

Assessment and expected progress policy

The Lion Works School



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1. Aims

This policy aims to:

- › Provide clear guidelines on our approach to formative and summative assessment
- › Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- › Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- › The recommendations in the [final report of the Commission on Assessment without Levels](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

- › We routinely assess our students. Effectively levelling is required to teach appropriately and to ensure progress through the curriculum. We undertake assessment tests prior to offering a school place, at the end of each half term as well as formal testing at the end of each term.
 - › The assessment is part of AFL processes as well as ensuring we are meeting the learning needs of our students.
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- › Due to our low cohort numbers (in comparison to a large, maintained setting) we are able to assess against former National Curriculum level descriptors.
- › We do not assess in all subjects. We have a select number of subjects where the outcomes are measured in non-academic terms.
- › There are a range of assessment practices in specialist settings. Due to our unorthodox approach to providing a specialist curriculum and the needs of our students we use most commonly use academic assessments to show progress.
- › Class teachers are responsible for conducting regular assessment of their learners.
- › The Headteacher is responsible for monitoring and collating the assessment data.

4. Assessment approaches

At The Lion Works School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- › **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- › **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Teachers use a variety of formative assessment methods. These include; peer evaluation, self-marking, questioning, peer dialogue.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- › **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- › **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment is used at the end of each half term period. The assessments are set by class teachers and will relate to the topics of study taught during the previous half term. The formal summative assessments serve to help teachers to forward plan and report attainment.

In KS3 formative assessments will be set by the teachers. These may be devised by the teacher or be from a commercial source. The teacher will use their experience and knowledge to assess the most relevant assessment to use. The assessments must provide an opportunity for students to demonstrate their attainment against the relevant KS3 level descriptors.

In KS4 teachers will use materials provided by a range of exam boards to assess BTEC and GCSE progress.

The formal assessment approach will further be used to familiarise students will formal assessments procedures consistent with what they will experience ins KS4 and KS5.

In subjects where we have multiple subjects teacher the subject lead will set the assessments for all students in that subject.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to understand national expectations and assess their own performance in the broader national context
- › **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

Assessment data will be collected by Senior Leaders and will be recorded by the Headteacher to assess the progress of learners and the effectiveness of teaching throughout the school.

6. Reporting to parents

The attainment data will be communicated will parents through formal termly reporting as well as during parents evenings. The school will provide benchmarks against Age Related Expectations in order to support parents to understand their child's attainment information.

7. Expected progress and interventions

Due to The Lion Works School being a Specialist setting students will enter the school at a range of different year groups and points within the academic calendar. Many students will not have sat KS2 SATS or will have had significant periods out of education following school breakdown which will make expected progress measures used in mainstream settings (namely progress 8) inappropriate as measures of progression.

In KS3 students are expected to make a minimum of two National Curriculum sub level per academic year, with our intention for students to achieve 3 sub levels of progress. If students make less progress than this in the core subjects they will be monitored with a specific intervention plan put in place to support progress. A range of interventions are available, these include; 121 input, TA support and differentiated resources. Parents will be informed as to whether students are making expected progress via termly reports and during parents evenings.

'Flight paths' are not currently used for our cohort projections due to a lack of comparable data being available to the school. This will be developed in the medium term whilst at present we have example 'Flight paths' from the Fischer Family Trust to inform our understanding and projections. At present we have 'minimum outcome expectations' for all our students on each pathway within the school.

Class/Year group	Minimum base attainment on pre-entry assessment (NC)	Expected yearly progress and attainment	Expected minimum outcomes
Year 7 – Pioneers (Academic)	2.1	2 sub levels	5 Grade 4 or above GCSE outcomes
Year 7 – Explorers (Vocational)	1.1	2 sub levels	Core Functional Skills level 1 3 BTEC level 1 certificates
Year 8 – Pioneers (Academic)	2.3		
Year 8 – Explorers (Vocational)	1.3		
Year 9 – Pioneers (Academic)	3.2		
Year 9 – Explorers (Vocational)	2.1		
Year 10 – Pioneers (Academic)	Working towards GCSE grade 4 in core subjects		
Year 10 – Explorers (Vocational)	Working towards E3 in FS Maths and English		

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. This covers our entire cohort as all students will have an Education and Health Care Plan.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' who require additional support and intervention above their current allocation.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

9. Training

Teachers will be supported with assessment processes by the Senior Leadership team. KS4 teachers will be directed to support made available by the relevant exam boards. Through book scrutiny and work sampling senior leaders will ensure the validity of attainment judgements.

The school will endeavour to provide opportunities for supportive standardisation visits with other education settings.

10. Roles and responsibilities

10.1 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups

Prioritising key actions to address underachievement

- Reporting to external agencies on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.2 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

11. Monitoring

This policy will be reviewed annually by the proprietor.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Senior Leadership team will monitor the effectiveness of assessment practices across the school, through:

This will be monitored via learning walks, lessons observations, book scrutiny and peer review.

