



Harris Church of England Academy

Policy

Assessment and Reporting Policy

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Related Policies:

- > Curriculum Policy
- > Teaching and Learning Policy

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Rationale and Intent

‘Assessment’ is an umbrella term for myriad processes by which and through which we seek to quantify and qualify the knowledge that students have gained. Within this policy we seek to define what we understand by **formative assessment** and **summative assessment**, both of which can be used in different ways to produce data from which we can infer details of students’ attainment and, perhaps to a narrower extent, progress.

Attainment and Progress are not the same things.

Attainment is the standard that a student has achieved in a test on the day that it was sat. Alone, one test cannot indicate a student’s ability across a subject.

Progress is the distance a student has travelled along the path to mastery in a given subject. Progress cannot be measured between assessments set on different topics, nor on assessments which may differ in difficulty.

This policy recognises the following principles as supported by cognitive and statistical research:

- Progress is not linear. Therefore flightpaths are misleading and deceptive – providing the illusion of a map of progression
- The curriculum and the required knowledge and skills assimilated and applied successfully is more valid in determining progress than predicted GCSE grades
- Valid inferences made from data require assessments to assess meaningful samples of a subject domain
- That learning is ‘a change in the long-term memory’ and as such, assessments held too frequently, on just-learned knowledge, give deceptive and often meaningless results. Knowledge must be tested across longer time spans
- It is impossible to attribute a GCSE grade to a test result in KS3 and even at the start of KS4 as a GCSE grade is designed as a measure of a whole course, not individual topics.¹ We can also not guarantee what a particular level will look like for each until the results are released in the summer of that cohort
- Data is only meaningful in expressing a student’s attainment, or the student’s progress when set in the context of each subject’s curriculum and of the cohort.

We can assess a student’s performance as relative to the domain assessed and relative to the rest of their cohort, but only if the form of assessment is **reliable and valid**.

Methods of Assessment (See also our Feedback Policy and our Teaching and Learning Policy)

Formative Assessment – According to Daisy Christodoulou, ‘*Formative Assessment* should be geared towards ‘identifying consequences’² – it should feed directly back into teaching. Dylan

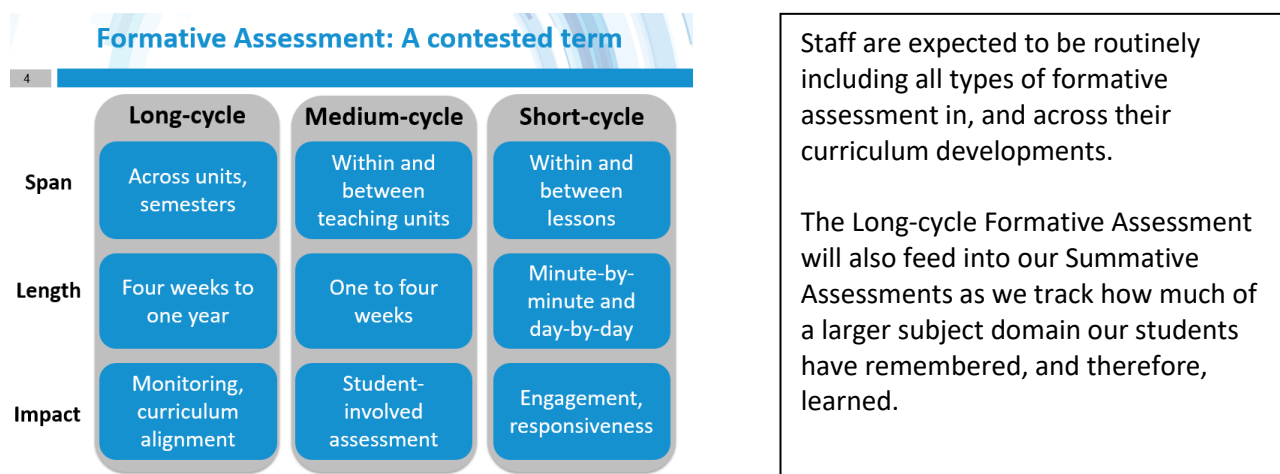
¹ Matthew Benyohai – *The Difference Between Measuring Progress and Attainment*, 7.6.18, Accessed 17.6.19

