

Assessment @ Earl Mortimer College

Intent

A 'growth and threshold' method of assessment has been developed in line with our principles of excellence across the college. The aim is to develop an assessment system based on:

- Developing key knowledge and skills required for success in KS4
- High expected standards of students
- Formative feedback that allows all students to succeed – and so develops a growth mind-set
- Periodic summative assessment to support ongoing formative feedback
- Simple and easy to understand guidelines for staff, parents and students
- Consistent principles but with the flexibility to be suitable for all subjects

Subject specialist teachers come up with the 'big ideas' in their subject – the key concepts crucial to mastery in that subject. From this, they consider the question: in terms of knowledge and skills, what do students need to master to be successful at KS4? Based on this, they decide what excellence looks like in each subject. Starting from the baseline threshold, they then scaffold students towards excellence through the thresholds by giving them feedback about how to progress to the next one. The thresholds are used to plan for progression and to focus assessment on the key knowledge and skills.

Implementation

How do we now assess students?

We assess the learning of students in two ways. These are as follows:

Layer 1: Formative – on-going, ungraded and focused on smaller chunks of the curriculum.

Layer 2: Summative – roughly three times per year. Knowledge included will build cumulatively through the year. For most subjects this takes the form of test and would involve the assigning of a threshold.

The formative assessment is what teachers must focus on most. This is because research evidence tells us that this has the greatest impact on learning. It does not involve the grading of work but instead the teacher identifying students' strengths and weaknesses and then adapting their teaching to help students improve.

Some examples of formative assessment are:

- **Quizzes**
- **Multi-choice questions**
- **Reading or observing student work (either during or after a lesson)**
- **Live marking (marking students' work as they are completing it)**

- **Breaking a complex task down into several smaller parts and assessing one part at a time.**
- **Spelling and vocabulary tests**
- **Filling in blank knowledge organisers**
- **Written plans**
- **Questioning**

When staff summatively assess students (as identified on the assessment calendar) we will assign students a threshold. This will inform teachers, students and parents' guidance as to how they are performing in that subject at that time. This may take the form of a test, an assessed piece of writing or practical work as appropriate to the subject. Staff will then assign students a threshold which will be reported home as their current working threshold. The aim is all students are striving for excellence and given the opportunity to do so linking in to the whole college teaching and learning framework.

KEY STAGE THREE

Threshold Description Table

Threshold	Description
Excellence	The highest level of attainment, students achieving this threshold would be aiming for a 9 at GCSE.
Secure	We would expect students reaching this threshold to aim for grade 5 and above at GCSE.
Developing	We would expect students reaching this threshold to aim for grade 4 and above at GCSE.
Foundation	We would expect students reaching this threshold to aim for grade 3 and above at GCSE.

Faculties have their own milestones for each threshold and assessment. Milestones will be available for each programme of study along with the expectations for each student to reach by the end of the year.

The starting point is for each subject area to identify the core knowledge and skills that students will need to master in order to be successful at GCSE. This will be based on the knowledge and skills that subject staff know to be key to success in KS4, linked to the national curriculum programme of study.

Once subject areas have this starting point, they can start to map out the curriculum across Years 7 to 11. This involves looking at big ideas, what topics are to be taught and when and what key knowledge will be assessed in each unit of work. For each unit of work, subject teachers discuss, decide and agree the standards expected from each threshold. This allows staff to set high standards from students – striving for excellence. Foundation and developing are aimed at surface

learning (embedding key knowledge) whereas secure and excellence are more focused on developing deep learning (analysis, linking ideas, evaluation).

When subjects plan their thresholds, there has to be progression through the years. For example, if a student has a baseline threshold of 'developing', making expected progress through KS3 indicates that they should achieve a minimum of a grade 4 by the end of Year 11. This means that the 'developing' thresholds in Years 7, 8 and 9 should increase in levels of demand in terms of expectation to allow them to maintain this trajectory. Ideally, they would rise through the thresholds towards 'excellence'.