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan

Figure 1 Expected KS3 levels (using National Curriculum level descriptors)

Current National Curriculum Levels	Year 7 Expectations	Year 8 Expectations	Year 9 Expectations
8			Mastered
7		Mastered	Extended
6	Mastered	Extended	Secure
5	Extended	Secure	Approaching
4	Secure	Approaching	Developing
3	Approaching	Developing	Beginning
2	Developing	Beginning	
1	Beginning		

Figure 2 Old letter based GCSE grades compared to numerical grades

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

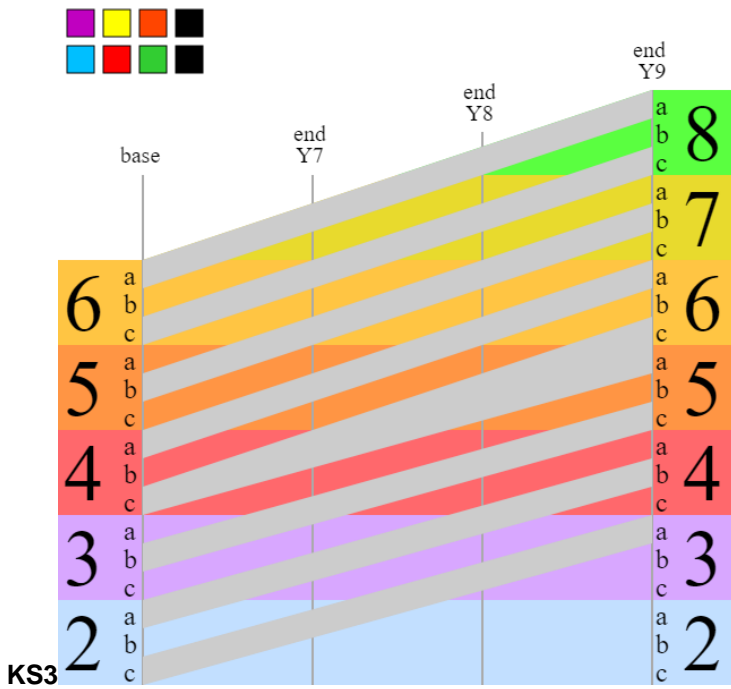
AWARDING
4 and above = bottom of C and above

Source 3 – Expected attainment for each key stage

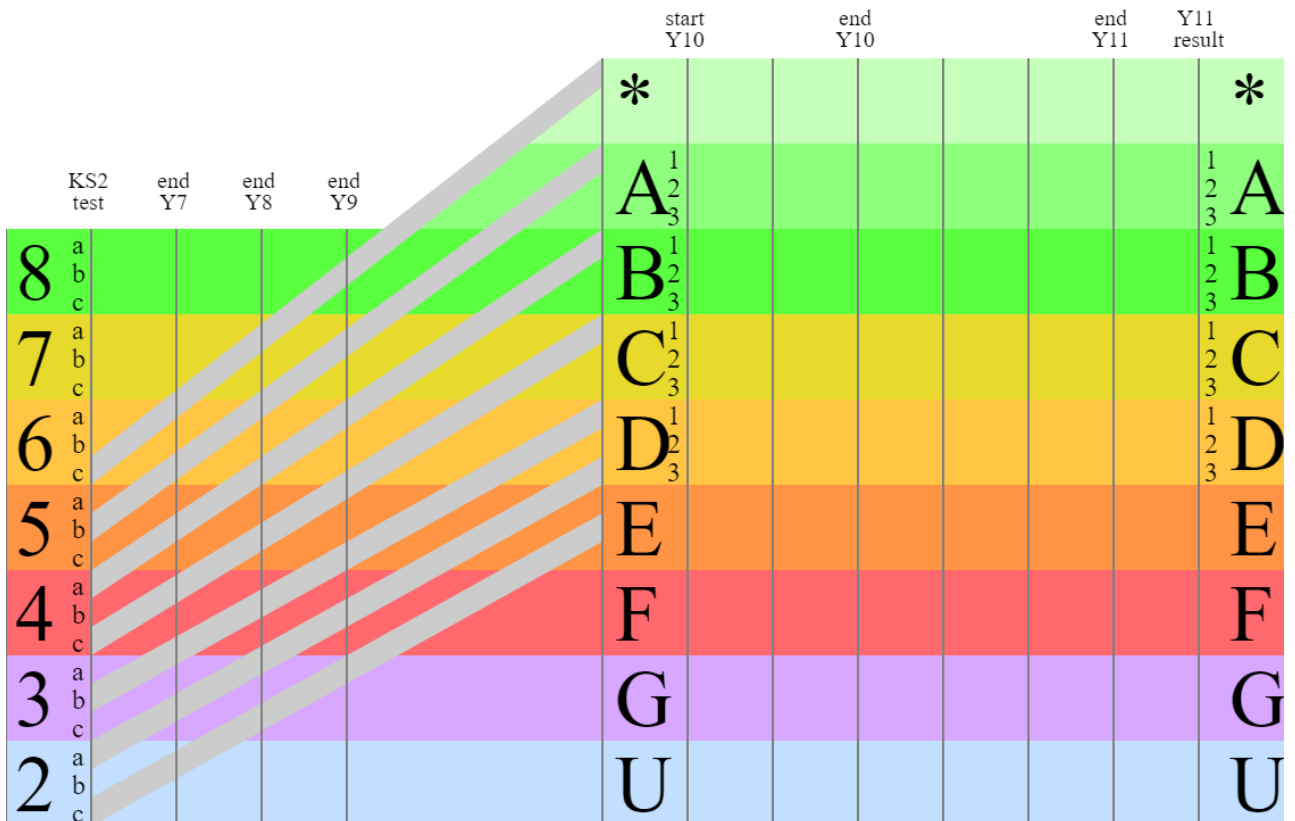
Range of levels within which the great majority of pupils are expected to work	Expected attainment for the majority of pupils at the end of the Key Stage
Key Stage 1 1–3	at age 7 2
Key Stage 2 2–5	at age 11 4
Key Stage 3 3–7	at age 14 5/6

