



MANOR HIGH SCHOOL

ASSESSMENT POLICY

Adopted by Manor High School	15.12.16
Agreed	26.01.23
Next Review	26.01.24

1. Policy Statement

Regular and effective assessment and feedback make a major contribution to the development of learning and enable students to reach their potential. Therefore, both formative assessment and summative assessment are central to the school's teaching and learning. Assessment must be:

- appropriate and impactful, with a balance of low and high stakes approaches within classrooms and remotely;
- equally accessible to students with disabilities and learning difficulties.

2. The Purposes of Assessment

Assessment enables teaching staff to identify and reward students' efforts and achievements as well as address misconceptions and areas for improvement, using appropriate interventions to raise standards and outcomes.

- Formative assessment is aimed at recognising the positive achievements of each student and identifying the area of their learning that requires improvement.
- Summative assessment enables the teacher and student to know how the quality of their work relates to the standards of external awarding bodies.
- In addition, it is used to:
- Identify the specific level of challenge and support that each individual student would benefit from, and the tailored interventions required.
- Encourage students to act as a learning resource for one another through methods such as peer assessment.
- Encourage students to take greater responsibility for their own learning through methods such as self-assessment.
- Enable teaching staff to evaluate students' understanding and progress and determine revisions to the way Schemes of Learning are taught.

3. Procedure

3.1 Baseline Assessment

On entry into Manor High School, students will complete a baseline assessment in each subject to measure the extent that they have met the requirements of the curriculum to that point. Curriculum Leaders work with Senior Leaders to select an appropriate strategy for baseline assessment. Progress in each subject will be measured from this starting point. There should always be triangulation of data to form baseline data.

3.2 Curriculum Mastery

The knowledge and skills necessary to meet the requirements of the curriculum are mapped out by departments who have considered what the core knowledge and skills are. As learning takes place, students will become secure with the development of skills and the understanding of core knowledge. This means that they can consistently demonstrate they can apply necessary knowledge or skill. These are identified in Schemes of Learning and will be taught and assessed in order to determine flightpaths for students.

This granular data should be used to:

- Inform lesson and curriculum planning
- Identify where intervention is necessary
- Demonstrate the impact of any intervention
- Evaluate and improve the effectiveness of teaching and learning
- Communicate strengths and weaknesses to students and their parents/ carers

3.3 End of Year Exams

GCSE students will sit exams in each subject by the end of the Summer Term. The exams will measure the extent to which students have met the requirements of the curriculum. Departments will engage in rigorous moderation within the subject area and with other institutions to ensure validity and reliability of data.

3.4 Expected Grades

Expected Grades (EGs) are initially set using FFT5 targets to provide high aspirations for the students and the school. Teaching staff are able to revise Expected Grades upwards at each data collection, where appropriate, to provide extra challenge. To ensure appropriate challenge and support, it is vital that information about the students' prior and current attainment is available and used by subject staff. This is particularly important during transition to the school. (Appendix 1).

3.5 Tracking Progress

Throughout KS3 and KS4, students are placed in Flightpaths 1-9, depending on the degree that they have mastered the competencies taught at that stage in their journey.

