

Assessment Policy



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Responsible Colleagues

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Academy

The Queen Elizabeth Academy

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment
to Education**

**Transparency
and Integrity**

**Innovation and
Improvement**

**Dedication to
Inclusivity**

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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Statement of Intent

It is our core responsibility to ensure that students have access to the very best education possible. One of the most fundamental and influential aspects of a child's education is the curriculum that they have access to. The power of curriculum is immense. It has the power to not only transform an individual, but to also transform whole communities and shape their understanding of the world and their place in it. Therefore, it is imperative that the curriculum on offer within our academies is truly world class and gives students access to powerful knowledge that takes them far beyond what their own individual experience ever could. To achieve this, we must ensure we expose all students *to the best that has been thought and said and engender an appreciation of human creativity and achievement*. To truly **transform lives**, we must not only show students what is possible but inspire and instil the confidence in them to go out and do it. Central to achieving this intent is a robust assessment practice as detailed in this *Assessment Policy*. This will ensure all students make strong progress and should they fall behind, they are quickly identified, and support is put in place.

All learners in our academies will experience a curriculum that:

- Is **ambitious** and **enjoyable** through knowledge and skills developed from Foundation Stage to Post 16 and adult provision
- Is **knowledge rich**, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities
- Is **inclusive**, nurturing and tailored towards the needs of the individual
- Is focused on developing the very best **oracy, literacy, numeracy, and digital** skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens
- Is **enriching**, ensuring all experience a rich variety of cultural, artistic, and sporting activities
- Is **broad** in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum
- Celebrates the uniqueness of each educational setting in terms of **localised knowledge and skills**
- **Develops** character, personal pride, and the highest moral standards
- Celebrates **diversity**, challenges **injustice**, promotes **equality** and encourages the creation of a better world
- Is delivered by well-qualified, forward-thinking, skilled, passionate **professionals**.

1 | Legal Framework and Definitions

1.1 This policy has due regard to statutory legislation, including, but not limited to:

- The *Education and Inspections Act* (2006)
- The *Health Act* (2006)
- The *Equality Act* (2010)
- The *Education Act* (2011)
- The *Education (Independent School Standards) Regulations* (2014)
- The *Immigration Act* (2016)
- The *General Data Protection Regulation* (GDPR)
- The *Data Protection Act* (2018)

1.2 This policy also has due regard to DfE/Ofsted guidance, including, but not limited to:

- *Inspecting the Curriculum, Ofsted* (May 2019)
- *Statutory Guidance for Careers, DfE* (January 2018)
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE* (June 2019)
- *National Curriculum in England: Framework for Key Stages 1-4* (Last updated December 2015)

2 | Scope of this Policy

2.1 This policy applies to all academy leaders, academy staff and academy learners.

2.2 For the purposes of this policy, references to *students* or *pupils* include all learners in our academies.

2.3 For a glossary of the terms used in this policy, refer to [Appendix 1](#).

3 | Principles of Assessment

- 3.1 To truly benefit from the collaborative work across our Trust and to ensure that every pupil attending an ATT academy experiences a world class curriculum through which they can achieve the very best, there must be a set of common principles and practices. In our academies, middle and senior leadership teams share an assessment language tightly linked to our curricular language for talking about curriculum, teaching and assessment ([Appendix 1](#)). It is important that how the curriculum, and the role of assessment within it, is viewed is clearly understood at all levels, from the Principal to teachers, teaching assistants and the non-teaching staff, for it to be truly embedded as the vision and mission of the academy. All our academies establish this approach in their own versions of the *Curriculum Leaders Handbook*.
- 3.2 Curriculum leaders regularly **review** the design of all assessments and routinely **quality assure** their implementation so that they achieve their intended purpose.
- 3.3 Curriculum leaders work to **ensure** that all assessments are fit for purpose and secondly to **assure** that they are delivered well and lead to an excellent quality of education for all students.
- 3.4 Curriculum leaders work collaboratively within and between our academies to design assessments which follow tight principles about what **content** is taught and how it is **sequenced**. Agreed common assessments, developed collaboratively through Team Network Groups (TNGs), with oversight from the Curriculum and Outcomes Strategic Development Group (SDG), ensure assessment information can be effectively used at individual, class, cohort, academy, and Trust level to strengthen the response to this information.
- The curriculum is the progression model. Students have made progress if they have learned the intended curriculum. In our academies we believe that teachers should be teaching to the curriculum and not to the test. Aligned to this effective teaching with a secure and rigorous assessment strategy which is fit for purpose.
 - Formative assessment is a form of assessment which helps capture what students do and do not know and allows teachers to address these gaps. Formative assessment can take both verbal and written forms.
 - Rigorous summative assessment is undertaken in our academies to provide valid and reliable information about how well students in our academies have learned the curriculum that we are teaching them. Summative assessments create data and information which has shared and consistent meaning.
 - In our academies, staff are asked for assessment information to provide meaningful data about how well students have learned the curriculum. The frequency varies according to the phase.

