



# Mulberry Academy Internal Assessment Policy

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Mulberry Academy Shoreditch (MAS) aspires for all students to reach their potential or surpass their potential in terms of achievement. We know we can achieve this if teaching and its assessment are effective. We principally use on-going formative assessment, internal summative assessment and in Year 11 and 13, external national summative assessment. In KS4&5 assessment has a greater emphasis on internal summative assessment, although formative assessment is still a feature of day to day student-teacher interactions and work.

The school uses ongoing formative assessment in the form of 'natural work', questioning, performance/presentations and tests or reviews, often combined with summative testing at the end of a period of learning. Assessments are carried out to help all stakeholders monitor progress during 'natural work' in a lesson, week or term and to intervene when necessary. Assessment data is collected to record progress at the end of a period of learning and to allow stakeholders to monitor progress and successes to be celebrated.

Assessments are developed by departments to suit the nature of their subject. Heads of Department are responsible for ensuring the suitability, timing, standardization and moderation of them i.e. making sure that assessment is fit for purpose. Monitoring is carried out by staff survey, book scrutiny, department health checks and in line management meetings. Feedback is given to staff in meetings and individually.

There is an assessment and tracking cycle which takes place half-termly for Years 9-13 and termly for Year 7&8. These are reported home to parents.

### **Types of assessment at MAS:**

Formative assessment typically includes; performance, homeworks, presentations, engaging Q and A, spot tests, written class and homework, listening and speaking exercises, peer and self-assessment, extended writing.

Internal, summative assessments include; unit tests, past papers, mock exams, performance, speaking and listening tests.

### **Arrangements for the Governance, Management and evaluation of assessment.**

It is the responsibility of the Deputy Principal to lead on the development, implementation, monitoring and evaluation of the assessment policy and the responsibility of SLT to support its application through line management, book monitoring, data analysis and learning walks for example.

Criteria for measuring effectiveness of assessment;

- Do staff understand the purpose of assessment?
- Do all subjects have learning criteria/objectives in their books?
- Have these criteria been used for formative assessment?
- Does formative assessment include some peer / self-assessment?
- Is it clear to all stakeholders what students can do and need to do or re-visit?
- Is there evidence that teachers use formative or diagnostic assessment to plan successive lessons, including corrective time from marking?
- Do students understand the purpose of assessment?
- Do students have criteria that provide a realistic challenge?
- Do students have personal learning checklists?
- Are the results of termly tracking a helpful measure of progress and do they accurately reflect achievement?
- Do students' progress over time?
- Do parents in the school understand assessment?
- Are judgements within departments accurate and standardized?
- Do teachers at the school differentiate appropriately so students of all abilities can access them and progress over time?

The effectiveness of policy and practice will be gauged using;

- Book monitoring / learning walks / department health checks
- Formal and informal lesson observations
- Exam analysis paperwork
- Line management meetings; student progress data
- Staff survey
- Student survey

Assessment purpose, principles, evaluation and development are or will be addressed in;

- Staff meetings
- Middle Leaders' meetings
- Department meetings
- Line management meetings
- CPD/twilights
- Small group or one to one training in SISRA

### **Target setting**

#### **Years 7-11**

Targets are set using KS2 test results in Maths and Reading. Y11 targets are set using each year's DfE attainment 8 estimates.

#### **Year 12 & 13**

Targets are set using Average GCSE scores, ALPS and GCSE grades in the subjects they are setting to ensure aspirational targets are set

### **Targets**

The model is based on students making 4/5 grades of progress from KS2 to KS4 – this is aspirational.

On entry to Year 7 all students are given one target for each subject based on their KS2 outcomes. The scaled score is used, if it is missing then the Teacher Assessment is used. If one subject is missing the other is used. Targets are set as a target for the end of each key stage.

Once targets have been set centrally, Subject Leaders - in consultation with departmental staff - can modify these downwards, but only in exceptional circumstances and with evidence of further assessment and the subject's Line Manager's approval. There are Line Management meetings for these conversations to take place during the year.

At the end of each half term, term and year, or the start of a new year, departments will review the targets for all students to see whether targets should be revised upwards, based on previous performance. In exceptional circumstances (e.g. long absence, illness, etc) it may be necessary to revise a target downwards, but this can **only** be done in consultation with the Subject Leader's line manager.

The targets are set centrally and can only be reviewed downwards by Subject Leaders in consultation with SLT. The Agreed Set Target can be raised by SLT without the need for consultation if a student consistently meets their target.

Each student in Years 7 to 11 will have three levels in each grade (eg 5-, 5 or 5+) attached to a grade to show whether they are at the top, middle, or bottom of a grade. Teachers, Heads of Department and Senior team can put interventions in place to ensure success and progress of each student.