² Christodoulou – *Making Good Progress* Oxford University Press 2016

William has expressed regret over coining the term ‘Assessment for Learning’ in 1998 in his paper with Black *Inside the Black Box* and other papers. He now refers to AfL as ‘Responsive Teaching’, His reasons for doing so are down to the ‘central idea is that we should use assessment to influence learning and that the teaching should be contingent on what students have learnt, so that while we’re teaching we collect evidence about where the students are to make adjustments to our teaching to better meet our student’s learning needs.’³

Assessment for Learning: why, what and how – Cambridge Key Note 2006

Therefore, within our Assessment calendar, we are explicitly incorporating formative, qualitative judgements on our students – and, through line management and QA, articulating and evidencing the actions and adjustments that we have made in our teaching in order to respond to the information gleaned from our lesson-by-lesson formative assessment. Please see the diagram on the next page.



In line with, and complementing, the Harris C of E Academy policies on Feedback and Teaching and Learning (2019) these formative assessments should be:

Specific: Focused on quite narrow content domains so that precise gaps can be identified for further teaching and further practice. Knowledge organisers or personal knowledge checklists are excellent for helping students to know exactly what they are meant to have learned for any particular micro-test.

Frequent: building on the idea of regular retrieval practice to develop long-term memory and recall taken from cognitive science (as in Rosenshine’s Principles of Instruction)

Repetitive: to ensure skills and retrieval are actively practiced in a focused manner – as happens in sport with skill drills or with rehearsing a performance where you repeat small elements over and over before assembling the final piece.

Recorded as raw marks: to ensure the information is kept as close to the details of the original assessment as possible, without being morphed into a bell-curved grade or a standardized score.⁴

³ William - *Assessment for Learning: why, what and how* – Cambridge Key Note 2006

⁴ Sherrington – *The Learning Rainforest*, John Catt, 2017

In order that the formative assessment truly is 'responsive teaching' then activities should follow these assessments to address the information that they produce. Please see the Harris Feedback Policy for further information and examples of this.

Summative Assessment

As Tom Sherrington puts it in *The Learning Rainforest* (2017) 'Summative Assessment should be aimed at 'creating shared meaning'. Here, we need to be sure that our data on assessment has meaning beyond the context of a single classroom so that standards can be compared between classes, subjects and schools.'

Therefore, and again inspired by the work by Christodoulou, all summative assessments, which are conducted three times a year, according to the calendar must feature:

Standard conditions – the time, availability of supporting resources, the same kind of questions across classes and students.

Locally Standardised Scores – rather than plotting flight paths against a GCSE grade 4-5 years in the future, based on a sample of the whole subject domain and variable in itself, each student's performance will be compared against the rest of the cohort, specifically against those who entered Harris within the same KS2 attainment bracket. This is similar to the methods used to calculate grade boundaries in national tests, though we are not working within scaled scores at this point. (see <https://www.scaledscore.com/scaled-score-vs-standard-score.html> for more information)

Sampling a large curriculum domain: to ensure that a broad curriculum is maintained and is included in the sampling process that characterises any reliable test design.

Summative Assessment Design:

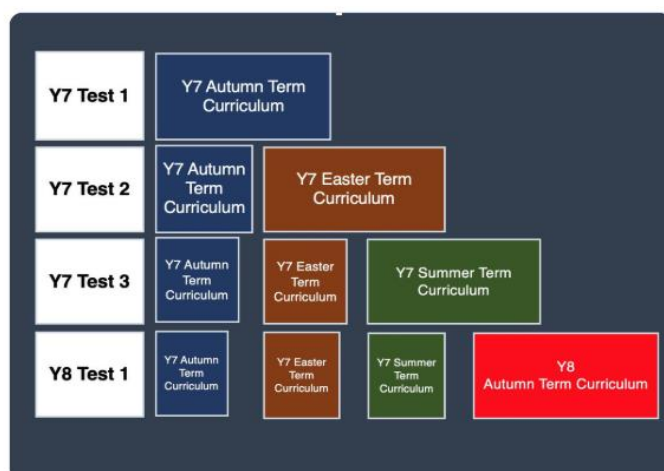
Content:

In order for our assessments to be robust enough for the inferences we take from them to be **valid**. *'The really important idea here is that we are hardly ever interested in how well a student did on a particular assessment. What we are interested in is what we can say, from that evidence, about what the student can do in other situations, at other times, in other contexts...'*⁵

With this in mind, it is recognised that a test taken on a recently taught unit of 6 weeks cannot provide substantial data to make valid inferences about a student's ability across the whole subject, much less predict what it will be in 1, 2, 3 or more years' time. Therefore, summative assessments are termly, and follow a pattern of cumulative curriculum content, so that a more holistic picture of students' acumen and ability across a subject can be formed.

⁵ William - *Principled Assessment Design*, quoted in Christodoulou – *Making Good Progress* Oxford University Press 2016

Therefore, the three summative assessments each year are designed to complement the in-class formative assessment and the teacher feedback as detailed in the Feedback policy (2019) in incorporating elements from across the students' curricular diet since year 7. Christine Counsell, curriculum consultant and associate lecturer at the University of Cambridge sets out the model in an example below:



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“Imagine each termly exam as a %. If marks stay the same (above a certain threshold), students are making progress because they’ve learned new stuff; they’ve recalled and integrated old stuff and questions are harder/broader”

This means that **the curriculum is the progression model**

KS3 Assessment Design:

In order to support the acquisition of knowledge, and in line with the development of the curriculum and with the Teaching and Learning policy, assessments for KS3 will follow the difficulty model (as used in Maths and Science assessments) for all subjects.

Therefore, assessments across subjects for years 7 and 8 should include a multiple-choice section focussed on the **essential knowledge** that students should have mastered before they are required to apply them in complex tasks such as essays. These ‘difficulty models’ may take the form of **at least 30 multiple choice questions or single word or sentence responses** requiring explanations, comparisons between, or selection of, correct information to evidence a secure grasp of the concepts targeted through the curriculum intent, i.e. **the questions should focus on the core knowledge that is the focus of the department’s scheme of learning (curriculum) and which will contribute to their understanding of future knowledge, concepts or skills.** Departments will enhance the knowledge-based ‘Difficulty Model’ assessment with a complementary ‘Quality Model’ element, presenting tasks to assess the application of that knowledge across a range of concepts, and also preparing students for later requirements in applying and articulating core knowledge in extended written answers. Some subjects, i.e. those with a practical element may set and assess practical tasks throughout the term to facilitate application across varying contexts. Examples of such tasks include physical performance in PE, dramatic performance in Drama, musical performance in Music, or practical application in Art, DT and Food.

It is essential for the assessments’ reliability that the multiple-choice questions and tasks are well designed. Tasks can be based around the GCSE models to assist students’ preparation for KS4. For the multiple-choice element please see the guidance below:

- <https://testing.byu.edu/handbooks/14%20Rules%20for%20Writing%20Multiple-Choice%20Questions.pdf>
- <http://www.natre.org.uk/uploads/Free%20Resources/multiple%20choice%20questions%20B%20Wood%20v2.pdf>
- <https://daisychristodoulou.com/2013/10/closed-questions-and-higher-order-thinking/>
- <https://daisychristodoulou.com/2013/10/multiple-choice-questions-part-two/>
- <https://educationaltechnology.net/how-to-create-effective-multiple-choice-questions/>
- <https://teachinghub.bath.ac.uk/the-bath-blend/essentials/writing-effective-mcqs/>
- <https://impact.chartered.college/article/christodoulou-assessment-matters-need-to-know/>

It is important that the assessments are pitched at a level able to differentiate between students' ability, as they are at the end of KS4. Some questions should be accessible to most, if not all students, with some pitched to challenge our highest attainers. We may expect that only the very highest attainers would achieve 100%. The lowest attainers should still be able to access some of the questions proffered. The difficulty model designates that questions increase in difficulty as the test progress. This expectation offers one indication that the assessment has been designed with appropriate challenge that the mean of each prior attaining group roughly falls around 75% for HA, 50% for MA and 30% for lower attainers. Essentially – the questions should be challenging enough to differentiate between all ability and competency ranges of the students and identify their needs and next steps.