Faculties devise suitable assessment tasks that allow them to assess against the thresholds throughout the year. In addition, a scoring system records this progress quantitatively in centralised spreadsheets, SIMS. This is just for internal analysis and is not shared with parents.

How is it different from grades?

- Students are not assigned a target level; they are all expected to aspire to excellence
- Assessment is based on progress made, celebrating the effort of all students whatever their starting points
- Teachers set out the standard of excellence expected, not an outside body
- Students are not given feedback such as 'you're a 4a', but formative feedback that makes students think about how to develop their understanding.

How do we use the KS2 data to judge the starting point of students?

We do not assign target thresholds to students as we do not wish to put any limits on their aspirations. However, we do use their KS2 data, scores from their CAT tests and baseline tests (in certain subjects) to assign each student a starting point. We tailor this to the individual subject as followings:

- In maths, we use their KS2 and CAT quantitative test score.
- In English, we use their KS2 and CAT verbal test score.
- In most other subjects we use an average – as there is a high correlation between this and how students do generally at GCSE.
- In art, design technology, MFL, music and PE we carry out baseline assessments of our own as we recognise that these subjects have specialist practical skills.

In order for excellence to be achieved, each student will be awarded a Behaviour for Learning grade. This is where students are given the opportunity to reflect upon their learning behaviour. The four descriptors are:

- Reluctant
- Compliant
- Engaged

- Determined

I am a Reluctant Learner

- I avoid challenging tasks or use distraction to prevent beginning tasks.
- I do not stay on task and can give up easily when faced with challenge in my learning.
- I can fail to ask for staff support when I need it, resulting in lack of progress.
- I can ask irrelevant questions or make comments which distract from learning.
- I can talk over my peers. I do not always listen effectively. I do not contribute effectively in teamwork.
- I can have a negative impact on the learning of others by causing distractions and preventing learning.
- I show kindness, consideration and respect, but on occasions I fail to do so. I can appear unwilling to learn.
- My classwork and homework can be of a poor quality and below target. I fail to complete some work and rarely reach excellence.
- My work lacks pride and can be disorganised and untidy (which may include graffiti).

I am a Compliant Learner

- I attempt challenging tasks when I am prompted, but can lack self-motivation.
- I can sometimes lose focus when completing challenging tasks.
- I seek support when challenged in my learning.
- I ask questions to seek support when I need it.
- I can become demotivated by feedback to improve and can provide poor or minimal responses to feedback.
- I do not impact negatively in the classroom but I am passive in my learning or can on occasions distract others.
- I show kindness, consideration and respect. I am closed minded and hesitant to learn.
- I listen to my peers, but not always effectively. I do not build on the comments made by peers. I can work well in a team but on occasions do not do my full share.
- I complete classwork and homework set but do not push myself and my work can fall below expectations. I sometimes reach excellence.
- I show some pride in my work, but work can be untidy (which may include graffiti).

I am an Engaged Learner

- I show resilience. Persevere when learning becomes challenging.
- I actively seek challenge to make maximum progress.
- I ask relevant questions to clarify my learning.
- I respond well to feedback provided.
- I seek solutions to difficulties.
- I always show kindness, consideration and respect. I am open minded and want to learn.
- I listen to my peers and can build on the comments of my peers. I work effectively in team and contribute my share.
- I have a positive impact in the classroom and I encourage learning.
- I complete classwork and homework to a good standard and often reach excellence.
- I show pride in my work by keeping it well organised and to a good standard.

I am a Determined Learner

- I am resilient. I consistently persevere when learning becomes challenging.
- I actively seek challenge and support and encourage others to face challenge.
- I ask relevant questions to extend my learning.
- I seek opportunities for feedback and always strive to be even better.
- I independently seek solutions to difficulties.
- I always show kindness, consideration and respect. I am open minded and keen to learn.
- I show an active interest in the world around me.
- I listen to others. I develop and challenge ideas from others respectfully.
- I collaborate effectively and think about how to get the best out of others in my team.
- I have a positive impact in the classroom and inspire others to learn.
- I complete classwork and homework to an excellent standard – on or above expectations.
- I show pride in my work by keeping my work organised and to a high standard.

