



## **Haygrove School**

# **KS4 assessment Policy & Procedure**

### **2019**

This policy is to be operated in conjunction with the Feedback Policy & Procedures.

#### **Intent:**

At Haygrove School we believe it is important to measure and report on all our students' progress at key points in the year. This allow us to monitor progress, support students to move forward and to share this information with the relevant stakeholders.

It is of the highest importance, particularly at KS4, that assessment is:

- **Useful** to students, parents and teacher
- Aimed at **supporting** progress
- Easily and clearly **understood** by everyone
- Presented in a way that **makes sense** when moving on from Haygrove School

#### **Implementation:**

Haygrove School fully endorses the belief that assessment is one of the most powerful tools in encouraging and managing progress. We collect data at termly intervals, see table below, and use this data to inform planning, intervention, feedback and improvement strategy. Alongside collecting predicted data, we also input ATL grades (attitude to learning grades) which we feel can sometimes give the narrative to the predicted grades.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 10</b>	Predicted and ATL grades	Predicted and ATL grades	Tutor report Predicted and ATL grades
<b>Year 11</b>	October – predicted and ATL grades December – HCSE predicted grades (from mock exams)	HCSE predicted and ATL grades	GCSE exams

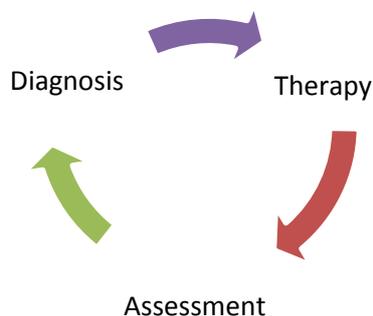
Fine grading (+/- sub levels) is used to measure progress more precisely and the predicted grades use the new 9-1 GCSE grades. Teachers report on predicted grades, what they feel the student will receive in their final GCSE exams based on formative assessment, effort, attitude and progress.

Year 11 have 2 sets of mock exams, HCSEs, which are set in formal examination conditions. The first set in December is for all subjects. The second set in the spring term are for core subjects only. This will provide vital experience of revision and working in exam conditions in the lead up to GCSEs in the summer term of Year 11.

During the GCSE exam timetable, Year 10 will sit a set of mock exams for the core subjects plus history and geography.

As a school we believe that assessment should be transparent, clear and always focussed on encouraging improvement and focus. Teachers at Haygrove School use a DTT (diagnosis, therapy, testing/assessment) approach to assessment and from this process are then able to form a PLC (Personalised Learning Checklist).

DTT focusses on diagnosing what a student cannot do in very specific terms and trying to address those issues through therapy which is the action of teaching and guiding students through a particular area. The therapy is always followed up with testing/an assessment to ensure that the therapy has had the required impact. DTT works alongside the PLC. PLCs are used and shared with students and they allow them to focus on areas that are a weakness during lessons, revision and home learning.



Individual subjects have their own policies and procedures that focus on marking and assessment. They incorporate the main formative and summative assessment points.

Heads of Department (HOD) are responsible for the accuracy and robustness of the data that is entered at each assessment point. The Raising Standard Lead (RSL), along with the Deputy Head, will meet with each HOD after each data point to discuss and devise a strategy plan. The RSL will also support HODs in discussing strategies and sourcing appropriate intervention programmes.

4Matrix is currently the software package used for evaluating progress for subjects, teachers and individual students.

## Impact

The HCSE timetables are devised to support our students in dealing with exams and being aware of the expectation that is placed within a formal examination room. We have found that this routine has allowed us to have fantastic attitude and behaviour in every aspect of taking either a mock or real GCSE exam. HCSEs give HODs and the Senior Leadership Team (SLT) the opportunity to see how students have performed in a past paper and to use the data from the exams in a strategic way. These 2 data points are paramount as the class teachers will have a diagnosis, will prepare and deliver the therapy for in class testing or assessments. The impact of this process is students having any weakness or gap in their learning bridged.

A lot of importance is held with the accuracy of the termly reports. These reports go home and inform parents of the progress their child is making. The results from HCSEs form part of this process. The data that has been added to our software package is analysed to ensure support, intervention and strategies are in place so progress is being made for everyone in every subject. The RSL continuously evaluates the data to allow intervention or alternative boosting programmes to be created with the correctly identified student.

The impact of formative and summative assessment within subjects is to support teaching staff in planning effective lessons that allow our students to progress. The teacher feedback given in lessons will allow our students to improve so they can achieve the best possible outcome.

HODs are aware that their data is examined and they will be questioned as part of the termly meeting process held with the Deputy Head and RSL. This is to ensure each subject area is aware of their students and their weaknesses and to discuss strategies that could be implemented to make further progress with all students. The outcome of these meetings is shared amongst SLT.