Group Assessment Policy

AIMS

The aims of this policy are to:
- support effective teaching and learning throughout the Orbital schools;
- ensure that assessment provides pertinent information to promote attainment;
- establish consistent practices and common terminology for effective assessment within and across all the group's schools;
- promote equality of opportunity for all learners in our schools.

INTRODUCTION

Assessment is the process by which a learner's skills and knowledge are reviewed in order to evaluate what they have learnt or how they are performing against competencies they are required to demonstrate.

Assessment data serves three vital purposes:
- **identifying starting points**
  - providing a baseline for progress, action and intervention at all levels within a school;
  - enabling teachers to target their approaches according to students' levels of readiness and learning needs and to set appropriate stretch goals for further learning;
  - facilitating effective decision-making at all levels through an understanding of how different groups of learners are performing and how individual or class performances compare with performances in other places.

- **monitoring improvement**
  - tracking changes in what students know, understand and can do, directly establishing whether successful learning has occurred;
  - demonstrating progress and the amount of learning that has occurred over a period of time or course of study. A basic expectation should be that every student will make excellent progress in their learning, regardless of their starting point;
  - enabling school leaders and group leadership to judge whether standards are improving in the school and across the group.

- **evaluating effectiveness**
  - enables evaluation of the effectiveness of teaching strategies and interventions at all levels in terms of progress from the baseline and value added over time;
  - provides improvement measures which contribute to the evaluation of the curriculum, timetable and resources;
  - demonstrates the impact of school-wide and group-wide programmes and initiatives to raise achievement levels.

Learners should be fairly, accurately and regularly assessed in a consistent manner. Assessment should help them develop an understanding of their learning, recognise next steps and motivate them to take them.

Each means of assessment should demonstrate:
- **authenticity** - all assessment activity must have in place processes to ensure that the achievement is the learners own work;
- **validity** - the method of assessment and the evidence provided must be appropriate and capable of demonstrating the achievement of learning intentions, competencies or other related criteria at the appropriate level;
- **fitness for purpose** – the assessment strategy must be appropriate for the target group of learners in the correct context in which they are learning. The criteria and methods which are being used to judge the work must be clear to the learner;

- **reliability and consistency** - the assessment results should be standardised across levels and provision;
- **inclusiveness** - assessment should be based on learners' needs. It must allow all learners to demonstrate their achievements, regardless of individual circumstances.

ASSESSMENT IN ORBITAL SCHOOLS

As a group of schools, having a consistent approach to gathering, tracking, monitoring and reporting assessment data is essential if we are to support our learners to make the best progress they can. It enables a group-wide overview and aids the identification and sharing of information and best practice within and between our schools.

Assessment data will:
- evidence progress, achievement and value added over time;
- provide diagnostic information that assists staff to identify appropriate support strategies that will be required to enable achievement of the learning intentions;
- enable learners to monitor their own progress;
- facilitate dialogue between learners and staff to ensure optimal progression within the provision;
- guide staff in the review and development of lesson plans and schemes of work to most successfully achieve the intended learning outcomes;
- demonstrate the learner's achievement on qualification-based courses;
- recognise the range of each learner's achievements, not just those which are academic;
- inform parents about their child's progress and achievements in light of their abilities and in comparison with national/international expectations;
- enable group-wide analysis of student performance within and across the schools.

Assessment Framework

Assessment data gathered in the schools are a combination of internal and external measures of both potential and attainment.

- Internal Assessment
  Schools follow their own processes for formative and summative assessment. These are clearly laid out in each school's Assessment Policy document and may include:
  - *Self Assessment*
  - *Peer Assessment*
  - *Teacher Assessment*

- External Assessment
  External assessments provide a comparable frame of reference and support internal assessments. These assessments may indicate potential (CAT4) or attainment (Progress Tests and examinations):
  - *GL Assessments*
    - CAT4, taken at the beginning of Years 3, 7 and 10;
    - all new learners take CAT4 on entry to establish a baseline
    - Progress Tests (in English and Maths), taken in May/June for Years 2-9;
  - *International Examinations*
    - GCSE/IGCSE are taken by Years 10-11;
    - either GCE AS/A-Levels or IB Diploma are taken by Years 12-13.