KS3 Y7 Professional Prediction
Previous Year
 Excellent
 Secure
 Developing
 Foundation

4 Behaviour For Learning Cols

1st Half Term (October)

End of Term 1

Term 2

Term 3

Determined
 Engaged
 Compliant
 Reluctant

KS3 Y8 Professional Prediction
 Excellent
 Secure
 Developing
 Foundation

Exam % column

Surname Forename	Gender	IF SM	Pupil Premium Indicator	SEN Status	SEN Need	More Able	Looked After	EAL	% Attendance	Class	House	G & T	KS3 PP 1 - Year 7	KS3 PP 2 - Year 7	KS3 PP 3 - Year 7	KS3 PP 4 - Year 7	KS3 PP 5 - Year 7	KS3 PP 6 - Year 7	KS3 PP 7 - Year 7	KS3 PP 8 - Year 7	KS3 PP 9 - Year 7	KS3 PP 10 - Year 7	KS3 PP 11 - Year 7	KS3 PP 12 - Year 7	KS3 PP 13 - Year 7	KS3 PP 14 - Year 7	KS3 PP 15 - Year 7	KS3 PP 16 - Year 7	KS3 PP 17 - Year 7	KS3 PP 18 - Year 7	KS3 PP 19 - Year 7	KS3 PP 20 - Year 7	KS3 PP 21 - Year 7	KS3 PP 22 - Year 7	KS3 PP 23 - Year 7	KS3 PP 24 - Year 7	KS3 PP 25 - Year 7	KS3 PP 26 - Year 7	KS3 PP 27 - Year 7	KS3 PP 28 - Year 7	KS3 PP 29 - Year 7	KS3 PP 30 - Year 7	KS3 PP 31 - Year 7	KS3 PP 32 - Year 7	KS3 PP 33 - Year 7	KS3 PP 34 - Year 7	KS3 PP 35 - Year 7	KS3 PP 36 - Year 7	KS3 PP 37 - Year 7	KS3 PP 38 - Year 7	KS3 PP 39 - Year 7	KS3 PP 40 - Year 7	KS3 PP 41 - Year 7	KS3 PP 42 - Year 7	KS3 PP 43 - Year 7	KS3 PP 44 - Year 7	KS3 PP 45 - Year 7	KS3 PP 46 - Year 7	KS3 PP 47 - 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Year 7	KS3 PP 701 - Year 7	KS3 PP 702 - Year 7	KS3 PP 703 - Year 7	KS3 PP 704 - Year 7	KS3 PP 705 - Year 7	KS3 PP 706 - Year 7	KS3 PP 707 - Year 7	KS3 PP 708 - Year 7	KS3 PP 709 - Year 7	KS3 PP 710 - Year 7	KS3 PP 711 - Year 7	KS3 PP 712 - Year 7	KS3 PP 713 - Year 7	KS3 PP 714 - Year 7	KS3 PP 715 - Year 7	KS3 PP 716 - Year 7	KS3 PP 717 - Year 7	KS3 PP 718 - Year 7	KS3 PP 719 - Year 7	KS3 PP 720 - Year 7	KS3 PP 721 - Year 7	KS3 PP 722 - Year 7	KS3 PP 723 - Year 7	KS3 PP 724 - Year 7	KS3 PP 725 - Year 7	KS3 PP 726 - Year 7	KS3 PP 727 - Year 7	KS3 PP 728 - Year 7	KS3 PP 729 - Year 7	KS3 PP 730 - Year 7	KS3 PP 731 - Year 7	KS3 PP 732 - Year 7	KS3 PP 733 - Year 7	KS3 PP 734 - Year 7	KS3 PP 735 - Year 7	KS3 PP 736 - Year 7	KS3 PP 737 - Year 7	KS3 PP 738 - Year 7	KS3 PP 739 - Year 7	KS3 PP 740 - Year 7	KS3 PP 741 - Year 7	KS3 PP 742 - Year 7	KS3 PP 743 - Year 7	KS3 PP 744 - Year 7	KS3 PP 745
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C	The student will need support and intervention to secure this grade and is at risk of getting the grade below
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Progress is monitored in terms of the students Professional Prediction and their behaviour for learning grade. Both formative and summative assessments will inform Professional Predictions. Faculties will hold their own centralised data systems which will be accessible to all Faculty members and the Raising Standards Leader. Students in Key Stage Four will be rank ordered by grade. The Faculty Leader will lead this process at Raising Standards and Faculty meetings. Both Year 10 and Year 11 will sit PPE exams. These are to be recorded on SIMS.

