

FGCS Assessment Information

	Transition year 2015/16	From Sept 2016 We will continue to use good practice as identified in the transition year (blue highlights), as well as the following changes:
Our preferred assessment methodology (formative and summative assessment)	<p>We deploy a balanced approach towards assessment, for example we encourage the use of:</p> <ol style="list-style-type: none"> I. Explicit sharing of learning outcomes II. AFL techniques and feedback III. QLA (Question Level Analysis) IV. Summative tests before each interim data collections <p>✓ We collect sub grades to indicate confidence levels, where 'X3'= weak grade and 'X1=secured grade'</p>	<ul style="list-style-type: none"> ✓ New curriculum: Strategic 5 year plan by distinct pathways identified. This would be linked to midterm plans ✓ Use of 'Non-negotiables', reflecting essential skills and knowledge required ✓ Assessments are being created to reflect testing of the 'non-negotiables' ✓ We would report on progress being made by students on the identified 'non-negotiables' (assessments linked to formative reporting) ✓ In addition to above, we will report on grades 1-9 for KS4 students
How we standardise, moderate, and externally validate, including our monitoring procedures across departments	<ul style="list-style-type: none"> ✓ We discuss key assessments terms to have a common understanding on what they mean ✓ We also have 'assessment windows', prior to each interim collection, and these are followed by department meetings where assessments are standardised ✓ Scripted departmental standardisation meetings takes place prior to each interim collection ✓ HoDs regularly quality assure/quality control teachers' assessments 	<ul style="list-style-type: none"> ✓ Lead Practitioners are involved in re designing our curriculum and its SoW ✓ We encourage our staff to become examiners They are involved, with the Lead Practitioners and HoDS, in designing the new assessments, (we currently have five in our school) ✓ We plan to review the LTPs/MTPs and assessments at the end of the year ✓ Plans to use 'Chartered Institute of Assessors' to verify our assessment materials ✓ Built in 'data collection' during each departmental meetings for better standardisation
How we ensure consistency and rigour in our assessment	<ul style="list-style-type: none"> ✓ Use of formative and summative evidence prior to each data collection ✓ Use of GCSE papers for KS4 ✓ HoDs carry out 'data review' after each interim assessments ✓ These reviews are used as evidence for the progress being made in the DDP ✓ '3 way learning conversations' are followed after the review between the teacher, HoD and LG ✓ Clear actions are outlined and followed after each reviews 	<ul style="list-style-type: none"> ✓ Continued use of KS4 assessment materials (reflecting the new curriculum) ✓ Use of standardised 'Progress tests' (by GL assessment) for Y7-8, at the beginning & at the end of the year
How we use assessment to support teachers' planning & pupils'	<ul style="list-style-type: none"> ✓ Frequently re visiting 'core' skills ✓ Use of QLA and personalised learning checklists (PLC) ✓ Use of non-negotiables for students receiving interventions 	<ul style="list-style-type: none"> ✓ Teaching will be centred around the identified 'non-negotiables' (as reflected in the LTP), this would promote 'mastery' learning

<p>learning to identify those in need of support</p>	<ul style="list-style-type: none"> ✓ Use of student data 	<ul style="list-style-type: none"> ✓ Assessments ('for' and 'of') will be ongoing, and this will inform teachers' day to day teaching ✓ Clear implementation of DTT (Diagnosis Therapy and Testing), where the diagnosis will be made as a direct result of the student assessment ✓ Out of class intervention will be provided for students who do not respond from the 'quality first' teaching ✓ Plans to have a 'dynamic networking' between teacher, parent, intervention tutor and the student to promote powerful learning partnership
<p>How we use assessment information at points of transition, to establish pupils' starting points, groupings and targets?</p>	<p>All students sit the following at the beginning of the year:</p> <ul style="list-style-type: none"> ✓ CATS tests ✓ Standardised 'progress tests' (by GL assessment) for Ma, En and Sci ✓ NGRT 'New Group Reading Test', includes tests of Sentence Completion and Passage Comprehension (for establishing a baseline of students' reading attainment) ✓ Department specific baseline tests (for all other subjects) 	<ul style="list-style-type: none"> ✓ GL assessment tests to be done at the end of year 7, with a special focus on students who did not make 'expected' progress at the end of their KS2
<p>What decisions we make as a result of assessment information</p>	<ul style="list-style-type: none"> ✓ Ensure intervention strategies (both in-class & out of class) are in place so students are on track to achieve their personal best ✓ Support underperforming departments by providing personalised professional training on relevant areas concerned ✓ Support underperforming students by carefully targeting them and monitor their progress ✓ Strong levels of accountability against standards at all levels 	<ul style="list-style-type: none"> ✓ We will communicate learning being made in a student friendly language to all stakeholders involved ✓ Our reporting system will encourage an even more parental involvement and student ownership (for their own learning)