Responsibilities

- Principal
  – amend group policy for local context and ensure implementation;
  – establish data collection points in the school calendar that will meet group deadlines;
  – include discussion of assessment data in appropriate meetings to maintain an overview of student progress and strategies for improvement;
  – hold staff accountable for accurate submission of data within deadlines and according to school/group policy;
  – provide Orbital Head Office with periodic reports and analysis of assessment data.

- Head of Primary/Head of Secondary
  – ensure section policy and assessment strategies are developed and implemented in-line with school and group policy, monitoring their effectiveness and supporting colleagues in their implementation;
  – hold section staff accountable for use of data in their planning and teaching and the accurate submission of required data within deadlines;
  – monitor learner performance across the full range of subjects within the section, with a focus on Mathematics and English as a priority, and report back to the Principal;
  – identify under-performance of individuals and/or groups of learners and co-ordinate/ support appropriate intervention with the Middle Leaders and Teachers;
  – co-ordinate data capture, moderating consistency in the data input of staff and reporting inconsistencies to the Principal;
  – ensure analysis following each data capture, including an overview of each Key Stage, Year Group, subject or specific groups of learners (e.g. male/female, EAL, SEN, G&T, etc.) as appropriate, and that this analysis is shared and explored with staff.

- Middle Leaders (e.g. Key Stage Co-ordinator or Head of Department)
  – ensure sub-section (e.g. Key Stage or Department) policy and assessments are up-to-date and implemented in-line with school and group policy, monitoring their effectiveness and supporting colleagues in their implementation;
  – moderate and standardise levels of attainment across colleagues within the sub-section;
  – collect and analyse data relating to learner performance within the sub-section;
  – identify specific intervention required for individuals or groups of learners within the sub-section;
  – make alternative arrangements (after discussion with appropriate Senior Leaders) to gather and input into iSAMS pertinent assessment data in cases of learner absence.

- Teachers
  – mark learners' work as specified in the school's marking policy;
  – input assessment data into iSAMS;
  – analyse learner performance data within their classes and act upon assessment data to track progress and identify specific intervention required for individuals or groups of learners.

- Orbital
  – review and update group policy on a periodic basis, taking into account feedback from the schools and group leadership;
  – establish group data collection deadlines and communicate these to the schools for inclusion in calendar planning;
  – hold Principals accountable the effective management and use of data within their schools and for accurate submission of school data and analyses within deadlines;
  – support schools, including through targeted professional development, to address identified needs to improve the assessment process;
  – maintain an overview of student progress and strategies for improvement across the group's schools through periodic analysis of assessment data and reports.

Recording Assessment Data

The following data are recorded and available in iSAMS:
- benchmark data upon entry and at the start of each year;
- PTE/PTM scores;
- CAT4 scores;
- targets based on CAT4/Progress Test data;
- forecast numbers following internal assessments;
- summary internal assessment ratings at data capture points;
- Year 11, 12 and 13 Mock results and predicted grades;
- benchmark data for the end of the school year and end of Key Stage;
- grades/points following external examinations

Internal assessment data is compiled according to the school's/section's assessment strategies and marking policy. Internal procedures must ensure this data is up-to-date, accurate, systematically compiled and based on a range of evidence:
- Teacher records/mark books should contain details of the learners'
  - attendance;
  - potential (CAT4);
  - prior attainment/progress (Progress Test scores, baseline assessments, end of year/ Key Stage results, examination results);
  - targets;
  - outcomes of internal assessment tasks.

  This supports effective planning by enabling colleagues to remember what has been taught, the learners' participation in lessons and their attainment and progress.

- Internal assessment tasks (teacher assessments) should be supported by an internal standardisation procedure, including work scrutiny.

- For data capture and reporting, a summary of the outcomes of the internal assessment tasks is converted to group conventions according to the school's internal policy and processes.

- All staff must complete data input before internal reporting deadlines set by the SLT (and shown on the school calendar) in order to meet group deadlines.