The reliability of difficulty-model assessments is likely to be higher than descriptor-level assessments as correct answers are clear, objective and focused, whereas a judgement formed on extended writing or an essay will be assessing skills and knowledge not necessarily explicitly taught and which will influence the teacher's assessment of the students' understanding of the target concepts/facts. The interpretation of the descriptors against an interpretation of the students' work also allows for greater variability in marking.

Longer descriptor-level assessment MUST be moderated to ensure consistency and standards. In practical subjects, (Art, Product Design, Food, Music, Drama, PE) this can include video evidence and banks of evidence from which to standardize.

Maths only:

The Scheme of Learning for year 7 and year 8 has been designed sequentially. Each unit builds on the preceding one. After every unit there is an assessment, this feeds into a question-by-question analysis which identifies gaps and misconceptions which teachers will address. The Head of Department will incorporate any and all topics that have been highlighted as matters of concern into the next data point assessment. This assessment will therefore include topics that have been taught to this point, as well as topics that have to be retested. The paper will be common to all within the year group to allow a normal distribution curve to be created. In Year 8, students are assessed using one level 4-6 SAT assessment which tests the fundamental knowledge of the National Curriculum. The second assessment will be a combination of knowledge taught in both Years 7 and 8 to assess where students will be best placed for the start of the GCSE course.

Ensuring Standards at KS3

Ideology

As stated above, at Harris, we assess Key Stage 3 students against what they have learned from the

knowledge-rich curriculum that we teach. We do not assign GCSE levels to students in year 7 and 8 as we recognise that GCSE grades are designed to assess summatively the students' understanding of the whole curriculum domain of each subject. At KS3, students simply do not have enough domain knowledge to achieve a GCSE level. We therefore assess their retention, understanding and application of the core knowledge taught, to ensure strong foundations for KS4 study and cultural empowerment through the use of multiple-choice cumulative tests designed around Christodoulou's (2013) research on effective testing and application tasks.

Practice

In Years 7 and 8, students are grouped, based on KS2 results. For any students entering without KS2 data, or late starters are assessed with GL Assessments CAT4 tests to determine whether LA, MA, or HA is the most appropriate setting. Raw data is collected from the bi-annual internal assessments. As the assessments are knowledge-centred, based on the knowledge organisers and core knowledge set by subject specialists and they are cumulative, in the words of Christine Counsell, our curriculum is the progression model.

Our curriculum is dynamic and is reviewed and updated throughout the school year. It is informed by a range of curricula studied at primary schools; the National Curriculum Programmes of Study; GCSE specifications, and the core knowledge considered by our subject specialists to be essential to their future success in that subject domain and as 'cultural capital' through into adulthood. All curriculum intents have been quality assured by our Acting Deputy Headteacher leading on curriculum, and curriculum choices are discussed and challenged in line management meetings between Heads of Department and SLT line managers.

Our curriculum design, delivery and assessment is fully integrated and synthesised, therefore further verification of our standards is conducted through our teaching and learning quality assurance checks, conducted frequently and systematically throughout the year. These checks triangulate brief periods of classroom observation; book scrutiny and student voice and compared with the hypothesis of the Head of Department given before the QA visits.

We report to parents whether students' performance in their assessments was 'good' compared to, 'at' or 'below' the performance of their peers, using a basic form of norm-referencing. This is also a swift way of identifying students who are underperforming. From Year 9 onwards, GCSE target grades, as calculated by FFT 5, are given as reference for students, parents and teachers, so that we can ensure that students are being appropriately challenged, and supported where necessary.

Based on Rosenshine's research (2012) 'the optimal success rate for fostering student achievement appears to be about 80%. A success rate of 80% shows that students are learning the material, and it also shows that the students are challenged.' We aim for students with higher prior attainment to achieve at least 75% in their formal assessments; those with middle prior attainment to achieve at least 50% and those with lower prior attainment to achieve at least 30% of the material on which they are tested. As the assessments are cumulative, assessing all of their learning across their time with us, these slightly lower targets are reasonable and are supported by frequent low-stakes in class testing. These targets also loosely correlate to the grade boundaries at GCSE for a level 7, level 5 and Level 4, and are adjusted as necessary. This provides consistency with our GCSE target-setting.

