



ACET KS3-5 Assessment, Feedback and Reporting Policy

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ACET KS3-5 ASSESSMENT, FEEDBACK AND REPORTING POLICY

Principles

The purpose of assessment, feedback and response is to help teachers, students and parents/carers to understand how learning is progressing and to enable students to improve and develop their metacognitive skills.

Assessments should indicate the extent to which students know and remember the intended subject curriculum. Teachers should use assessment information to identify gaps in students' knowledge of components and therefore inform their curriculum planning and delivery.

Feedback on assessments should ensure students know what they have done well and what they need to do to improve.

Assessment methods should not increase teacher workload unduly.

The assessment process is an essential aspect of the role of a teacher, as reflected in the Teacher Standards:

Teacher Standard 6 - Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Formative Assessment in lessons

Formative assessment take places on a day-to-day basis during lessons, allowing teachers and students to assess attainment and progress. It means providing teaching that is *adaptive* to students' needs and using evidence about learning to adjust instruction to ensure that learning moves forward.

Teachers use student responses to shape the direction of learning during a lesson and to plan future lessons, ensuring the level of challenge is correct, misconceptions are being addressed and that students have opportunities to apply their understanding.

Formative assessments: Progress Check assessments

These assessments are low stakes, often open-book assessments that take place in line with subject curricula as a frequency determined by the head of faculty, but broadly every 6-8 lessons. These are designed to identify whether students understand and can apply the knowledge and skills developed across a scheme of work. They include assessment of both the **component** and **composite** knowledge of a subject. **Components** are the building blocks that together, when known, allow successful performance of a complex task. A **composite** task requires several building blocks or **components**.

These formative assessments are graded using age-related expectations at KS3 and against GCSE/vocational criteria at KS4 and KS5. The classroom teacher marks a student's response and provides appropriate feedback to support improvement (see below). At KS3, the age-related expectation grades used to assess a progress check are for teacher information only and are not shared with students as part of the written feedback.

All progress check assessments must be printed on yellow paper and stuck in students' exercise books (or folders) on completion.

Formative assessment: Homework

Homework tasks are set to:

- encourage students to develop the skills needed for independent learning and take responsibility for their own learning
- strengthen students' retrieval skills
- consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom
- enable teachers to check students' understanding and retention of key components, including subject-specific vocabulary
- prepare students for new learning
- prepare students for summative assessments

The type of homework tasks set may include online quizzes to test retention and understanding of key components, learning for short in-class quizzes or tests, research, additional reading, written tasks or revision for assessments/examinations. At the teacher's discretion, a progress check assessment could be set as a homework task.

Completion of homework tasks is checked by teachers, however teachers are not expected to give written feedback on homework tasks unless it is a progress check assessment or the teacher feels that written feedback would be beneficial.

Homework tasks are set weekly or fortnightly depending on the key stage and subject.

In Y7-9, English, Maths, Science, Modern Languages and Humanities subjects will set one piece of homework per week (History, Geography, RE on rotation in Humanities). All other subjects will set one piece of homework per fortnight as per a rota determined by each

individual academy. Each piece of KS3 homework should take approximately 20-30 minutes to complete.

In Y10 -11, all subjects will set one piece of homework per week, which should take approximately 40-60 minutes to complete.

In Years 12 and 13, subjects will set at least one appropriate homework per week. Post 16 students are expected to complete a minimum of four hours of homework/additional independent study per subject per week.

Standardised Summative Assessments (trust-wide)

Standardised summative assessments are unseen assessments that test learning over time. These are placed at appropriate points throughout the year, with respect to individual subject curriculum plans. Teachers mark these against **age-related expectations** at KS3 and against GCSE/vocational criteria at KS4 and KS5, providing appropriate feedback to support improvement (see below).

At KS3, students sit two trust-wide standardised summative assessments (SSA) per year. In English, maths and science, students sit one SSA in an examination hall to build experience and resilience for external examinations in KS4 and KS5. All other SSAs are classroom-based.

	Year 7	Year 8	Year 9
SSA1	HT2 window (classroom-based, individual academies to set specific dates)	HT2 window (classroom-based, individual academies to set specific dates)	HT2 window (classroom-based, individual academies to set specific dates)
SSA2	First two weeks in May En/Ma/Sc: exam hall All other subjects: classroom-based	HT6 window (individual academies to set specific dates) En/Ma/Sc: exam hall All other subjects: classroom-based	HT4 window (individual academies to set specific dates) En/Ma/Sc/ MFL/Geog/Hist/RE: exam hall All other subjects: classroom-based

The standardised summative assessments are 50 minutes in length and are written in conjunction with and quality assured by the ACET strategic team. They assess knowledge and application of the agreed ACET non-negotiables of each subject's curriculum. Aspects of each SSA may also be adapted to meet the needs of an individual academy's curriculum with any such changes being approved by a member of the ACET strategic team. SSAs are graded using the ACET age-related expectations at KS3. Some subjects may mark using a percentage which is then converted to an age-related expectation grade using a conversion table produced by the strategic team.