- Class/Department records must be passed on when there is a change of teacher.

Recording terminology and conventions

The terminology for data capture and reporting is based on that used for GL assessments. It is, therefore, consistent between schools and within schools throughout year groups and in all forms of assessment.

			Test Score
Threshold	5	**Mastery**	*119 or above*
	4	**Exceeding**	*112 - 118*
	3	**Secure**	*97 - 111*
	2	**Developing**	*89 - 96*
	1	**Foundation**	*88 or below*

Attainment	5	**Working Well Above** age-related expectation
	4	**Working Above** age-related expectation
	3	**Working At** age-related expectation
	2	**Working Towards** age-related expectation
	1	**Working Below** age-related expectations

Progress	5	**Much Higher** than expected
	4	**Higher** than expected
	3	**Expected** progress
	2	**Lower** than expected
	1	**Much Lower** than expected

Value Added Measures	2	Much Higher than expected
	1	Higher than expected
	0	Expected progress
	-1	Lower than expected
	-2	Much lower than expected

Gifted and Talented	120+ in any area
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Recording Templates

To ensure the accurate recording and tracking of appropriate assessment and progress data, and to enable consistent review, analysis and reporting within and across all of the schools, a range of templates are used for tracking and/or reporting assessment data (see appendices).
- *Key Stage tracking sheets (KS2, KS3 and KS4)*
- *All-through PT/External Exam tracking sheet (KS1 to KS5)*
- *CAT4/Progress Test whole-school June summary sheet*
- *External Examinations August summary sheet*
- *Report templates*

These templates will enable simple and effective transfer to the summative/archival reporting in iSAMS.
To be shared, discussed, reviewed and finalised.

Reporting

Within individual schools, assessment data is reviewed and analysed by teachers and leaders at various points in the year as part of the normal teaching process. Data from previous years and baseline/CAT4 assessments enables the establishment of flight paths and targets for individual learners at the start of a year or course of study. Comparison of achievement at the end of one year against the previous year (or against baseline data from the start of the year) demonstrates the value added by the years' experience.

Individual schools issue reports to parents and conduct parent-teacher meetings according to their stated policies. *[However, the standardisation of reports across the group, with a common template for all schools is under consideration and will be discussed during 2018/19]*

For each school's reporting to Orbital Head Office,
- data capture onto iSAMS will take place two times per year (in the middle and at the end of each year);
- CAT4 and Progress Test data should be uploaded onto iSAMS within 5 working days of the assessment being taken;
- a summary of notable observations from CAT4 assessments should be included in the Principal's Monthly Report at the end of October;
- a headline overview of Progress Test data should be submitted to Orbital Head Office by 30th June;
- Predicted Grades for external examinations in Years 11-13 should be uploaded onto iSAMS no later than 1st May;
- a headline overview of external examination results should be submitted to Orbital Head Office within 24 hours of the results release;
- grades from summer external examinations should be uploaded onto iSAMS no later than 31st August;
- a whole-school analysis of Progress Test data should be submitted to Orbital Head Office by 31st August and added as an attachment to the August Monthly Report;
- an analysis of external examination performance should be submitted to Orbital Head Office by 31st August and added as an attachment to the August Monthly Report;
- Updated results and statistics should be uploaded to iSAMS and submitted to Orbital Head Office promptly if there are any changes as a result of Enquiries About Results.

MONITORING, EVALUATION and REVIEW

Middle and Senior Leaders monitor assessment, recording and reporting through their internal Quality Assurance procedures, including through KS/departmental reviews, work scrutiny, student interviews, lesson observations, statistical analysis, tracking and evaluation of data inputs and through line and performance management. A work scrutiny should be carried out at least once per term in order to ensure consistency in the quality of comments and style of reporting, and report on the outcomes to their line manager.

The effectiveness of this policy is monitored by the member of staff responsible for data, who reports to the Principal and SLT, and through Monthly Reports and discussions between the Principal and Regional Head of Schools. The reported effectiveness is verified during visits by the Regional Head of Schools.

This policy will be reviewed after the first year and subsequently every two years.