Accountability and response

Where a class or cohort of students are achieving a mean below these targets, further investigation into the coherence between curriculum intent, implementation and assessment within that department or class is undertaken, informed by departmental Quality Assurance. In-depth analysis in line management meetings with a 'data dashboard' providing a scaffold and prompts for discussion is undertaken as a

matter of course and, if required, intervention at a leadership, curricular or pedagogical level is provided.

All assessments are analysed, item by item, by Heads of Department after departmental moderation and discussed in line management with the results of discussions recorded into the centralised 'data dashboard' which can be seen by all HoDs and members of the senior leadership team. This is designed to ensure that the results of the assessments are fed back into what happens in the classroom – which aspects of the curriculum need to be retaught, retested, which students require intervention and so forth, so that all assessment is being utilised for the development of our student performance and success.

<https://daisychristodoulou.com/2013/10/closed-questions-and-higher-order-thinking/> last accessed 26/09/2020
<file:///C:/Users/anya.kinsella/Dropbox/Harris/Curriculum/Rosenshine%20Principles%20of%20instruction.pdf> last accessed 26/09/2020

Assessment at Key Stage 4

By Year 9, through a well-designed and sequenced curriculum across all subjects, students should have the essential knowledge required to start building effective essays and confidence to apply it to a range of contexts.

In years 9, 10 and 11, descriptor-level assessment is more appropriate as students being to merge their core knowledge with the skills required to apply them. GCSE exemplar material should be used for assessment for reliability and validity and the mark schemes and grade boundaries for the specific series used as a basis for awarding grades. As these will be reported as GCSE grades, it is important that each assessment is conducted as a GCSE examination, albeit in smaller sections in years 9-10. At the end of year 10, the mocks must examine a meaningful proportion of a **minimum** of 50% should be assessed to create data from which valid inferences can be made.

Across two series of mock examinations, the whole GCSE should have been assessed by the end of February in Year 11.

This ensures that our standards at KS4 are in line with the national standards of external assessment.

Moderation

In order to verify our standards, develop and support teachers in the early years of their careers and to ensure consistency and reliability of data, all formal assessments must be moderated within departments before results are shared with students, parents and the data manager.

It is recommended that sample moderation is used. This can either be selected by the Head of Department after receiving teachers' marks, or through a top, middle, bottom approach. In best practice, less experienced staff will be paired with more experienced staff and will meet to moderate together allowing discussion and debate, and providing CPD, particularly for the less experienced teachers. Where inconsistencies are identified, further papers will be scrutinised and the teacher whose marks are anomalous to the rest of the department will be supported with their departmental buddy in checking the rest of the class. In these cases the Head of Department should coordinate and offer assistance if not already the buddy.

External moderation is encouraged across all departments and is particularly important where this practice is not possible, either through time, staff absence or in small / one person departments, so that every effort should be made, and evidenced in Line Management, to join with colleagues from other

schools. This can be achieved through local networks or social media (such as twitter) to mutually moderate work so that consistency is ensured and that the data received and reported on is the most valid and reliable it can be. Line Managers should ensure that this is done and see the evidence before confirming on the post-assessment summary sheets.

Several of our departments have staff who are examboard markers and moderators. The school supports staff adopting this extra responsibility for their CPD and for increased reliability of our internal marking

Recording Data and Analysing Results for QA

Staff are expected to record the performance of each student for each question or topic section in the termly summative assessments. The purpose of this is so students' strengths and areas for development across different aspects of the subjects' curriculum can be evaluated and any issues addressed.

Question-level analysis will be undertaken by Heads of Department and performance summaries fed back to the rest of the department to explicitly inform the curriculum going forward. This will be evidenced in line management meetings and in QA observations and ongoing formative assessments.

Detailed and active feedback on a question-by-question, or skill-by-skill level, in line with the Teaching and Learning policy, should be provided to students over a period of up to 2 weeks for mock examinations. Meaningful feedback details and actions must be provided for each summative assessment set.