Key Stage 4 students sit two sets of standardised summative assessments per year in all subjects. Key Stage 5 students sit three sets. Again, these are written in conjunction with and quality assured by the ACET strategic team, as per KS3 SSAs. They are graded using the relevant examination board assessment criteria.

	Year 10	Year 11	Year 12	Year 13
SSA1	December (classroom-based)	November Trial exams in En/Ma/Sc/ MFL/Humanities (exam hall-based) SSA1 in all other subjects (classroom-based)	Late October-Early November (classroom-based)	November (classroom-based)
SSA2	Late June-Early July End of Y10 exams (exam hall-based)	January Trial exams in all other subjects (exam-hall based) March Trial exams in En/Ma/Sc/ MFL/Humanities (exam hall-based)	February (classroom-based)	January Trial exams (exam hall-based)
SSA3	N/A	N/A	Late June-Early July End of Y12 exams (exam hall-based)	March (classroom-based)

Feedback and Response

Students are given regular feedback in lessons to help them reflect and progress. However, they are given more structured feedback following progress check and standardised summative assessments, when they are also given the opportunity to reflect and respond independently. This may take the form of handwritten comments or a pre-populated feedback sheet specific to a particular assessment. Examples of effective feedback are included in Appendix 2.

At all key stages, progress check and standardised summative assessments must be graded (KS3 ARE, GCSE, A level or vocational grading) and teachers must provide written feedback in the form of comments which indicate strengths and areas for developments, to which students respond. ARE grades are not shared with students on KS3 progress check assessments. Broadly, teachers should return marked progress check and standardised summative assessments to students within two lessons of the assessment date.

KS3 age-related expectations are as follows. Each subject has clear descriptors for each of the four age-related expectations at Year 7, Year 8 and Year 9.

GD+	Greater Depth Plus
GD	Greater Depth
AR	Age Related

AS	Approaching Standard
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Effective practice is achieved through:

- High quality feedback – students understand their achievements and next steps
- High quality student response – students can apply their next steps independently to secure progress

Teachers mark written assessments in **red or green pen**, and students respond in **purple pen**. Spelling, punctuation and grammar errors are corrected, as appropriate.

Tracking and Monitoring of Assessments

Formative and summative assessments are marked by teachers and recorded at faculty level to enable the identification of whole cohort, class and individual student areas of strength and development. This then informs future planning of the curriculum, individual lessons, and teaching and learning in the classroom.

Target-setting

At KS3, KS2 scaled scores are used to set minimum targets using ACET age-related expectations. All students with a KS2 scaled score of 85 and above will have a minimum target of AR (age-related) as the aim is for all students to be supported in reaching a minimum standard of AR. Targets are reviewed on an annual basis based on analysis of KS3 data collections.

KS3 targets are set as follows:

KS2 Scaled Score	KS3 Target	GCSE Expected Grades
110+	GD+	8-9
105-109	GD	6-8
100-104	AR	5-6
85-99	AR	3-5
84	AS	1-3

At KS4, Fischer Family Trust data is used to set FFT20 targets (high progress) based on KS2 scaled scores. FFT5 is used at Aston Academy only to set targets for HPA students.

At KS5, Department for Education level 3 value added published data is used to set minimum target grades which set students on a trajectory to a positive value added score. The value added score measures the progress students make between KS4 and the end of their level 3 qualification in KS5. Where FFT5 targets are available, these are used in the first instance for all A level subject targets as these are comparable with the L3VA calculations. The minimum A level target grade for all students is set a grade C, regardless of the FFT5 or L3VA target. Students with grade 9 at GCSE in the subject being studied at A level will be considered for an A* target by the Post 16 team, regardless of the FFT5 or LV3A target.

Data Collections and Reporting to Parents/Carers

Years 7-10 have two data collection points during the year, Years 11-13 have three data collection points per year. These are aligned across the trust to facilitate the setting, marking moderation of standardised summative assessments and the subsequent analysis of data. The data collection points are informed by both formative and summative assessment as well as professional judgement, resulting in a holistic progress grade. A report is sent home to parents/carers after each collection. At KS3, data is reported in the form of a current working-at grade, which reflects age-related expectations specific to each subject. At KS4 and KS5, current and predicted end of course grades are reported, which reflect GCSE/ A level/ vocational criteria. At all key stages, reports also include the student's end of key stage target grade and progress towards this is indicated as on track or not on track. An attitude to learning grade is also reported at all three key stages. KS3 reports include New Group Reading Test (NGRT) data.