- In our academies, assessments are developed collaboratively. TNGs meet regularly to standardise assessments at a subject/phase level. At KS4, this is assisted by the move to common examination boards for the EBacc subjects.

4 | Purpose of Assessment

4.1 In establishing the purpose of assessment within and across our curriculum we refer to the following tight curriculum principles:

- Our curriculum is at least as broad and balanced as the National Curriculum
- It is important for all pupils, particularly for those from disadvantaged backgrounds, to have as broad a curriculum for as long as possible to build their knowledge of wider cultural capital
- Our curriculum can be adapted to meet the needs of vulnerable learners and those with SEND without lowering expectation and aspirations
- All our pupils are entitled to learn at least one modern foreign language because this develops their first language and increases their cultural capital. This begins in our primary academies and develops into the full EBacc entitlement at KS4 for as many pupils as possible (60% of KS4 in 2021 and 75% by 2022)
- All pupils are entitled to read widely and often
- The development of pupils' character is as important as the teaching of academic knowledge
- The curriculum prepares pupils for life in modern Britain and works to develop social, moral, spiritual, and cultural knowledge and understanding rooted in the principles of Fundamental British Values.

4.2 **Assessment principles and intent:**

- To measure progress against the curriculum intent.
- Align assessments with the curriculum.
- Define the purpose of an assessment first.
- Include items that test understanding across the construct continuum.
- Include items that reflect the types of construct knowledge.
- Use the most appropriate format for the purpose of assessment.
- This is further elaborated on [here](#).

4.3 **Assessment implementation:** We always consider the following points.

- Assessments must cover current and prior learning
- When and how to teach new core and wider content

- When and how to teach core skills including oracy, literacy, and numeracy
- When and how to revisit and build on prior learning so that each component of learning can build to become composite learning
- What knowledge pupils should be able use with fluency (speed and accuracy), by what stage of their education from their starting point
- How to sequence learning so that the proximal and ultimate functions of knowledge build over time
- How to ensure pupils will make expected or better than expected progress because of the curriculum purpose, design, and implementation
- To achieve a broad curriculum, how to ensure that all pupils in KS4, where applicable, study a minimum of eight qualifications, with best practice to study nine. At KS5 how most pupils should follow a programme of three qualifications, with some studying four.

4.4 Curriculum Maps and Assessment

- Every subject, course or phase has a curriculum map that sets out what will be taught and in what order as well as key assessment points
- There is one map per year group and each one links to the preceding and next year. Wherever possible the map also includes links to the relevant *Knowledge Organiser*, which sets out the core knowledge for that part of the curriculum
- This information is shared with pupils, parents/carers, governors, and other relevant stakeholders through the academy website.

4.5 **Inclusion:** We aim to provide every pupil with the best education possible. We promote a fundamental belief in equality of opportunity in the classroom and throughout our Trust (see our *Equalities Policy*). All pupils are fully included in the life and curriculum of our academy communities. Reasonable adjustments are made so that this can be achieved. Strategies and procedures to ensure all assessment is inclusive is determined locally by individual academies. See [Appendix 2](#)

4.6 Intervention:

- Not every pupil has the same starting point and there are times when the curriculum needs to be adapted for individual learners
- Our academies develop a range of intervention strategies to support learners to fill knowledge and skills gaps and accelerate progress
- Pupils who are identified at *Progress Reviews* as being below the expected standards are targeted with individual or small group interventions over defined periods of time. Pupils are assessed at the beginning and end of the intervention programme so that progress can be tracked.

5 | Formative Assessment

- 5.1 Formative assessment is at the heart of excellent teaching and should be an integral part of all learning and assessment practices.
- 5.2 Formative assessment is when teachers “use evidence of student learning to adapt teaching and learning, or instruction, to meet student needs” (William 2009) and involves a continuous way of checking and balancing, in the process of teaching and learning (Jeri, 2018). Formative assessment needs to collate data/information that can elicit change, which can be used to adapt teaching to address misconceptions or gaps in knowledge acquisition; they give in-process feedback about what students are or are not learning so instructional approaches, teaching materials, and academic support can be modified to the students' needs. Moreover, Christodoulou suggests that formative assessment(s) should be “specific, frequent [and] repetitive” (2016).
- 5.3 The marking of work provides another opportunity for formative assessment, whereby the teacher judges the quality of work and provides meaningful feedback accordingly. Each academy will have their own procedures for marking and feedback. Such procedures are an integral part of the Teaching and Learning cultures of each faculty, used to provide next steps for improvement and to set and enforce standards of presentation and effort. Marking and feedback procedures must have the key ethos of formative assessment at their heart.
- 5.4 Each academy will have its own formative assessment arrangements. See [Appendix 3](#).

