

HOW IS MY CHILD ASSESSED?

Each **scheme of learning** will contain a host of **different assessment opportunities**. The purpose of these assessments is to:

- **Understand** what **pupils know**
- **Understand** what **gaps** pupils have in their **knowledge** and **skills**
- Ensure that **planning** and **teaching** is **adapted** to respond to the individual needs of students and to ensure progress

Before setting assessments, staff are asked to consider:

- What the **reasons** are for setting an assessment?
- What **useful information** or action it can produce?
- How will the assessment data gathered **facilitate progress** for the student?

Assessments happen each and every lesson and come in lots of different forms. These include **questioning, exams, class-work, self-assessment, peer-assessment, low-stake testing** and how a student **reacts to feedback**.

Your child will receive a number of reports (**APAs**) each academic year. These will be made available to you on our MyEd portal.

In **Y7-9**, you will receive **two** reports per year. These will document your child's approach to:

- **Knowledge**
- **Skills**
- Their Attitude to Learning (**A2L**)
- A **personalised comment** that pinpoints what changes need to be made to ensure progress

In **Y10** and **Y11**, your child will receive **three** and **four** reports respectively. These will document your child's:

- **Attainment**
- **Forecast**
- **A2L**
- A **personalised comment** that pinpoints what changes need to be made to ensure progress

KNOWLEDGE IN KS3

Knowledge Grade: This is based on what students **know** and **how they have demonstrated this knowledge**. A whole school descriptor is below but criteria for each departments scheme of learning will be available in order to make it **subject specific**.

MASTERING	SECURING	DEVELOPING	ACQUIRING
Your child has consciously demonstrated an excellent and in-depth understanding of all subject content. They are able to independently and consistently reflect, apply, evaluate, and build upon their knowledge.	Your child has often shown a good understanding of the subject content and is able to mostly use and analyse most key knowledge with clarity and precision . They can take previous ideas they have learned and link them together .	Your child is developing their understanding of the subject content but is not yet applying this knowledge consistently, independently or confidently . They can make connections between ideas but have not fully grasped the significance of the connections to form a whole picture.	The knowledge your child has acquired in the subject so far is limited . With support , they are able to re-call some key knowledge and use it but this is often in an inconsistent way. They are starting to make simple connections between ideas.

SKILLS IN KS3

Skills Grade: This is a grade based on how students are **applying knowledge** and is **specific** to each subject area. Once again the whole school descriptors are below but more specific departmental statements are created in conjunction with each scheme of learning:

MASTERING	SECURING	DEVELOPING	ACQUIRING
Your child has consciously applied the subject specific skills consistently, creatively and with continued independence . They can effectively and consistently articulate what they are doing, how and why they are doing it, to others including their peers .	Your child has often demonstrated a good ability to apply the subject specific skills needed for success in their learning. They are growing in both confidence and independence .	Your child has developed and applied some skills in this subject but these are not used consistently with success, independence or confidence .	With support , your child has used limited subject specific skills in their learning but this has not always been successful or consistent .

This is an numeric grade (1-4), based on the characteristics needed to be a successful learner. The grade is based on the following statements:

- **Reasoning** – I ask **questions** about my learning and try to work things out for myself.
- **Resilience** – I am **not afraid to get things wrong**, try **different approaches to solving problems** and **don't give up when work becomes challenging**.
- **Responsibility** – I take **responsibility** for my own work, including homework. I work well with others and take a **leadership role**.
- **Reflection** – I **reflect** on my learning and use feedback and my own initiative to make changes.
- **Respect** – I listen carefully and follow instructions and take **PRIDE** in what I do.

4 = Always 3 = Mostly 2 = Sometimes 1 = Rarely

PRIDE today, proud tomorrow

HOW IS MY CHILD ASSESSED AT KS4?

Y11 concludes with the completion of **GCSE** and **Vocational exams**. To get to this point, your child will be supported through the exam-taking process throughout Y10 and Y11 in the form of **in-class assessments** and the **CEEs** (Also known as 'Mock Exams'). **CEEs** will mirror the process of how national exams are run and will be fully **invigilated**. These will happen at **the end of Y10** and in the **winter term of Y11** (the results of which will be used towards predicting **College Entry Grades**).

Your child will receive reports documenting their:

Attainment – A grade given based on a **recent assessment** (e.g. a test/coursework/assessment piece) - something that can be moderated either internally or externally.

Forecast – The grade students are **mostly likely to achieve at the end of KS4** if they **continue working at the same trajectory**.

A2L – An **attitude** grade based on the descriptors on the previous page.

Closing the Gaps Comment – A comment that **pinpoints what students need to do to make progress**

Each report (in both KS3 and KS4) includes a summary of **achievement points**, **behaviour points** and, number of '**lates**' and an **attendance percentage**. Reports can be discussed further by request or at the relevant year groups parents evening.

ASSESSMENT AT NHTS

Our priorities are:

- *Consistency*

Assessments are consistently used to help understand **what students know**, the **gaps in knowledge and skills**, and to **inform future planning and teaching**. They are **moderated** to ensure all data is **accurate**.

- *Closing the Gaps*

Our aim is to address **trends in progress** between different cohorts of students to **close the achievement gap**.

- *Community*

That all stakeholders understand **where** data came from, **why** it has been created, and **how** it is going to be used.

- *Challenge*

That data is used to challenge (a) students to **surpass expectations** and (b) staff to provide an **ambitious, bespoke and challenging** education that sets **high expectations for all**.

ESTABLISH

EVALUATE

EXTEND

EMBED

“What do students
already know?”

“How do you know students
have understood it?”

“Do you go forward or do
you go backwards?”

“Can students use what
they’ve learnt?”

