

Assessment Policy

Academic Year 2016-2017

KS3 and KS4

Assessment Policy

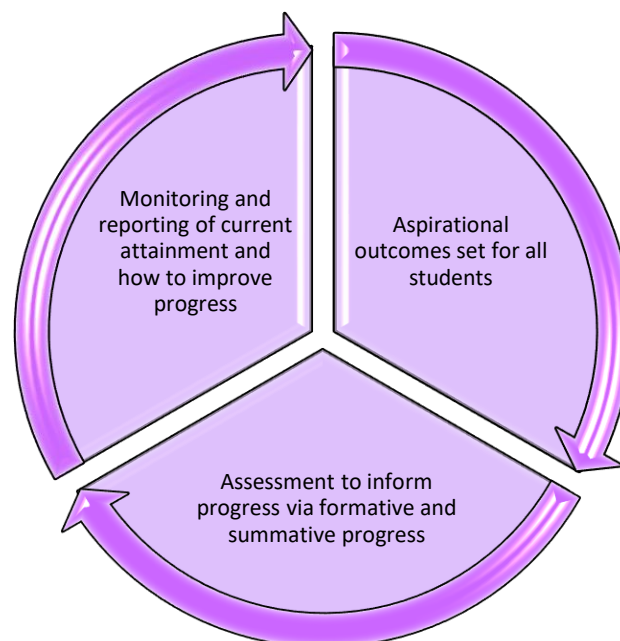
Academic Year 2016-2017

At Synergy School our aspiration is that all pupils should leave Key Stage 4 with iGCSE qualifications in English and Maths and at least three additional subjects (including sciences) and with a large proportion able to achieve at least 8 qualifications.

Aspirational outcomes for all ensure that no child should face barriers or artificial ceilings in their learning and ensure that every child can achieve beyond that which their current potential indicates.

Assessment is an integral part of the curriculum, carefully woven throughout the learning that takes place each day in every classroom. Our assessment system is designed to encourage all students by:

- Highlighting the 'big ideas' in each subject
- Scaffolding progress towards Excellence and Mastery using subject learning maps
- Developing the key knowledge, skills and understanding required for success in KS4 and beyond
- Providing opportunity for high quality feedback that requires students to respond and improve. 'I can' statements are used for the student to identify areas of success and areas for further work. The statements are reviewed regularly as topics and skills are mastered supporting identification of the next steps required.
- Incorporating summative assessment to support ongoing formative assessment and feedback
- Being simple and transparent



Types of assessment

Formative assessments are a range of formal and informal assessment opportunities that allow teachers to adjust teaching and learning activities to improve student attainment. Formative Assessment aims to:

- Check students understanding of the immediate aims of the lesson such as questioning, discussion and other methods
- Help student to plan and improve their work
- Help teachers to realign the lesson or future lessons to ensure that misconceptions are addressed before moving on or indeed that learning is further extended as appropriate
- Allow teachers to check that students are working at expected levels.

Summative assessments are given to evaluate student learning at the end of an instructional unit by comparing the work against a benchmark or standard.

Summative Assessment aims to:

- Check how students can apply their learning
- Allow for the assessment of larger pieces of work and can draw together the key knowledge skills and understanding necessary to progress at the expected rate
- Provide a measure of progress over an extended period to compare to students expected outcomes
- Help the teacher to reflect on how their teaching needs to be adapted in the future
- Illustrate to a student how work learnt over an extended period develops resilience as a learner and deepens knowledge and understanding.

Setting aspirational outcomes

In line with the Growth Mindset and mastery assessment systems being introduced at KS3 the method by which we reach the aspirational outcomes should consider the available information for each individual student. We will use baseline tests in Year 7 to assign incoming students a baseline threshold which will inform their trajectory to an aspirational iGCSE target grade for each of their subjects.

Therefore, the baseline threshold is used to inform a possible iGCSE trajectory. This is the statistically most likely outcome for students with the same baseline at iGCSE. This is shown below using the current grading system and the new iGCSE system.

Baseline Threshold	Current iGCSE Trajectory	NEW iGCSE Trajectory
Excellence	A*	9
Mastery	A-B	7-8
Secure	C-B	6-7
Developing	D-C	4-5*
Foundational	G-D	1-3

**Please note that the government have announced that the new Grade 5 will be the expected higher pass grade which will be more demanding than the old C grade.*

Baseline Thresholds Explained

Excellence	
Mastery	Demonstrates a comprehensive understanding of all the concepts and skills in a topic or unit
Secure	Has a secure understanding of the main concepts and skills applied in familiar contexts
Developing	Grasped some of the main ideas and skills in a unit or topic where others still require development
Foundational	Beginning to grasp some of the key ideas

The ability to look at a student's performance in relation to a baseline threshold gives a common language to the tracking systems across all subjects and so helps our students make progress.

If a student is:

Working below baseline – **Making less than expected progress**

Working consistently within their baseline threshold – **Making expected progress**

Working consistently at the top end of their baseline threshold – **Making good progress**

Working above their baseline threshold or at the top or beyond the mastering threshold – **Making exceptional progress**

The student trajectories can and should be adapted over the academic year as it is important to acknowledge the nonlinear way students make progress and the philosophy of the Growth and Mastery system at Synergy School.

Attitude to Learning

We at Synergy believe that attitude towards learning and study is vital to making progress. We will also help students identify how to keep their attitude positive and progressive. This attitude will be presented to parents as; Outstanding; Excellent; Good or Insufficient.

Tracking and reporting

In Year 7 and Year 8 students will work through topics in each subject area which have been designed to identify the core knowledge and skills that students need to understand and master to be successful at iGCSE and are based around the National Curriculum programme of study. This is based on the knowledge and skills that staff know to be the key to success underpinned by an experienced and sound understanding of the interpretation of examination of syllabuses.

These students will have an ongoing assessment and reporting system that is used as appropriate to the subjects that are being taught and will provide attainment information as measured against their baseline thresholds and clear next steps to make progress in the future. Students will have fixed assessment points throughout the year and their progress will be presented as an assessment report to parents. Additional information and discussion can be arranged on a weekly basis if required.

Policy Review Date _____

Policy Reviewed By _____

Policy Amendments