6 | Assessment Cycles

- 6.1 Data collection dates will be published in the ATT Global Calendar. These dates will be agreed in conjunction with the Curriculum and Outcomes SDG. Academies will publish their own Assessment Cycles in line with these dates. Assessment Cycles can be found in [Appendix 4](#).

7 | Assessment: Early Years

7.1 Baseline: Projections for Early Year focuses on the Early Learning Goals and the *Early Years Policy*. A baseline is established for each child early on through teacher assessment based on *Development Matters* (national document).

7.2 Progress: At the end of Early Years, a teacher assessment is reached and reported based on the ELG. All additional assessment practice will be determined locally in by individual academies.

8 | Assessment: KS1 & KS2

8.1 Baseline:

- Progress against the ELG will be used as a baseline for Year 1
- Pupils will be formally assessed at the end of Key Stage 1
- Pupils will sit national examinations (SATs) at the end of Key Stage 2
- In year 5/6 pupils will complete practice assessments in preparation for their SATs assessments.

8.2 Target Setting:

- All academies will set targets using FFT5, 20 and 50
- Individualised academy targets will be set using the FFT measure appropriate to the academy context through the ECSI process
- Individual student targets will be set using the appropriate FFT level. These targets will not be communicated to students and parents/carers but will be used as an internal metric to aid measuring pupils' relative progress
- An aspirational but achievable target of minimum expectation will be agreed annually within each key stage.

8.3 Assessment Practice:

- All academies will assess reading, writing and maths at three points in the year
- Assessments will be standardised across all academies in core subjects

- Non-core subjects will be assessed using local academy practice and standardised through the TNGs
- The timing of the assessments will be determined by each academy but will fall into the planned Trust cycle
- Assessment information will be reported to the Trust using the agreed template as indicated in the *Assessment Cycle*
- Phonics in Year 1 will be assessed through three assessment points and again in Year 2 for those who did not meet the standard by the end of Year 1
- All additional assessment practice will be determined locally in by individual academies.

9 | Assessment: KS3

9.1 Baseline: When a student joins an ATT academy they will complete a suite of baseline assessments, which will be used alongside KS2 assessment data, to help inform target setting and curriculum implementation to ensure it builds seamlessly on prior learning to meet the aspirational intent set out in the *Curriculum Policy*. Baseline data will include:

- KS2 assessment data from primary schools
- When no KS2 SAT information is available primary teacher assessment data will be validated using:
 - Standardised GL Assessment (CAT4)
 - GL Progress Test in English, maths, and science.
- In Year 7 a standardised reading assessment will form part of the overall baseline assessment
- Whilst other assessments are used, the *KS2 Standardised Assessment Test* baseline will remain the minimum expectation
- Other subject baseline assessments may be determined at academy level.

9.2 Target Setting:

- All academies will set targets at FFT 5, 20 and 50 using Year 6 SAT data or most appropriate available alternative
- Specific individual academy performance targets will be set using the FFT measure appropriate to the academy's context through the ECSI process

- Individual student targets will be set using KS4 end points at the appropriate FFT level. Targets will not be communicated to students and parents/carers in KS3 but will be used as an internal metric to aid measuring students' relative progress.

9.3 Assessment Practice:

- Trust wide common assessments will be completed in all EBacc subjects, at the end of KS3
- All additional KS3 assessment practice will be determined locally by individual academies.

9.4 Reading:

- As a minimum, KS3 students in each academy will complete an agreed standardised reading assessment, every year. This will take place during Autumn Term 1 and Summer Term 2. Academies may choose to assess more frequently to measure the impact of specific interventions
- The outcome of these assessments will be shared with all staff, students, and their parents/carers
- All additional reading assessment strategies will be determined locally by individual academies. See [Appendix 5](#).