Source: *The National Curriculum: Handbook for primary teachers in England.*

Source 4 Fischer Family Trust Flight paths through



Source 5 Fischer Family Trust Flight Paths KS3 to KS4 outcome



Source 6 BTEC to GCSE KS4 equivalency (source Pearson)

Age 14-16

Your BTEC options	Equivalent in standard to	Level
BTEC Tech Awards	GCSE grades A to E	1 to 2
BTEC Firsts	GCSE Grades A* to C	2
MySkills		Entry to 3
BTEC Workskills		Entry to 3
BTEC IT Users (ITQ)		Entry to 3

Source 7 Flight path example courtesy of South Charnwood High school (a 'Good' School – Ofsted 2019)

KS2 grade	Reading/ Spelling/ Ages	MidYis Band/ CAT analysis	Attainment compared to age expectations	Explanation	How does this relate to pupils?	New GCSE grade	Old GCSE grade
5A/6	4 years more than age expected	>130	Well Above	Pupil is working well above the standard expected for their age and should aim for a GCSE Grade 8-9 (A*).	This would apply to top performing pupils, such as top 10 in the year group	8-9	A*
5C-5B	2 years more than age expected	110-129	Above	Pupil is working above the standard expected for their age and should aim for at least a GCSE Grade 6-7 (A-B).	This would apply to most able pupils & those working in top sets and the best few pupils in middle sets	6-7	A-B
4A-4B	Age expected	96-109	At	Pupil is working at the standard expected for their age and should aim for at least a GCSE grade 5 (B-C).	This would apply to the biggest majority of pupils, generally in middle sets and maybe the top few in bottom sets.	5	C
4C-3A	At least 1 year below age expected	80-95	Towards	Pupil is working towards the standard expected for their age and should aim for at least a GCSE grade 3-4 (D-E).	This would apply to pupils who struggle with the academic curriculum and would generally be those pupils in the bottom sets.	3-4	D-E
3B or below		<80	Below	Pupil is working below the standard expected for their age and should aim for at least a GCSE grade 1-2 (F-G)	This would apply to the academically very weakest pupils and these pupils should be looking at a more vocational pathway at GCSE.	1-2	F-G

Annual assessment schedule

End of:	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
7E/7P	Teacher NC levelling	Teacher NC levelling Formal assessment	Teacher NC levelling	Teacher NC levelling Formal assessment	Teacher NC levelling	Teacher NC levelling Formal assessment
8E/8P	Teacher NC levelling	Teacher NC levelling Formal assessment	Teacher NC levelling	Teacher NC levelling Formal assessment	Teacher NC levelling	Teacher NC levelling Formal assessment
9E/9P	Teacher NC levelling	Teacher NC levelling Formal assessment	Teacher NC levelling	Teacher NC levelling Formal assessment	Teacher NC levelling	Teacher NC levelling Formal assessment
10E	Teacher BTEC progression reporting	Teacher BTEC progression reporting Teacher FS levelling	Teacher BTEC progression reporting	Teacher BTEC progression reporting Teacher FS levelling	Teacher BTEC progression reporting	Teacher BTEC progression reporting FS external assessment
10P	Teacher predictions based on GCSE level descriptors	Teacher predictions based on GCSE level descriptors Mock assessment	Teacher predictions based on GCSE level descriptors	Teacher predictions based on GCSE level descriptors Mock assessment	Teacher predictions based on GCSE level descriptors	Teacher predictions based on GCSE level descriptors Mock assessment
11E	Teacher BTEC progression reporting	Teacher BTEC progression reporting Teacher FS levelling	Teacher BTEC progression reporting	Teacher BTEC progression reporting Teacher FS levelling	Teacher BTEC progression reporting FS external assessment	Teacher BTEC progression reporting
11P	Teacher predictions based on GCSE level descriptors	Teacher predictions based on GCSE level descriptors Mock assessment	Teacher predictions based on GCSE level descriptors Mock assessment	Teacher predictions based on GCSE level descriptors Mock assessment	External assessment	