



Broadway Academy Trust Policies

Our Children. Our Community. Believe it can be done!

Assessment Policy

Approved by: Deep Academics Committee

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Contents

	Section	Page
1	Rationale	2
2	Purpose of assessment	2
3	Purpose of exercise books	2
4	Recording assessments	2
5	How do we assess	2
6	What do we do with the intelligence gathered	3
7	Assessment Cycle (KS4 & KS5)	4
8	Entering data	4
9	Assessment Cycle (KS3)	6
10	Interim reports	8

1. **Rationale**

Broadway Academy supports the belief that every learner deserves a rewarding educational experience. Our aims are personal excellence and that every student should achieve his or her full potential. This takes place in a context, which encourages the involvement of students, parents and staff.

2. **Purpose of assessment**

The purpose of assessment is to check student understanding and use this intelligence to inform planning and teaching, to embed knowledge fluently. This is done mainly through formative assessment strategies to identify and address gaps in knowledge, understanding and skills. The intelligence gathered allows teachers to adapt and respond immediately to maximise student progress and intervene with those 'falling behind'. At Broadway we believe assessment is a celebration of success.

3. **Purpose of exercise books**

Exercise books are used for student note taking, answering questions, completing formative assessments and much more. To support the management of their workload, teachers are not expected to mark student notebooks.

The [EEF state](#) that students may be better served by teachers marking "*less in terms of the number of pieces of work marked, but mark better.*" It is for this reason that we do not expect teachers to mark student exercise books, but quality mark key pieces of work as determined by each subject area/Head of Department.

The content of the exercise books will provide a good indication to the academic journey each student undergoes throughout the academic year/key stage.

4. **Recording assessments**

There are a variety of ways in which assessments can be recorded and this will be determined by each subject area depending on what suits the nature of the subject/course and what benefits the students most. All directorates will retain assessment evidence, which supports the accuracy of their assessment grades.

Although formative assessment takes place in every lesson and feedback provided in a timely fashion through various means, to ensure immediate and effective impact of teaching and learning, the recording of assessments may vary across subject areas as follows:

- some formative assessments will be visible in student exercise books, portfolios, or folders, while some, such as targeted questioning, will not be visible but evidenced through students being able to know more, remember more and do more
- in some subjects, evidence of assessment may be stored electronically or in folders

There will be a minimum of three summative assessments completed each academic year, which will be quality marked as per the Marking Policy. These summative tests will be cumulative (where possible) to assess what has been learnt in the long-term. In some subject areas there may be a need for more and this will be clearly justified by each Head of Department.

5. **How do we assess?**

At Broadway, teachers respond and give feedback to all assessment activities. This may be verbal, written, peer or self.

At Broadway, we assess our students regularly through deploying various adaptive and responsive **formative assessment** strategies, some that are listed below:

Examples:

- | | | |
|-----------------------------------|-------------------------------|------------------------|
| ■ Daily silent starter activities | ■ True/False statement | ■ Practical activities |
| ■ Problem solving tasks | ■ Sentence builders | ■ Questioning |
| ■ Odd one out activity | ■ Verbal response | ■ Classwork |
| ■ Card sort activity | ■ Written summary of learning | ■ Homework |

5.1 Strategies for formatively assessing...

Extended Writing	Student understanding	Student retention
- Written marking - Assessment under visualiser - Self or peer-assessment with clear success criteria	- Multiple choice questions - Problem solving tasks - Card sort activities - True/false statements - Show Me - Targeted Questioning	- Silent starter activities - Low-stakes quizzes - Pepper questions

5.2 **Summative assessment** is used three times across the academic year to reaffirm what teachers already know of students' performance and to test their ability to remember larger amounts of content which helps to inform the three data inputs. At Broadway Academy, we believe that summative assessments should be looked forward to as a 'celebration of success'.

5.3 **Self/peer assessment** encourages students to take responsibility for their own learning by:

- evaluating their own/peer achievement against shared learning outcomes.
- identifying their own/peer strengths and areas for improvement.
- encouraging individual self/peer learning goals and action plans for future progression.
- fostering a self and peer-reflective learning culture.
- encouraging independence and collaboration in learning.

Ultimately, self and peer assessment encourage students to self-evaluate, be reflective and receive constructive criticism and thus aid **character development**.