9.5 Measuring Progress and Reporting:

- Trust wide KS3 data will be collected from the End of Key Stage 3 assessments in the Ebacc subjects. This will be a % score for each assessment. Data collection will take place in July each year
- Trust-wide *Standardised Reading Assessment* data will be collected in Autumn term 2 and Summer Term 2, each year, for all students in Year 7-9
- All other procedures for measuring progress and reporting will be determined locally by individual academies. See [Appendix \[7\]](#).

10 | Assessment: KS4

10.1 Target Setting:

- All academies will set targets informed by FFT5, 20 and 50 estimates
- Specific individual academy targets will be set using the FFT estimate level appropriate to the academy context through the ECSI process

- Individual, end of KS4, student targets will be set using the appropriate FFT estimate level and may be higher, where accelerated KS3 progress has been secured
- Targets set, and agreed, at the start of the KS4 may be increased but cannot be reduced. End of KS4 targets, and any changes, will be communicated to students and parents/carers.

10.2 Assessment Practice:

- During KS4, there will be three Trust wide Mock examinations. These will take place in June of Year 10, November of Year 11, and February/March of Year 11. Mocks will be held in the same exam venues that will be used in the summer, with appropriate access arrangements
- In most cases, the full suite of courses will be undertaken in each Mock series. Principals will confirm this to the Curriculum and Outcomes SDG leads before the Mock series.
- Each Mock will be a past paper, agreed in advance by the TNG, or a bespoke paper created and validated by the subject TNG
- TNGs will co-ordinate a Trust wide standardisation and moderation of all Mock marking – see [Section 14](#)
- All additional KS4 assessment practice will be determined locally by individual academies.

10.3 Measuring Progress and Reporting:

- The Trust will collect assessment information three times per year in line with the published Assessment Cycle Calendar. These Progress Reviews (PRs) will be in December, March, May (Year 11) and July (Year 10)
- Mock grades and Predicted End Grades (PEGs) will be the only assessment information submitted to Trust at a PR
- PEGs and Mocks grades will be submitted using whole grades.

Progress Review	Year 10	Year 11
PR1: December	PEG	Mock and PEG
PR2: March	PEG	Mock and PEG
PR3: May		PEG
PR4: July	Mock and PEG	

- All other procedures related to measuring progress and reporting will be determined locally by individual academies.

11 | Assessment: KS5

11.1 Target Setting:

- All academies will set targets informed by Oxford Analytics and end of KS4 performance
- Specific academy targets will be agreed through the ECSI process
- Individual, end of KS5, student targets will be set using Oxford Analytics and end of KS4 performance. Targets may be set higher than this based on local knowledge related to a student’s prior attainment and progress
- Targets, set and agreed, at the start of KS5 may be increased but cannot be reduced. End of KS5 targets will be communicated to students and parents/carers.

11.2 Assessment Practice:

- During KS5, there will be three Mock examinations or other appropriate assessments depending on the qualification. These will take place in June of Year 12, November of Year 13, and February/March of Year 13. Mocks will be held in the same conditions that will be applied in the terminal assessment, with appropriate access arrangements
- A full suite of courses will be undertaken in each Mock series
- TNGs will co-ordinate a Trust wide standardisation and moderation of all Mocks marking – see [Section 13](#).
- KS5 assessment practice will be determined locally by individual academies.

11.3 Measuring Progress and Reporting:

- Academies will submit assessment information, to the Trust, three times per year in line with the published *Assessment Cycle Calendar*. These Progress Reviews (PRs) will be in December, March, May (Year 13) and July (Year 12)
- Mock grades and Predicted End Grades (PEGs) will be the only assessment information submitted to Trust at a PR
- PEGs and PPEGs will be submitted using whole grades.

Progress Review	Year 12	Year 13
PR1: December	PEG	Mock and PEG
PR2: March	PEG	Mock and PEG
PR3: May		PEG
PR4: July	PPEG and PEG	

- All other measuring progress and reporting procedures will be determined locally by individual academies. See [Appendix 7](#).

12 | Further Education

- 12.1 Due to the unique nature of assessment in Further Education all assessment procedures are determined locally by ATT FE.