### **Assessment and Progress Tracking**

Progress is reported half termly for years 9-13 and termly for years 7 & 8.

Year 7 and 8 students will receive a grade based on their latest assessment on a half termly basis and these are reported to parents in hardcopy.

For Years 9, 10 and 11, tracking is also recorded half-termly. Year 11 will receive a final Predicted Grade for each of their subjects in Summer 1.

There will also be Pre Public Examinations (mock exams) twice a year for year 11, and in Summer 2 for year 10, to allow students to prepare them for the GCSE examinations.

Once recorded, these grades are printed off in the form of Progress Reports that are posted to parents. For staff, these reports will appear in the students' details section of the information system and on SISRA. Individual student's progression to academy targets is also visible on each student's personal details page on the report.

### **Forecast / Predicted grades.**

There will be a forecast / predicted grade for each student in Years 9 to 13. This is the teacher's professional judgement of the grade that each student could get at the end of KS4 at current progress. It is based on each student's tracking data plus the teacher's experience and knowledge of each individual.

### **Teachers' 'Data / Mark books'.**

Have been designed to allow teachers to monitor, analyse and share student progress data quickly and easily. They are 'working documents' and are reproduced half-termly to include updated tracking data. Data concerning students on the SEND register, in receipt of student premium, reading and spelling ages or with other critical 'flags' such as PP or EAL are included to aid planning. They are designed to aid planning and differentiation for those working below, on or better than expected progress.

### **Mid Phase Admissions**

Mid phase admission students in Years 7-11 will be required to sit relevant literacy and numeracy and/or GCSE baseline tests on the day of their induction – to determine into which groups they should be placed on entry. Subject Leaders may review targets during the first term and adjust upwards if necessary. Revision downwards should only be done in consultation with the Subject Leaders Line Manager. All students are given a nominal 'flat 4' [score =100] KS2 level until the results of their KS2 SATS or baseline test results are received by the data manager. Targets can only be revised upwards. This data is used to set targets and track progress.

## **Assessment in Years 12 and 13**

All Sixth Form students will receive 6 data drops a year – every half term. This will coincide with a teacher assessment (TA). These grades will be on an A\*-C measure for A level subjects (and Pass, Merit, Distinction, Distinction\* for all BTEC courses).

There will also be Pre Public Examinations (mock exams) twice a year for year 13 students to prepare them for the A level examinations.

In the Sixth form, there will be an expectation that staff share assessment criteria, mark schemes and examination reports with students. Students have aspirational targets. Students are aware of their targets and how to reach them.

L3VA in SISRA will assess the students' progress measures and potential using prior data and teacher prediction.

At post 16 the use of 'impact reports' throughout the year assesses individual student progress and departmental analysis of data.

Meetings with post 16 Subject Leaders and the Head of Sixth Form take place half termly to evaluate post 16 students' attainment and progress and to put in any intervention needed.

All Year 12 teachers should be aware that there is an initial assessment for baseline data and to assess students are on the right courses. There is also an end of Year 12 formal assessment as it is necessary to gauge suitability of students going forward into Year 13.

## Y6 scaled scores and target setting.

Target setting is based on the following model.

KS2 Scaled Score	End Of Y8 Target	End Of Y11 Target
<=80	2-	4
81-82	2	
83-85	2+	
86-88	3-	
89-92	3-	5
93-94	3	
95-96	3	
97	3+	
98-99	3+	6
100-101	4-	
102	4-	7
103-105	4	
106-107	4+	
108	4+	8
109-111	5-	
112-114	5	9
>=115	5+	

## **REPORTING**

### **Reporting Procedures**

It is the statutory duty of academies to send parents and carers at least one written report every Academic year and notify them as to the arrangements for discussions about the reports.

Reporting to parents is an important part of the assessment process and when it is formative (at Parent's evenings), serves the purpose of identifying strengths and weaknesses with suggested strategies to improve further. Even summative reports can give clear indications of where a student needs to improve if s/he is to raise levels of achievement. The school also sees reports as another means of extending the dialogue between the parent, student and the school in helping raise student achievement.

Students at all Key Stages receive a half termly progress report which shows their end of Key Stage target and their current work grade.

In Years 9 to 11 professional forecast grades are reported, alongside current working grade and the GCSE target. Reports have a section 'Attitude to Learning' which incorporates classwork, homework, behavior and effort.

### **Quality assurance**

**Subject Leaders** and Senior team will check all assessment / tracking / reporting for accuracy / presentation / relevance through line management and through meeting and half termly checks, as well as lesson observations and spot checks.