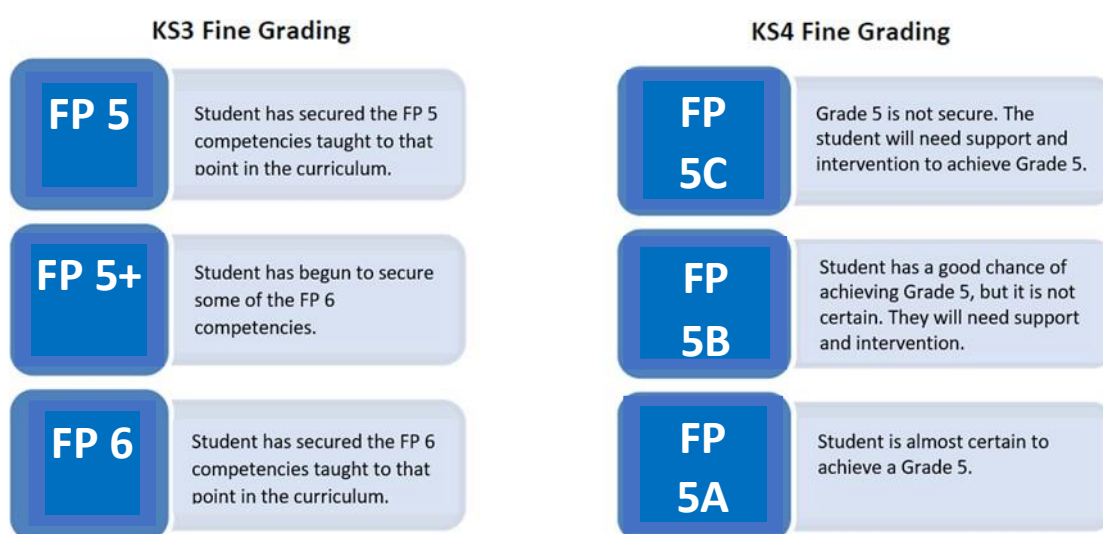
The Flightpath indicates whether the student is on track to achieve their Expected Grade. For example, if a Year 7 student has an Expected Grade of a 6 and they are placed in Flightpath 6 by their teacher, they are making expected progress, according to the school's very high aspirations. This Year 7 student would not be working at a GCSE Grade 6; they would have secured the competencies required in their current stage of education to achieve a Grade 6, at the end of Year 11.

Although the same Flightpath numbers are used each year, the difficulty level increases. For example, a Year 9 Flightpath 5 is higher than a Year 7 Flightpath 5. If a student has an Expected Grade of a 5, and remains in Flightpath 5 from Year 7-11, they are making expected progress.

The Expected Grade is a target that remains with the student throughout their school career and can be revised upwards only. However, Flightpaths can change in either direction, according to the students' effort and outcomes. Any student that has a Flightpath below their Expected Grade will be closely monitored by their classroom teacher and key leaders.

3.6 Fine Grading

Accurate and focused data is a key principle of assessment at Manor High School. During Key Stage 3, assessment Flightpaths will have an extra sublevel to indicate that the student is close to moving up to the next Flightpath. At Key Stage 4, fine grades (A, B and C) will be used to indicate the security of the grade.