13 | Considerations for SEMH Specialised Provision

- 13.1 NA

14 | Moderation and Standardisation

- 14.1 ATT understands the importance of the moderation and standardisation process, not only to ensure learner progress and outcomes but also as an important training opportunity for teachers.
- 14.2 Trust-wide moderation and standardisation of assessments will be undertaken by subject experts through Subject TNGs. This moderation and standardisation will validate work carried out in each academy.
- 14.3 TNGs will meet six times per year to plan, review and improve the curriculum for their subject. These meetings are scheduled on the ATT Global Calendar. TNGs will be guided by the Curriculum and Outcomes SDG, whose remit is reviewed and agreed through the Principal's Development Group (PDG). TNGs will work collaboratively to agree the ATT Curriculum Entitlement (ACE) for their subject and to write, resource and implement high quality schemes of learning and assessments.
- 14.4 Assessment will be co-created in order that they can be moderated, and progress measured with validity and reliability.
- 14.5 All additional standardisation and moderation practice will be determined locally in by individual academies. See [Appendix 6](#)

15 | Staff Training and Support

- 15.1 As a Trust, we build regular opportunities for staff in our academies to develop their subject, pedagogy, and pedagogical content knowledge through individual and group training.
- 15.2 TNGs are subject specific and meet up to six times a year to develop curriculum plans, schemes of learning and lesson resources.
- 15.3 SDGs address wider curriculum issues and meet up to six times a year.
- 15.4 We encourage staff to attend webinars, training days and development activities through our ATT Institute and those offered by external organisations. Training needs for individual staff are routinely linked to their development targets and Professional Development Conversations (PDCs) take place regularly throughout the year.
- 15.5 We deliver bespoke training for new entrants to the professions and for those recently qualified or returning to the profession.

16 | Review

- 16.1 The application of this policy in our academies is reviewed by the PDG and actioned through the Curriculum and Outcomes SDG.

Appendix 1- Glossary of Curriculum Language

Further updates to be included.

PEG	Predicted End Grade. Predicted end of KS grade a student would attain if they continued to work at their current level with only class-based intervention/support.
Progress Review	Progress Review. Point where student assessment data is collected
ELG	Early Learning Goals
Quality of Education	A rounded view on the quality of education an academy provides: the appropriateness of the curriculum intent (taking into consideration narrowing/flexibility), the extent to which it delivers on this intent (Impact), and how well it is delivered at subject/classroom level (implementation).
Intent	What the curriculum is building towards and how it is planned to get there considering the local context whilst ensuring students acquire the knowledge and skills to take advantage of opportunities, responsibilities, and experiences in later life. This is set at Trust, academy, and subject/phase level with each being intrinsically linked to the others.
Implementation	How the curriculum is taught at subject/classroom level.
Impact	What students have learned.
Component	Individual items of knowledge that students will learn.
Composite	Components combine to form composites, combined they become more complex composites.
Fluency	The ability to retrieve knowledge quickly and accurately.
Cultural Capital	‘It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’ (Ofsted S5 Handbook 2019). In our Trust this is not a tick box for each topic or lesson but is rooted in the curricular culture of our academies.
Core Content	This refers to the substance of the curriculum that students must know and remember to ensure a secure foundation in their schemata development.
Wider Content (Hinterland)	This is the content that sits outside of the core. It might be about the bigger picture. For example, the full novel. Without acknowledging and using such wider content, the core (a small passage from a novel) may not have true meaning. Wider content is often what makes knowledge rich and memorable for students.

Substantive Knowledge	The knowledge produced by an academic subject, which is made up of established facts that are uncontested.
Cumulative knowledge	This is where knowledge is not wholly reliant on students having previously studied a 'certain' topic, which means there are many pathways to mastering the content.
Hierarchical Knowledge	This means that you cannot teach one topic until students have 'mastered' the prior knowledge - e.g., times tables before fractions.
Disciplinary Knowledge	Disciplinary knowledge refers to what pupils learn about how that knowledge was established and constructed within the discipline, its degree of certainty and how it continues to be revised by scholars, artists or through professional practice. In some subjects, this is where there is space for judgement making, argument, open-ended challenges, and subject thinking.
Curriculum sequencing	This is ultimately about <i>how</i> and <i>why</i> a certain section of the curriculum serves to prepare students for future content, such that it has a <i>proximal function</i> to make the next stage possible and <i>ultimate function</i> to do an enduring job. The aim is to build a student's knowledge and skills towards agreed end points whilst equipping them with the confidence to be able to create knowledge themselves.
Proximal Function	Each bit of a curriculum has a job to do. The proximal function is how the knowledge from this lesson supports the work planned in the next few lessons/weeks.
Ultimate Function	Knowledge acquired across a curriculum is durable and has an ultimate function, a future purpose. This knowledge supports students, over time, to develop deeper conceptual understanding. It allows individuals to not only eventually enter disciplinary conversations and debates with confidence but allows students to potentially become knowledge creators themselves in the future.

Appendix 2- Inclusion

TQEA offers all students a broad, balanced and inclusive curriculum. All students are encouraged to be eligible for the Ebacc, options are well considered for each student and there is no glass ceiling for any student. To ensure this, this includes equality in all assessments.