THE 4 E’S ASSESSMENT CYCLE

INDEPENDENT

Knowledge based task
(including re-call)

TEACHER-LED

Knowledge Check

TEACHER INPUT

Consolidate knowledge or new
skill or knowledge in small steps

INDEPENDENT

Application of skills/ consolidate
knowledge

ESTABLISH

“What do students already know?”

“Where the learner is going” – clarifying learning intentions and criteria for success

A task will be on the board that students can immediately and independently access (“no wasted learning time”).

This will be a form of formative assessment that could include –

- Consolidation questions from previous lesson (has knowledge moved to long-term memory?)
- Retrieval Challenge grid (questions from last lesson / last week / last month / last topic)
- Challenge question – getting students out of their comfort zone – something that can then be built upon (checking prior knowledge)
- Open questions or statements – start a debate!
- A quick WIN challenge – something that all students can succeed at (building up confidence) – keeping students in their comfort zone
- Low-stakes testing
- Hinge-point questions
- Use of mini-whiteboards
- Daily review
- Using marking/data to inform planning to ensure every lessons is bespoke and meets the needs of all students.

Retrieval Practice Challenge Grid!

What's your score? 

Who was Head of the Cheka in 1917?	Explain the term bourgeoisie.	Who was Anatoly Lunacharsky?	List four different enemies of the Cheka.
Describe Khrushchev's attitude towards religion.	Explain the term 'Proletkult'.	List three aims of the NEP.	What was the October 1917 Decree on Land?
Explain the term 'show trial'.	Who was Patriarch Tikhon?	What were the aims of agitprop?	Describe one strength and one weakness of War Communism.
Last lesson (1)	Last week (2)	Two weeks ago (3)	Further back! (4)

OPEN <i>Feeling Finding</i>	ACTIVE <i>Best / Least</i>	CLOSED <i>Fact Finding & Catch All</i>
Who is the...	Tell me how...	Is there any...
What do you...	Let me ask you...	Can I...
<i>Feeling Finding</i>	<i>Best / Least</i>	<i>Catch All</i>
How can we...	Please describe...	Are we...
<i>Feeling Finding</i>	<i>Big Picture</i>	<i>Fact Finding</i>
When are you...	Show me how you...	Do you...
<i>Feeling Finding</i>	<i>Big Picture</i>	<i>Fact Finding</i>
Where do you...	Help me understand...	Can we do...
<i>Feeling Finding</i>	<i>Best / Least</i>	<i>Catch All</i>

EVALUATE

“How do you know students have understood it?”

“Where the learner is right now” – evidence of student understanding

Evidence of student understanding through questioning, discussion and other learning tasks

This will be a form of formative assessment that could include –

- Building upon the task/question asked in the starter (extending through questioning)
- ‘Class discussion
- Peer/self assessment
- Targeted questioning – no hands up
- ‘No opt out’ – structuring questions so every student is given the opportunity to answer instead of saying ‘I don’t know’
- Questioning based on higher order thinking (Blooms)
- Students ‘think aloud’ the process
- Which questions can students do? Which ones can’t do they
- How can you evidence that ALL students are ready to move on?
- *Can ALL students articulate what they know?*

Have students **understood** it?

MOVE FORWARDS

Have students **not understood** it?

- Ask the question in a **different way** to support understanding
- Provide an **additional explanation** or **demonstration**
- Make a note of a **tricky concept** and **address it in a later lesson**
- **Identify** those students who need extra support
- Give **verbal feedback** that will be **acted upon**
- Get successful students to **‘think aloud’** and explain the process

How do students articulate what they have learnt?

According to Dylan Williams, there are only two valid reasons to ask a question in a class

(1) To provide information to the teacher about what to do next

(2) To make students think

- Deeper Thinking
- Dialogic questioning (hot-seating)
- Debate / opinions
- Higher order thinking
- Open questions

- Closed questions
- Hinge questions (multiple choice)
- No hands up / targeted / no opt out
- 'Ping-pong' questioning (Teacher asks a question (initiation), student answers (response), teacher evaluates)
- Address misconceptions

LEVEL	TRIGGER WORDS
Knowledge	what, who, when, name, list, define, show, identify
Comprehension	compare, distinguish, illustrate, tell, predict, explain
Application	apply, select, solve, choose, consider, connect, plan
Analysis	analyse, classify, relate, support, compare/contrast
Synthesis	propose, formulate, draw together, invent
Evaluation	judge, measure, defend, evaluate, decide, assess

**MOVE
FORWARD**

EXTEND

**“Do you go forward or do
you go backwards?”**

This will be **building upon knowledge** whilst ensuring **ALL** students are making progress:

- **Scaffolding** – work is suitably **differentiated** to help all students make progress
- **Adding new material** – in small steps (always with a sprinkle of AfL to check for understanding)
- **Students model work** – Thinking Aloud
- **Provide constant feedback** (verbal/whole-class/1-2-1) and give students the opportunity to react to it

Doing ‘**something**’ with the new knowledge

- Testing
- Independent Work
- Scaffolding
- Guided student practice
- ‘Thinking Hard’ – creating
- Extended writing
- Group work
- Self/peer assessment
- Verbal/whole-class/1-2-1 reactive feedback
- Challenge

EMBED

**WHERE
NEXT?**

**“Can students use what
they’ve learnt?”**

- **Summative Assessments** (Tests / in-class assessments / exams / high-stakes testing etc...)
- **Review T&L plans** (adapt future lessons to add challenge / address misconceptions / be reactive – what will move learning forward? / be courageous and take steps back)
- **Check classroom practice against FFT targets** – is the student working to target? Do they require extra support / stretch?
- **Intervention needs**