Appendix 1 – Examples of KS3 Age Related Expectations Descriptors

KS3 Music Age Related Expectations

What can I do?
How do I make progress?



APPROACHING STANDARD
I can repeat simple rhythmic and melodic ideas as part of a group, compose simple musical ideas using some elements of music, I can recognize and identify simple contrasts of pitch dynamics and using basic musical elements, tempo. I can read basic rhythms and describe basic and some notes of the treble clef.

AGE RELATED
I can sustain a musical pulse and can repeat simple musical ideas on my own, perform simple musical ideas, improvise and compose simple musical ideas recognizing and describe basic dynamics. I can read rhythms and recognize the notes of the treble clef.

GREATER DEPTH
I can perform easier pieces with some degree of accuracy though not always fluently, maintain a separate part in an ensemble with some accuracy and stability. I can recognize and describe dynamics and tempo. Can appraise their own and others' work at a basic level. I can read complex rhythms and recognize the notes of the treble clef.

GREATER DEPTH PLUS
I can perform simple pieces with fluency & accuracy, maintain a part in group with some security, compose using rhythm, melody & a variety of instrumentation, I can successfully mix layers of texture, describe dynamics, tempo and sonority. Appraise simply their own and others' work. I read both treble and bass clef accurately.



APPROACHING STANDARD
I can sustain a musical pulse and can repeat simple musical ideas on my own, perform simple musical ideas, improvise and compose simple musical ideas using basic musical elements, recognize and describe basic dynamics. I can read more complex rhythms and recognize the notes of the treble clef.

AGE RELATED
I can perform easier pieces with some degree of accuracy though not always fluently, maintain a separate part in an ensemble with some accuracy and stability. I can recognize and describe dynamics and tempo. Can appraise their own and others' work at a basic level. I can read complex rhythms and recognize the notes of the treble clef.

GREATER DEPTH
I can perform simple pieces with fluency & accuracy, maintain a part in group with some security, compose using rhythm, melody and a variety of instrumentation, I can successfully mix layers of texture, describe dynamics, tempo and sonority. Appraise simply their own and others' work. I read both treble and bass clef accurately.

GREATER DEPTH PLUS
I can perform pieces with a good degree of fluency and accuracy, with expression, I keep up a part in a group, compose using rhythmic, melodic and harmonic devices and a variety of instrumentation. I can use software to compose, describe dynamics, tempo,

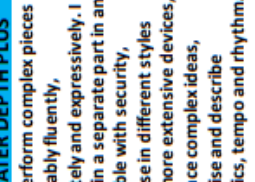


APPROACHING STANDARD
I can perform easier pieces with some degree of accuracy though not always fluently, maintain a separate part in an ensemble with some accuracy and stability. I can recognize and describe dynamics and tempo. Can appraise their own and others' work at a basic level. I can read complex rhythms and recognize the notes of the treble clef.

AGE RELATED
I can perform simple pieces with fluency & accuracy, maintain a part in group with some security, compose using rhythm, melody & a variety of instrumentation, I can successfully mix layers of texture, describe dynamics, tempo and sonority. Appraise simply their own and others' work. I read both treble and bass clef accurately.

GREATER DEPTH
I can perform pieces with a good degree of fluency and accuracy, with expression, I keep up a part in a group, compose using rhythmic, melodic & harmonic devices and a variety of instrumentation. I can use software to compose, describe dynamics, tempo, timbre and rhythm.

GREATER DEPTH PLUS
I can perform complex pieces reasonably fluently, accurately and expressively. I maintain a separate part in an ensemble with security, using more extensive devices, sequence complex ideas, recognise and describe dynamics, tempo and rhythm.



You have included key details from the source and linked it to your own knowledge. Now comment on the provenance of the source. Who wrote it? When? Why? Is it a reliable piece of evidence?

You gave opinions and justified them; your pronunciation has improved. Include intensifiers. Find three in Spanish and write a short sentence including one of them.

You made reference to the extract and text as a whole and included relevant quotations. Develop your analysis of the writer's methods. What does the language tell us? How does it link to ambition? What are the connotations?

Your definition for muscular endurance is detailed and includes key words. Now include two examples in sporting situations where good muscular endurance is essential.

You have reached a conclusion. In your conclusion, explain why ... was the most important reason. Substantiate your answer with reasons/examples.