A TQEA student's data and teacher observations are used to identify students who may need additional support in assessments. The SEND team, led by the SENCO Mrs Ressel, will investigate any concerns through appropriate tests and put in place any necessary interventions.

Teachers, TAs and other relevant members of staff are provided with up-to-date information concerning students with SEND and EAL needs. This is shared through the SEND register, EHCPs, face to face meetings and for Learning Passports for every student who is on the SEND register – this is stored on the shared staff area for staff to access. Information is regularly updated and shared with relevant staff. A 'PAND' also reviews students who are on the SEND register. For more information, please consult the SEND policy.

For TQEA assessments, teachers are expected to work with the SEND team, in advance of an assessment, to ensure that the correct arrangements are in place. Students are made aware of the arrangements in advance of the assessment. It is poor practice if students get to Year 11 and it is the first time that access arrangements are considered.

All students requiring support during assessments (including SEND and EAL students) are provided with the help and resources required to remove any barriers that would unfairly affect their performance in an assessment. This may include, but is not limited to, access to a reader, assistance with writing, extra time or a separate space to work.

For public examinations, at TQEA, all students are tested for exam access arrangements well in advance of their GCSE examination period. This usually begins at the end of Year 9/ start of Year 10. The SEND team liaises with students, parents and staff to ensure that all involved are aware of what extra support is provided, and that this support becomes the normal way of working in lesson time. In consultation with the SEND team, the Exams Officer will ensure that students entitled to access arrangements are fully supported in examinations and that exam invigilators are aware of the expectations. This practice needs to be part of a student's normal working practice for all assessments and mocks.

Appendix 3- Formative Assessment

The curriculum is the progression model. Students have made progress if they have learned the intended curriculum. Teachers ought therefore to be teaching to the curriculum and not to the test.

With this in mind, it is important that we respond to the important curriculum changes and the focus upon solid quality first teaching with a secure and rigorous assessment strategy which is fit for purpose.

Formative assessment

Formative assessment is a form of assessment which helps capture what students do and don't know, and allows us to address these gaps. We want each formative assessment to be designed with these questions in mind:

- What will this tell me about what students know/don't know about x?
- What will I do to address these gaps?
 - Immediately (in the moment)
 - Short/medium term (in the sequence of lessons)
 - Long-term (in the curriculum design)
- When will I check this again?

What questions should be at the forefront of our thinking around formative assessment?

1. How do we check for understanding in this subject?
2. Is there an understanding, among teachers, of where common misconceptions occur, and planning teaching and learning accordingly?
3. What does 'practice' look like in your subject? Is there enough time to practice and therefore embed knowledge and skills?


Common formative assessment techniques, and those included at TQEA, are:


- Scaffolding
- Retrieval practice
- Modelling
- Cold calling
- No-opt out
- Probing questions
- *Say it again, Say it better*
- Think, Pair, Share
- Whole-class feedback
- PTR marking
- Metacognition
- Live Marking Stickers
- PLCs


In every lesson at TQEA, students begin with a quick 'Do Now'. This is a low stakes quiz that tests prior knowledge and allows gaps in knowledge to be plugged. From the start of 2022-2023, TQEA

has introduced Knowledge Organisers across all subjects. These are to be used by students to revise from and test themselves independently for low stakes/high impact quizzing. TQEA also adopts a 'Cold Calling' approach to questioning where appropriate- to ensure all students are encouraged to think hard in lessons. Questioning forms the 'bread-and-butter' of formative assessment of lessons, differentiated according to the students' ability

Appendix 4- Assessment Cycles







The Queen Elizabeth Academy: Calendar Summary 2022-23

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
JUNE																																
JULY																																
AUGUST																																
SEPTEMBER																																
OCTOBER																																
NOVEMBER																																
DECEMBER																																
JANUARY																																
FEBRUARY																																
MARCH																																
APRIL																																
MAY																																
JUNE																																

Version 1 Sept 22

TQEA’s assessment cycle has been established to ensure that assessment remains an vital part of the curriculum in all subject areas, including the calendar (see above). Assessment is not an add on. It is planned for and reviewed and is a valuable tool for feedback and progress.