KS4 Marksheet Entry
September 2020

4 Behaviour For Learning Cols

1st Half Term (October) **Determined**
End of Term 1 **Engaged**
Term 2 **Compliant**
Term 3 **Reluctant**

Student is working
ABOVE Target
In-Line
Working Towards (1 grade below)
Below (more than 1 grade below)

PP Rank Order

On Target Column
(will not appear on
student report)
Quick Visual for Staff that
populates automatically

Professional Prediction

GCSE Grade followed by

a – student is certain to achieve

b – student with some support will achieve

c – will need intervention & support and is
at risk of not achieving grade

PPE Grade

PPE Rank Order

Surname Forename	Exam No.	Gender	FSM	Pupil Premium Indicator	SEN Status	SEN Need	More Able	Looked After	EAL	% Attendance	Class	G & T	KS2 Prior Attain (HML)	KS2 GPMS Scaled Score	KS2 Maths Scaled Score	Average KS2 Scaled Score	English KS4 S1	English KS4 S1	English KS4 S1	KS4 Student a	TERM 1	Behaviour Term 1	Behaviour Term 2	Behaviour Term 3	PPE Prediction 1 - Year 10	PPE Rank - Year 10	PPE Prediction 2 - Year 10	PPE Rank - Year 10	PPE Prediction 1 - Year 11	PPE Rank - Year 11	PPE Prediction 2 - Year 11	PPE Rank - Year 11
Sam		F	N		E	Social, Emotional and Me		N	65.2	10B/A/1 20/21	L	97	109	107	7	4	4	4	4	4	Determined	6b	2	AB								
N Peter		M	N		N			N	83.3	10B/A/1 20/21	M	108	106	105	5	5	5	5	5	5	Compliant	5b	3	AB								
Elie		F	N	Y	K	Other Difficulty/Disability		N	53.8	10B/A/1 20/21	L	90	87	89.3	4	4	4	4	4	4	Engaged	6a	1	AB								
S-JUSON Tuva		F	N		N		Y	Y	96.2	10B/A/1 20/21	M	106	105	102	5	5	5	5	5	5	Reluctant	4a	4	AB								
S-JUSON Kailani		F	N		N		Y	Y	84.6	10B/A/1 20/21	M	109	110	109	7	7	7	7	7	7	Reluctant	5b		AB								
Soph		F	Y	Y				N	0	10B/A/1 20/21	M	100	90	96.7	5	5	5	5	5	5												
BY Ruby		F	N	Y				N	96.2	10B/A/1 20/21	M	105	100	102	6	6	6	6	6	6												
EWIS Toni		F	N		K	Specific Learning Difficult		N	92.3	10B/A/1 20/21	L	97	95	94.3	4	4	4	4	4	4												
Josie		F	N				Y	N	100	10B/A/1 20/21	H	117	110	115	7	7	7	7	7	7												
RU Gabriela		F	N					Y	34.6	10B/A/1 20/21	L																					
ERS Tom		M	N	Y	K	Physical Disability					M	106	100	107	4	4	4	4	4	4												
Samuel		M	N		K	Specific Learning					M	107	103	105	4	4	4	4	4	4												
ERT Maryna		F	N																													
RS Aisling		F	N																													
Bella		F	N																													
ES Elie		F	N																													
Harvey		M	N	Y	N																											
LAND Lily		F	N	Y	N																											

Reporting

There are statutory requirements for reporting to parents on achievements and progress of students.