6. What do we do with the intelligence gathered?

The intelligence gathered through daily formative assessments is used to inform planning and teaching in the following ways:

Short term planning

The intelligence gathered from formative assessment through daily teaching and learning is used to immediately respond to and adapt teaching within the lesson. Teachers immediately address gaps in learning and overcome misconceptions so that students embed a solid foundation before progressing on to new learning.

Medium term planning

The intelligence gathered from formative assessment through daily teaching and learning is used to inform planning of teaching of learning for the next few lessons. Lessons planned are always flexible and adaptable to respond to the needs of the learners. Homework and additional resources are also provided to students to close the gaps in knowledge, understanding and/or skills.

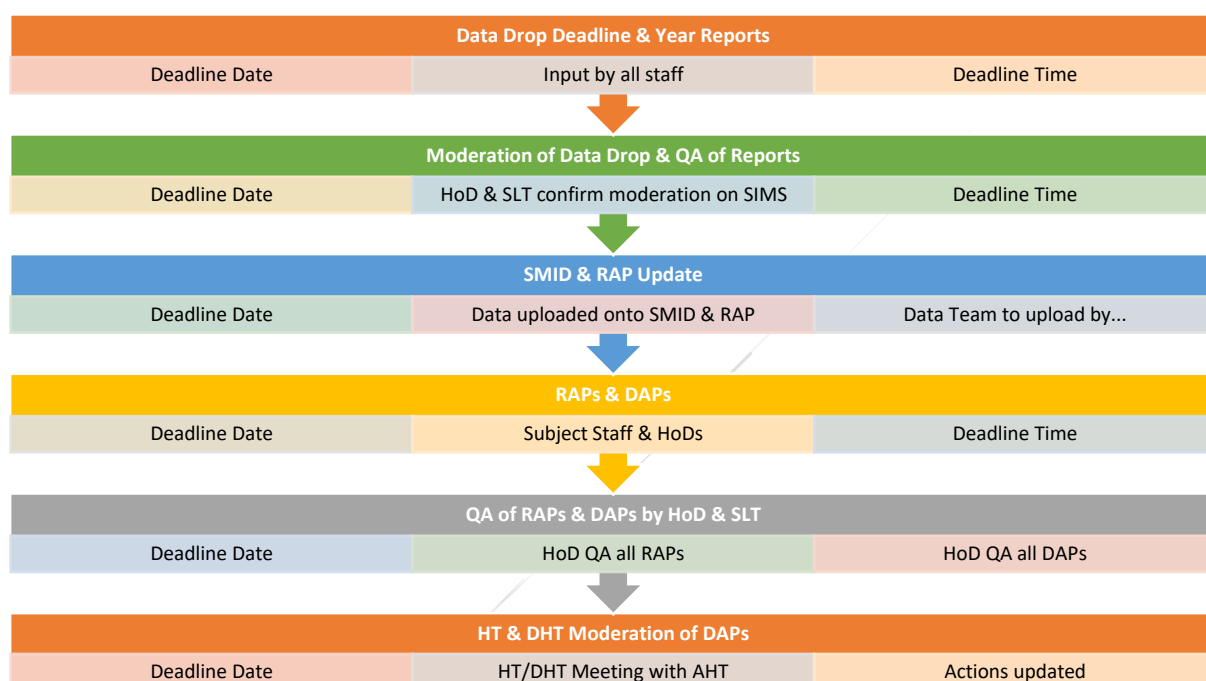
Long term planning

The intelligence gathered from formative assessment through daily teaching and learning over a period of time is used to inform planning of set changes, interventions groups and assignment of examination tiers.

7. Assessment Cycle (KS4 & KS5)

7.1 There will be three assessment cycles for KS4 & KS5 to capture student performance along with written reports to feedback to parents.

7.2 All assessment information is analysed alongside relevant external and baseline data in order to ensure accuracy, identify areas for improvement and raise student outcomes for all main and sub-groups. This will be done by completing Raising Attainment Plans (RAP) by each teacher and Directorate Action Plans (DAP) by Heads of Department. Further details and relevant documentation can be found in the Teacher Assessment Pack.



8. Entering data

Grading	Description
Target Grade	The Target grade for each student will remain the same – this is the aspirational target that the student should be achieving at the end of KS4 or KS5. This is taken from FFT5 ¹
Attitude to Learning	Grade 1 – 4 with Grade 1 indicating outstanding effort and attitude and Grade 4 indicating inadequate levels of effort and attitude.
Homework	Grade 1 – 4 with Grade 1 indicating outstanding quality of homework submitted consistently and always on time and a Grade 4 indicating poor quality of homework when submitted and rarely on time.