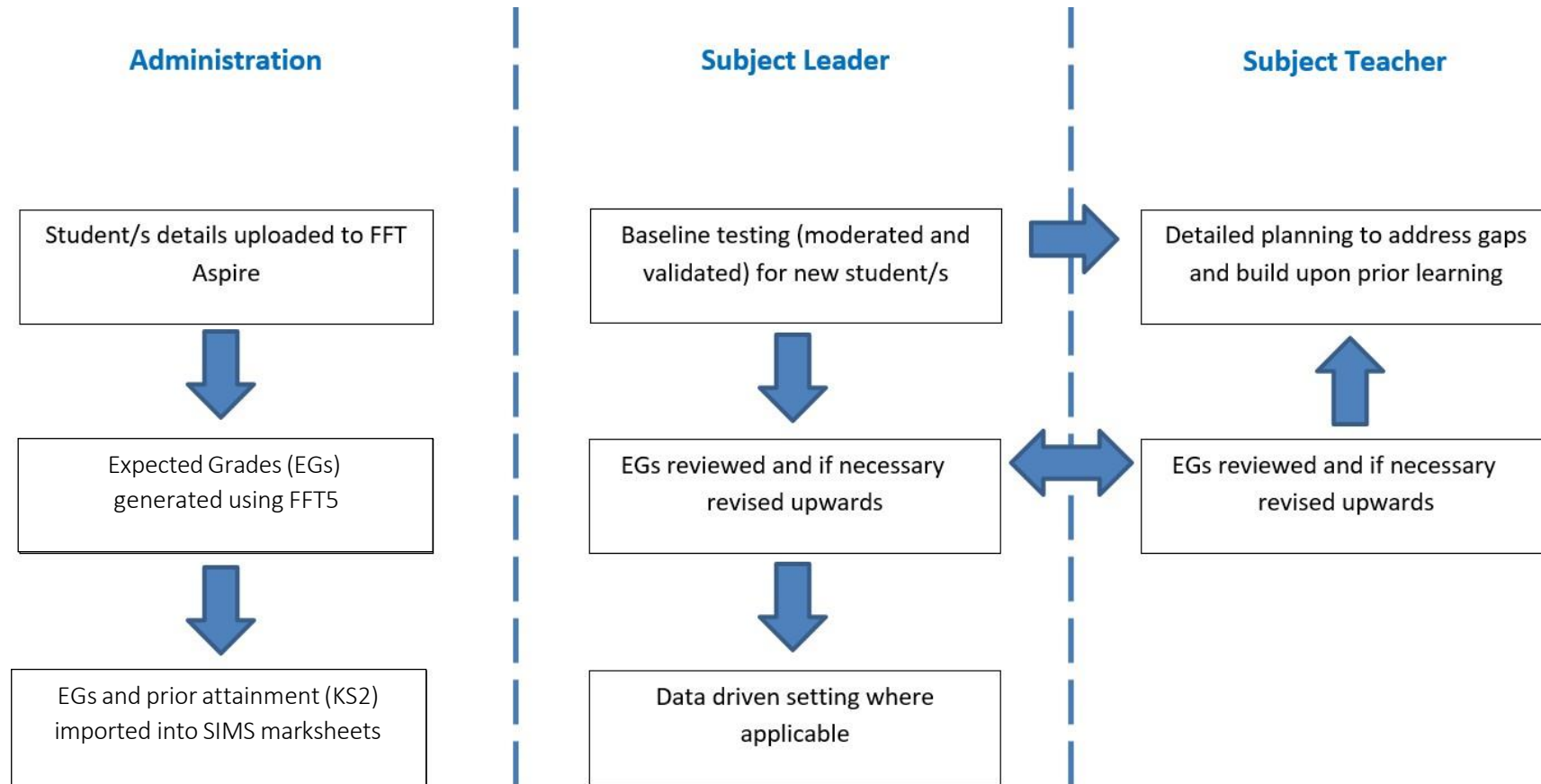
3.7 Quality assurance of data at Key Stage 3 and Key Stage 4

KS3 and KS4 progress and attainment data is initially quality assured by the class teacher. Following this, data is then quality assured by the Curriculum Leader and School Information Analyst. Data is then imported into 4Matrix, a data management system, and data reports are generated. At Key Stage 4 an additional level of quality assurance is added by members of SLT. Regular quality assurance meetings take place between each Curriculum Leader, a member(s) of SLT for Year 10 and 11 data and the Head of school and people development for Oak Multi Academy Trust. These meetings are conducted to ensure data headlines, gaps in attainment and progress and individual students are discussed and subsequent actions are put in place to have a positive impact on outcomes.

3.8 Reporting

The school values the positive working relationship that has been developed with the students and their parents/carers, and aims to give them valuable information about attainment and progress. Termly progress updates for students and their parents/carers are produced for KS3 reporting Expected grade 1-9, Flightpath 1-9 and students' Aptitude for Learning (A4L) and for KS4 reporting Expected grade 1-9, Flightpath 1-9 and Working at Grade 1-9. The Flightpath reported will indicate current performance but also provide an indication of GCSE outcomes. KS4 student also receive reports showing PPE results and GCSE predictions.

Appendix 1- Assessment information for transition to Manor High School



We use Fischer Family Trust (FFT) to set Expected Grades. FFT provide a statistical package, giving three different benchmarks of grades based on the performance of similar students in the top 50% (FFT50), 20% (FFT20) and 5% (FFT5) of schools.