

Tudor Grange Academies Trust

Assessment Policy and Guidance

The Purposes of Assessment

Assessment forms an integral part of teaching and learning at Tudor Grange Academy. Assessments provide insight into the learning and progress of students. For teachers, this can help to guide future teaching, whilst for students this information can help understanding of areas of strength and weakness.

As well as allowing the measurement of learning, assessments are also very much part of the learning process. Assessments require students to try to remember information they have learned and, whether or not they were able to do so successfully, this process of effortful retrieval will make it easier for students to remember the information in the future. In other words, the more students are assessed, the better students will become at remembering information.

Low Stakes Testing

Students will be assessed in some form in most of their lessons and they often won't realise they are being assessed. In Tudor Grange Academy, we refer to this sort of assessment as a low-stakes test. Teachers will be encouraging students to go through the assessment process, with all of its commensurate benefits, without the stress and anxiety of formal assessment.

Low stakes testing may take the form of questioning, of a rough quiz or test done on a whiteboard or in the back of a book, or may consist of peer or self-assessment. Although the key aim of a low-stakes test is to secure students' learning, teachers will use the feedback from low-stakes test to identify any gaps in learning and modify lessons as appropriate.

Formative Assessment

Formative assessments take place regularly. For core subjects, students will complete at least two formative assessments per half term; in other subjects students will complete at least one.

The aim of formative assessment is to provide a regular check of the skills and knowledge of students. They provide an opportunity for students to practise some, or all, of the skills on which they will be assessed in the common assessment. Where appropriate, feedback is given verbally or through marking.

Common Assessment

Common assessments are completed at the end of each half term in all subjects. These assess the students on their knowledge from a wider period of time, often the term or academic year to date. Common assessments have been standardised by the department, so all students are assessed in the same way at the same time. This allows departments and academy leaders to undertake monitoring and evaluation to improve teaching and learning.

Common assessments give students the opportunity to prepare for external examinations. They are graded using actual GCSE criteria or, in the case of post-16 students, A-level criteria. At each assessment point, an assessment grade and an attitude to learning grade are submitted by class teachers. These are reported to both the students and to parents via the Student Progress Report.

Grading systems

Assessment Grades

GCSEs will be reformed over the coming years. This reform will begin with English Language, English Literature and Mathematics (these will be first assessed in 2017) followed by further subjects over the following two years. There are many implications for the course and their contents, as well as the introduction of a new grading system that uses numbers 1 to 9, with 9 being the highest grade.

These reforms are explained in more detail in the Academy's Curriculum Reform Guidance document. Departments are transitioning to the new system throughout the academic year 2015/16. By September 2016 all departments will be assessing using the grades that students will finally receive.

Attitude to Learning

Attitude to learning grades are assessed as one of three grades, Require Improvement (RI), Meeting Expectations (ME) and Exceeding Expectations (EE).

Exceeding Expectations	Meeting Expectations	Requires Improvement
This student makes excellent contributions during lessons and takes control of their own learning.	This student responds when questioned during lessons and occasionally volunteers or asks questions.	This student often fails to participate in lesson activities.
In lessons, work is completed promptly and thoroughly and extension tasks always attempted.	Lesson tasks are undertaken with focus, with all essential tasks completed but the student shows reluctance to take risks.	This student struggles to focus on lesson tasks and is easily put off by failure.
This student is enthusiastic about their own learning, and seeks to support others where possible.	This student never disrupts the learning of others.	During lessons, this student's behaviour can sometimes be disruptive for other students; the teacher is drawn in to managing the behaviour of this student to the detriment of others.
This student maintains excellent standards within their exercise book, and acts upon feedback.	Exercise book is maintained, although there is little evidence of independent work or extension tasks.	This student's exercise book does not contain all of the work from lessons, and feedback is not acted upon.
This student is always well equipped for lessons.	This student is usually equipped for lessons.	This student often arrives without the correct equipment.
Where applicable, this student participates in after school sessions.	When asked, this student attends compulsory support sessions.	This student does not attend extra-curricular activities or compulsory support sessions.
Homework is always completed to a high standard and submitted on time.	Homework is almost always completed and submitted on time.	Homework is rarely completed.

Progress to Target

P2T matrices are the key device used to measure whether a student is on track to their target grade. They graphically represent the expected journey of a student from their starting point to their target over 5 years. Each half term, we report on where each student's common assessment grade is in relation to this expected pathway

There will be 4 bands on all progress to target matrices:

- Above target
- On target
- On track to exceed target grade
- On track to reach target grade

Students

- To use the reports to self-assess, and for discussion about progress with their teacher