¹ FFT – Fischer Family Trust- FF% is based on schools that made much greater than average progress (FFT5 – 5th percentile progress).

Grading	Description
Working at Grade (WAG)	The Working at Grade is the grade each student is <u>currently working at</u> . This is based on a range of assessment evidence, including classwork, homework, mini-tests and mock exams and compared against the JCQ Grade Descriptors ² .
Predicted Grade (only for KS4 & KS5)	The Predicted Grade is the grade the subject teacher predicts the student will <u>achieve at the end of Year 11 or Year 13</u>. For GCSE subjects – GCSE Grade 9 – 1 For BTEC subjects – Grade D* - P For A Level subjects – A* - E A Predicted Grade is: • based on the working at grade and the potential for the student to make progress in the time remaining until Year 11/ 13 exams • a secure prediction after moderation within the department and where possible, across departments³ • the teacher knowing what strategies are in place for the students • the teacher knowing their students well and how they will respond to the strategies put in place (these will be evident in the subject RAP) • the teacher knowing the demands of the course • the teacher considering the full range of formative and summative assessments that have taken place • the teacher looking at the quality of homework completed and any extra revision that the student is doing; this may be evident in class A Predicted Grade is not: • based on one / the most recent assessment alone • optimistic or pessimistic to 'motivate' students • artificially low to 'show progress'

² [Summer-2021-Grade-Descriptors-GCSE.pdf \(jcq.org.uk\)](#)

³ See the work moderation form (Appendix 1)

GCSE 9 – 1 Grade Tracker

9 – 1 Grade Tracker

Track	KS2 Scaled Score	10.1	10.2	10.3	11.1	11.2	11.3
1	120	7	7	8	8	8	9
2	119	6	6+	7-	7-	7+	8
3	118	6-	6	6	6	6+	7
4	116	5+	6-	6-	6-	6	6+
5	114	5	5+	5+	5+	6-	6
6	112	5	5+	6-	6-	6-	6
7	110	5-	5	5	5	5+	6-
8	108	4+	5-	5-	5-	5	5+
9	106	4+	4+	5-	5-	5	5+
10	104	4	4+	4	4	4	5
11	102	4	4+	4+	4+	5-	5
12	100	4-	4	4	4	4+	5-
13	98	3+	4-	4	4	4	4+
14	96	3+	3+	4-	4-	4	4+
15	94	3	3+	4-	4-	4-	4
16	92	3-	3	3	3	3	4-
17	90	2+	3-	3	3	3	3+
18	88	2+	3-	3-	3-	3	3+
19	87	2	2+	3-	3-	3-	3
20	86	2	2+	3-	3-	3-	3
21	85	2-	2	2+	2+	2+	3-
22	84	2-	2	2	2	2+	3-
23	83	2-	2-	2	2	2+	3-
24	82	1+	2-	2-	2-	2	2+
24	81	1	1+	1+	1+	2-	2-
25	80	1-	1	1	1	1+	1+

Example 3

Example 2

Example 1

Example 1

A Year 10 student working at a Grade 7 at Cycle 1 Data Drop (10.1, Track 1), go across to 11.3 which projects an approximate Predicted Grade of 9.

Example 2

A Year 10 student working at a Grade 4+ at Cycle 2 Data Drop (10.2, Track 10), go across to 11.3 which projects an approximate Predicted Grade of 5.

Example 3

A Year 11 student working at a Grade 3 at Cycle 1 Data Drop (11.1, Track 16) go across to 11.3 which projects an approximate Predicted Grade of 4-.

Please note:

This tracker tool is to be used as a guide only, to provide an indication of the Predicted Grade. This is not a perfect model and does not take into consideration the professional judgement of the teacher. Please take into consideration student behaviour, attendance, work ethic, homework quality and meeting deadlines, etc. to fine-tune and determine to final Predicted Grade.

9. Assessment Cycle (KS3)

- 9.1 There will be two data drops for KS3 (February and June) where teachers will award a Working at Level, Attitude and Homework grade, focusing on how well pupils have performed against the intended curriculum using levels as indicated below.