Data Entry

- Staff will enter data using Bromcom and fill out information on marksheets for classes where they are responsible
- In the event a class has multiple teachers, one teacher will take responsibility, typically the teacher that sees the class most frequently and this will be communicated by the Head of Department / Subject lead
- Staff are expected to enter all relevant fields such as;
 - total marks available for an assessment
 - raw scores achieved
 - expected level of progress (Year 9 only)
 - grade achieved as a range, indicated by + or – as decided by departments (KS4 only)
 - grade prediction as a range, indicated by + or – (KS4 only)
 - assessment tier (foundation or higher where applicable)
 - Classwork, Attitude and Extended Learning score
- All students will have the same total marks available within a given subject
- Where students did not sit part of an assessment, the score in the section that they did complete should be recorded and a note made on the respective Data Dashboard for that student as to the reason
- Heads of Department and Subject Leads will take responsibility for ensuring that all data is entered by the soft deadline, for the hard deadline later in that week

Assessment Report

- *Year 07 & Year 08*
 - Students receive an *Expected Level of Progress* comment that contextualises their achievement in comparison to their academic peers.
 - This *Expected Level of Progress* is reported as;
 - Working above
 - Working at
 - Working below
 - For each subject and sat assessment the average achievement of those in each of the KS2 (SATs) Higher – Middle – Lower attainment group is calculated

- Where a student is achieving significantly above the average of that attainment group (10%) they are recorded as working above expected level of progress
- Those who are working significantly below the average (10%) of their respective attainment group would be working below expected level of progress
- Those that fall within these thresholds would be regarded as working in line with their academic peers and be recorded as working at expected level of progress
- **Year 09**
 - To help support option choices and prepare students for KS4 teachers will enter a judgement that is in relation to their GCSE target as set by the FFT
 - Teachers take a holistic view of all they know about the student and make a professional judgement on whether the student is like to meet, exceed or miss their GCSE target in that specific subject
 - Teachers would record one of the following judgements;
 - Above
 - At
 - Below
- **Year 10 & Year 11**
 - At KS4 teachers record the assessment performance using KS4 gradings – such as GCSE 9-1
 - There will also be room for teachers to enter predictions as what will be their respective achievement at the end of KS4 entered as a range (indicated by + or -) informed by a holistic judgement of their current performance, attitude and likely progress
 - Judgements as a range are used to reflect the fluctuation in grade boundaries year to year
 - Heads of Departments / Subject leads will inform their teams of which grade boundaries should be used

Reporting on Classwork, Attitude and Extended Learning

- On every SPR from Year 7 to Year 11 there will be columns that indicate performance related to Classwork, Attitude and Extended Learning
- In each subject attended teachers will enter a score ranging from 1 to 4 with 1 being the best
- This report score will indicate their performance in that area and is bespoke to that subject and area being measured.
 - Reporting score
 - 1 – *Outstanding*; this score would indicate going above and beyond in their endeavours such as showing a positive mindset and can-do mentality in class whilst living out the Harris Values.
 - 2 – *Good*; this score would indicate that a student is doing exactly as they should, however there is capacity for them to stretch themselves – we might commonly regard this as coasting.
 - 3 – *Requires improvement*; this score would indicate there is a need for attention and a change in a particular area. This has been identified by the teacher by way of, for example, incomplete classwork, distraction in lesson and/or missed homework.
 - 4 – *Significant concerns*; this score would indicate that there requires a shift in approach towards that area. If a score of 4 is being reported teachers will be in dialogue with Department Leads and Heads of Year about such concerns.

It is imperative that where a student is performing below expectation, or where behaviour, attitude, equipment or extended learning is below a 2, parents have been contacted and that strategies can be evidenced for facilitating the student's improvement. Teachers must not rely solely on data reports and parents' consultation to address any barriers to learning; this can result in an exacerbation of any issues needing to be addressed and wastes opportunities to work with parents to assist students' progress.

Report questions

- After every SPR it is recommended that guardians and parents sit down with their child and discuss the SPR and use the following questions to inform next steps.
 1. How does your child feel about their subjects?
 2. What accomplishments in this report are you and your child most proud of?
 3. How can we convert '2s' into '1s' next time?
 4. Are there any '3s' or '4s' that we should focus on immediately?
 5. Which teacher should we approach first to talk about this report?
- There is an area at the bottom of every SPR for students to reflect