Key Stage 3 Assessment Cycle at TQEA:

- There are three summative assessments completed by students each year in each subject.
- Summative assessments will be set by Subject Areas and moderated as a team. This is directed time, part of the Directed Time Budget and calendared as Friday after school standardisation meetings.
- Each summative assessment will use a variety of question types appropriate to the subject to assess the whole domain.
- The aim is for all students to rise above a minimum curriculum threshold. The curriculum is designed in a way to reinforce the knowledge base of those who fall beneath this threshold.
- There is no 'expected progress' from baseline. The curriculum is the yardstick against which students are assessed.
- Assessments are designed to cover current content as well as use retrieval of knowledge from past units. Further detail can be found in the [TQEA Curriculum Leaders Handbook](#).
- Ebacc subjects (Maths, English, Science, MFL, History and Geography) all complete Trust-wide common assessments at the end of Year 9. This data is collected by the Trust and analysed. From this, academies with best practice can be identified and can then be used to support colleagues.

Key Stage 4 Assessment Cycle at TQEA:

At Key stage 4, all assessments are based on examination style questions (dependent on relevant specification). Students are assessed informally in lesson time through questioning and, class work. Formal assessments are carried out each term to assess progress on current units of work. Teachers will be asked for a predicted grade three times per year. The information used to inform this grade should be the teacher's professional opinion based on mock exam/ GCSE examination style data where relevant, in addition to classwork and the student's overall performance.

Quality assurance of assessments at TQEA:

All assessments and assessed data should go through the following quality assurance prior to being entered:

- Step 1: The SLT line manager should use their regular meeting with the Subject Leader prior to an assessment to discuss and ensure the quality and appropriateness of the assessment/s - Is the assessment useful and valid? Does it cover enough content according to the curriculum map?
- Step 2: Each Subject Leader should meet with their team and go through what is being entered for each student. This should be moderated against a sample of work and assessments to assure the data has been entered with appropriate levels of thought and a solid base of evidence.
- Step 3: Each SLT line manager should use their regular meeting with the Subject Leader after an assessment point to look at the data across each year group – Questions are asked regarding the data- Are there certain classes who are underperforming? What interventions need to be planned and implemented? How do we need to support teachers/classes to ensure that resources are sent to the right places and that students don't get left behind?
- Step 4: Data is entered and analysed by the SLT in meeting time. Focus on- 'This is what the data tells me, these are my concerns, these are the areas which I think are strong.'
- This information will then contribute to the on-going review and development of the academy improvement plan.

This quality assurance process will happen 3 times per year, when appropriate, according to assessment points and in a timely way to be done well according to each of the steps outlined above.

Appendix 5- Reading

TQEA's Reading strategy can be divided up as 'Reading for Pleasure' and 'Academic Reading'. A summary can be seen in the below table:

Reading for Pleasure	Academic Reading
<ul style="list-style-type: none"> • Celebrate Reading visually around the school with wall vinyl • QA Tutor Reading (once per week) • Develop student librarians • New library system installed on 5/12/21 and student librarians • Student voice to determine reading attitudes • Reading age tests completed • Buddy Reading run by students for weaker readers in Y7 & 8 set up • Vending machine bought and stocked with novels. Books are awarded as prizes to students who receive weekly Principal awards • Message to stakeholders about the importance of reading and to light a fire • Student voice completed to assess 	<ul style="list-style-type: none"> • Curriculum maps to map out the academic reading in each unit of study • Mary Myatt training shared and CLs deliver PD to all staff on the inset day • All subjects to have used reading in lessons • Direct Instruction groups set up for Y7+Y8 and progress tracked • Guided reading strategies to be used by all subjects - best practice shared (in T+L Briefing and Curriculum in Action). • Drop ins to practical subjects, in particular, and to less traditional subjects (e.g. Maths) to ensure all subjects include reading.
<ul style="list-style-type: none"> • Every student in years 7-9 has a reading book on them as part of compulsory equipment • Principal's award uses the book vending machine (student can also purchase a book for reduced cost) and this is shared on social media • Buddy Reading to happen 4 tutor times a week. • DEAR launched initially with subject specific reading, and then reading for pleasure once per fortnight 	<ul style="list-style-type: none"> • Comprehension is embedded in all subjects through guided reading • PD from subjects doing it well (MFL, Art etc.) to share to other subjects • Examples of outstanding practice buddy up with departments that have not embedded it successfully. • More scholarly reading included in lessons, particularly in English which could incorporate critique and literary theory • Academic reading subscriptions subscribed to for CLs to support the finding of academic reading

<p>(minimum of 10 mins with exceptions)</p> <ul style="list-style-type: none"> • World Book Day to include reading throughout the day (a short story, a part read each period) and not be a gimmick • Reading Age tests completed at the end of the term to assess impact 	
<ul style="list-style-type: none"> • Reading competitions launched • Reading age tests completed again to ascertain progress made and identify which students need closer support. • Student voice conducted to determine if attitudes have changed. • Library loans assessed to check if the numbers have increased • Student survey conducted & compared to Term 1 to assess impact on moving forwards to year two 	<ul style="list-style-type: none"> • Bedrock assessed to see if it has impact (for renewal for next academic year) • More explicit teaching of vocab is launched, possibly through PiXL Unlock or similar programme • Decoding and fluency of language is addressed. • ‘Live’ reading walls to develop in departments.