It is required:

- the report should contain comments on general progress and brief particulars of a student's achievement in all subjects,
- reports should contain targets, resulting from discussion between teacher and student
- the report includes a summary of the student's attendance and the number of unauthorised absences
- that detailed information and explanatory comments on the results of national curriculum assessments, especially at the end of the key stage, are included.
- that a record of a student's level of achievement is forwarded to the school in the case of a student changing schools.

The actual language of reports is not prescribed by statute, but good reports are those which "provide parents with a clear picture of their child's achievements, progress and behaviour".

Guidelines for the writing of reports

- emphasis should be given to the accuracy of assessments and be written in readily accessible language
- they should have a positive effect on students' attitudes and motivation
- they should highlight a student's strengths and weaknesses but should be written in positive language encouraging the student to improve performance.

Frequently asked questions

Why aren't students been given a target threshold in KS3?

Whilst we can use data to look at how students with particular starting points usually perform at GCSE, we don't want to use this to set them targets. The main reason is that we don't want to put a ceiling on their expectations of themselves – we want all students to believe that with the right effort, we can all get that little bit better. Just because most students with a particular KS2 starting point end up getting grade 5 at GCSE, that doesn't mean that has to be the case for everybody.

What does the current threshold mean?

This is a guide to a student's current attainment based on the assessment of all their learning up to this point. This may have been assigned through a single test which examined their knowledge of what they have learnt up to that point, or in some more practical subjects such as art, the threshold may have been attained through on-going assessment. The hierarchy of four thresholds gives students, staff and parents/carers a guide as to their relative learning and performance in each subject.

What GCSE grade is the threshold equivalent to?

It is extremely difficult to predict GCSE grades during KS3 due to the amount of learning that has to take place before students eventually sit their exams at the end of year 11. As a result, the KS3 assessment system deliberately avoids connecting our thresholds too closely to GCSE grades. To do so would be misleading and may lead to unnecessary anxiety for our students. We want our students to focus on getting better and strive for excellence in every subject during KS3 rather than their eventual GCSE grades.

Last year student A was getting Excellence in geography, this year it has dropped to secure, are they getting worse?

The answer is not necessarily. Firstly, the challenge will increase year on year so it may be that a reflection of an adjustment to this higher level of challenge. Secondly, because we have 4 thresholds, students who were regularly towards the lower half of Excellence last year, may well find they attain a Secure this year. This does not necessarily mean they have got worse. Excellence in particular is being reserved for only the highest attainment.

Why might the threshold for a student change from one term to another?

There are several reasons why this might be the case. Some key factors to consider:

- In some subjects, for example PE, the content that is covered each term will be very different. For example, in term 1 a student might be doing gymnastics and find this quite difficult however in term 2 they might be doing football and perform really well with this.
- As the years go on, students consolidate their learning in a subject and so attainment improves. For example, in term 1 a student may not be at the required standard, as they are getting to grips with the topic/ subject. However, by term 2/3 they have had time to embed this learning and so their attainment is better.
- We spend a great deal of time encouraging students to reflect on their learning behaviour. As they do this, and their effort improves, their attainment should follow.

How important is the current working threshold when choosing options?

The college would certainly advise taking this into account when choosing options, however it should not be the only consideration. Students' enjoyment of the subject should also be considered as should the opinions of their teachers. We would suggest using the threshold as a starting point for discussion rather than an absolute guide as to which subjects to choose.