Level	Description
Mastered	The student shows evidence of a deeper understanding/higher skill level in the subject and can make connections between different concepts within the subject
Secure	The student has achieved a good understanding and competence in the subject

Developing	The student is showing an increased understanding/skill level in the subject
Emerging	The student is beginning to learn/understand subject content/skills
Pre-emerging	The student is grasping the basic understanding and skills in the subject

Every department will have **grade descriptors** which will help determine the working at level of each pupil.

9.2 KS3 Curriculum Descriptor (History example)

Broadway Academy History (Year 7)

Skill Areas	Emerging <i>A student whose understanding of the Y7 History skills is still emerging will be able to:</i>	Developing <i>A student who is developing their Y7 History skills will be able to:</i>	Secure <i>A student who is secure in the skills in the Y7 History curriculum will be able to:</i>	Mastered <i>A student who has mastered the skills in the Y7 History curriculum will be able to:</i>
Extended writing and research skills	Write in complete sentences most of the time and write simple descriptions of historical events, people or places. Make good use of sentence starters. Research an answer from materials provided in class when given guidance or support.	Write in full sentences and be starting to organise written work into paragraphs. Start to use historical details to explain answers. Use sentence starters and writing frames effectively. Research some information with guidance. Begin to ask questions and contribute to class discussions.	Produce extended writing that shows some organisation into paragraphs. Always write in full sentences including some detailed historical facts. Research a topic independently. Will ask some questions and will contribute to class discussion.	Produce extended writing that is well structured, always using paragraphs, introductions and conclusions effectively. Write detailed answers in their own words, using some independent research. Ask some good questions and contribute to class discussion.
Knowledge and understanding	Know that time is measured in different ways such as years and centuries. Identify some key features of the period studied.	Begin to use key terms to do with time. Have some understanding of the key features of the period studied.	Use most of the terms to do with time confidently. Use some more difficult terms when prompted. Show good understanding of the period studied.	Use historical terms to do with time confidently. Use more difficult historical terms. Show excellent understanding of the key features of the period studied.
Analysis	List or describe some causes or reasons.	Will be able to identify causes or reasons. Will begin to use the term significance.	Understand that some reasons or causes are more important than others. Begin to explain the links between features of the past. Understand that some events are more significant than others.	Include some analytical points in written work and begin to come to conclusions. Explain the links between features of the past. Identify the most important reasons or causes. Select events that are more significant.

9.3 KS3 Pupil Targets

Pupil targets will also follow the same 'Levels' based on their prior attainment at KS2, as follows:

KS2 Score	< 80	80 – 90	90 – 100	100 – 110	110 – 120
Target Level	Pre-emerging	Emerging	Developing	Secure	Mastered

9.4 How will progress be measured?

Progress is the difference between the Working at Level and the Target Level, and a statement will read as follows:

- ☐ Student Y is working at x levels above his/her Target Level
- ☐ Student Y is working in line with his/her Target Level
- ☐ Student Y is working at x levels below his/her Target Level

The x level(s) is the difference between the Working at Level and Target Level.

10. Interim Reports

At each data drop, teachers will also complete a written interim report identifying Secure Areas, Areas not yet Secure and Actions (see below). The interim reports will replace the subject RAPs and the full reports.

Subject: Science	Teacher: Mrs Y Axis
In Year 9, <u>students</u> study KS3 Biology, Chemistry and Physics.	
Biology: Cell Structure and Transport, Cell Division, Digestive System, Plant and Animal Organs, Diseases, Preventing and Treating Diseases, Photosynthesis and Respiration	
Chemistry: Atomic Structure, Periodic Table, Structure and Bonding, Chemical Calculations, Chemical Changes, Electrolysis and Energy Changes	
Physics: Conservation and Dissipation of Energy, Energy Transfer by Design, Energy Resources, Electricity and Circuits, Molecules and Matter and Radioactivity	

Working at Level	Target Level	Attitude to Learning	Homework
Secure	Mastered	2	2

Student A is working at one level below his/her Target Level

Secure Areas
- Identify the appropriate variables in any given required practical method - Able to describe a wide range of scientific concepts and ideas
Areas not yet secure
- Analyse and interpret graphs to form conclusions - Evaluate scientific journals to describe and explain advantages and disadvantages
Actions
Complete the pack provided to draw, <u>interpret</u> and analyse a variety of different graphs

Activate Windows