Reading ages are tested at least twice every year using the NGRT. Students Performing below are offered interventions. These interventions are bespoke to the individual student need. The main form of interventions are Direct Instruction groups for Year 7 and Year 8, and Buddy Reading for Years 7, 8 and 9.

Students are retested and test scores evaluated. Those needing further intervention are then offered 1:1 tuition. A second set of NGRT tests are offered in the Spring term. Student progress is shared with staff, students and parents, and are used to design lesson plans and choose reading materials.

Reading for pleasure is encouraged through whole school initiatives such as World Book Day, Poetry Day, author visits, library events and using the academy reading newsletter to showcase student work. The academy runs a book club, inviting in students to read a variety of books with other students and staff.

Appendix 6- Standardisation and Moderation

1. CLs, with their teams, plan their curriculum maps and the assessments are built into these. The assessments are carefully considered and shared with the SLT line manager.
2. An assessment should focus on current learning but also include past learning. An assessment should be able to provide a holistic grade, and not just test recent knowledge.
3. Assessments are carried out on the given weeks as indicated on the TQEA calendar. Subjects can assess more than the minimum requirement but students, parents and the Learning Support team need to be informed.
4. Class teacher complete the assessments – all assessments are done in silence/exam conditions.
5. Teachers then get together. At TQEA, there are calendared 'Standardisation' meetings which occur on directed time on a Friday. These are strategically scheduled to be after a summative assessment. During these meetings, departments moderate and ensure there is a department standard to the marking. Marks may be adjusted if an agreed standard means teachers need to address their marking. For the mock assessments at Year 10 and Year 11 all departments at TQEA will internally moderate an agreed percentage of assessments during department time. As has happened in previous years, TQEA will continue to ensure that all mocks have a sample externally moderated to ensure the marks of assessments are robust and valid. This will mean using the relationships of TNGs, other professional judgements in other schools or private marking companies (such as Assess Assist or Chartered Marking).
6. Students then receive feedback in the form of individual 'PTR' marking, whole class feedback or question level analysis. Students respond to the written feedback to demonstrate an improvement in their learning.

Appendix 7- Reporting on Progress at KS3

Purpose

GCSE Estimates for all students are generated from an end of Key Stage 2 assessment. In the absence of SATs, FFT use the CATs tests that we get our year 7s to sit when they join TQEA in the first half term of Year 7. We can use these estimates to create a baseline rank. This effectively ranks the students from the expected highest student to the lowest. Using FFT we can do this for all subjects.

By ranking students at regular intervals throughout Key Stage 3, we are able to monitor the progress of students. We can identify whether any students are falling down the ranks, struggling in particular subjects or praise those excelling. It will give us more information when choosing sets and we don't get the surprise that they are currently way off target in Year 10.

Although this is a powerful tool for data tracking and intervention, it can cause possible esteem issues for students, which is why all the rankings are done behind the scene. So no student will be made aware of their baseline rank or current rank. They will just know whether they are exceeding, on or working towards their target.

Process

Teachers will enter a percentage score or mark in their working at grade column (this may be a combination of assessments or other data) for each of their students. This is currently done on SIMS. It will be this percentage that will give the student a current rank, to compare against their baseline rank. One week before the data drop deadline HOFs will ensure that every student has a working at percentage, if there is a tie all students with the same percentage will be assigned the highest rank to avoid alphabetical unfairness.

The ranks will be compared and a progress descriptor will be assigned.

Descriptors

Exceeding – If a student has moved up 10 or more places in the rankings.

On Target – If a student has not moved up at least 10 or down more than 20 places in the rankings.

Working Towards – If a student has moved down more than 20 places in the rankings.

Timeframes

Please see the TQEA calendar for the data drops and reports sent home.

Acting on the Data

Reports to parents will show if students are making expected progress and ensure that all stakeholders are aware there may be issues that need addressing, as well as sharing students who are making good progress.

Limitations

Students at the lowest end of the rankings will not be able to be automatically assigned working towards target, and students at the very top end will not be able to be exceeding target. Another issue could be if the teaching of a unit is particularly poor then the students may appear to be making good progress, when in reality every student has been poor. TQEA is looking to refine this process.