same amount of the curriculum. For example a student mastering 80% of the taught curriculum will be more likely to attain a high GCSE grade compared to a student who has only mastered 45% of the curriculum. However it must be borne in mind that the complexity and depth of the curriculum will increase as the student moves through the academy and therefore it becomes more challenging for a student to continue to master 80% of the curriculum. More application to depth of learning is required for the child to do so.

In Yrs 7-9 the student and parents will be given feedback following summative assessments. This is in the form of a comment for each subject stating whether the performance in the assessment shows the student to be on/above/below the target grade.

How is assessment data used at Charter

Assessments provide data for a number of different stakeholders at Charter. The information from assessments is used

- to inform staff training needs
- to amend schemes of work for strengths and weaknesses - what areas were covered well; what ideas/concepts did students not understand? What can we change for next year?
- to identify underperformance
- to inform post-test re-teaching
- to inform planning - what lessons came from marking and moderation of summative assessments?
- to alter teaching in real-time
- to establish high success rates prior to moving on during a lesson.
- to make any changes to pupil groupings that the results suggest. Should students move up or down? Are some groups too big or small?
- to redeploy teaching assistants based on where need is greatest.
- to inform parental contact. This can come in many forms: reward postcards, positive phone calls, meetings with parents where there is a real concern etc.

The links between assessment, data use and planning

The links between assessment, data use and planning of the taught curriculum

