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

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 .

A2L

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

Professionalism

Respect Innovation

on Determination

ination Enrichment

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** is 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

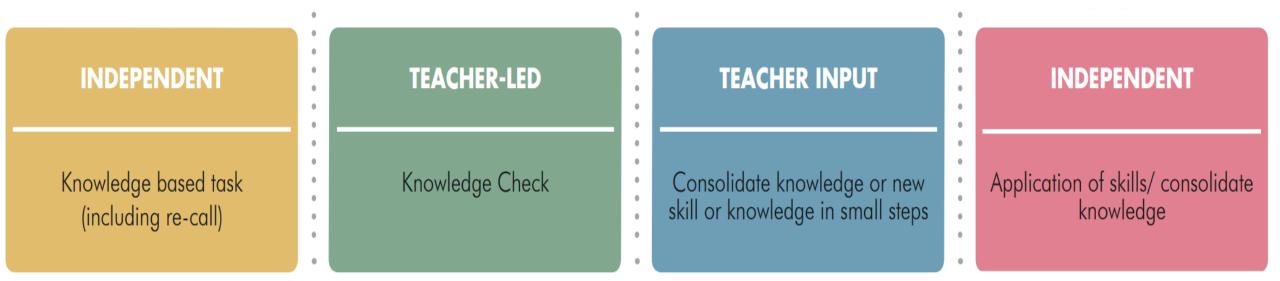
EVALUATE EXTEND

"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?"

EMBED

THE 4 E'S ASSESSMENT CYCLE





"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.



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



"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 -

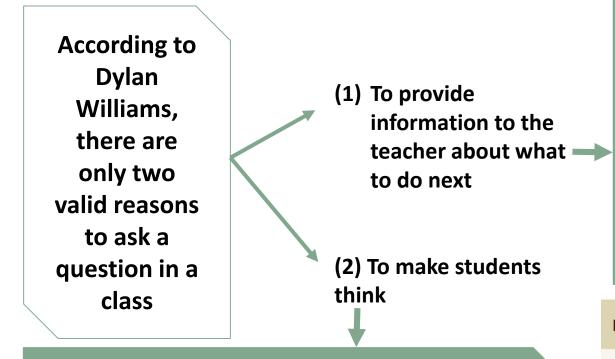
- Building upon the task/question asked in the starter (extending through questioning)
- Class discussion
- Peer/self assessment
- Targeted questioning no hands up
- 'No opt out' structuring questions so every student is given the opportunity to answer instead of saying 'I don't know'
- Questioning based 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 **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?



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

"Do you go forward or do you go backwards?"

EXTEND

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