

THE  
DE LA SALLE  
ACADEMY

## ASSESSMENT POLICY

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## **Introduction**

This policy sets out the expectations for assessment and reporting by every member of staff within the academy. Effective assessment can help students to embed knowledge and use it fluently. Assessment data assists teachers in planning lessons to maximise learning and address gaps in knowledge.

Parents/ Guardians must be kept updated on the progress and attainment of their son. National tests mean that the government can ensure that standards are high across the country and individual schools can benchmark their progress and attainment against national averages. In consideration of staff wellbeing and to make assessment data meaningful, the academy seeks to find the right balance of appropriate assessment that are informative and not excessive or unnecessary.

## **Formative Assessment**

Teachers need to continuously assess student learning as part of the process of planning, teaching and providing feedback in order to form the basis for successful action in improving students' performance. This type of assessment can often be informal and take different forms. There is an expectation that regular, formative assessment over time will be recorded by the teacher in their planner to provide students with feedback to act upon. This will allow teachers to develop responsive teaching in line with the needs of the students.

Formative assessment at the academy will be specific, frequent, repetitive and recorded. Once a week in the PFL (prepare for learning) phase of the lesson, a formative assessment task must be completed and recorded. The expectation is that, for this recorded task, a series of 10 multiple-choice questions will be completed on the previous week's knowledge and on key vocabulary. Multiple-choice questions must be used as they have low levels of marker unreliability. The score/results for the student on this task must be recorded by the teacher, this will provide information on how well students have understood the content, whether they are able to recall learning and therefore whether they are ready to move on to the next knowledge stage or not. All this also allows teachers to address any misconceptions.

Once this activity is completed, for other lessons a teacher has with the same class that week, the PFL can be delivered through a multi-faceted formative assessment approach which does not require recording. Teachers will secure both timely and accurate understanding of students' gaps in knowledge and therefore adapt planning accordingly to meet the needs of all students.

## **Vocabulary check**

*The vocabulary check has been introduced as research states that students need to know the meaning of 95% of words in a text or topic for learning to be successful. Anything less than this and students understanding will start to break down.*

A vocabulary check should be carried out at the start of each topic. Students must be presented with a short piece of text related to the upcoming topic to which they should highlight words they do not understand. This will allow teachers to address any gap in the knowledge relating to student vocabulary.

Vocabulary can be usefully divided into 3 tiers:

Tier 1 – high frequency in spoken language (table, slowly, write, horrible)

Tier 2 – high frequency in written texts (obvious, beneficial, required, maintain)

Tier 3 – subject specific, academic language (patella, trigonometry, onomatopoeia)

The vocabulary check will not need to focus on tier 1 words as these will be revisited in form time, it will be to address tier 2 and tier 3 words. The focus of the vocabulary check will be to identify those students who have gaps on their knowledge and therefore risk not accessing future learning.

Any common gaps in knowledge identified must be taught prior to building/ adding to knowledge through the next module or clearly planned into the sequencing of the module to allow learning to be accessed. Ensuring this level of knowledge is grasped before building allows for greater progress to be made.

## **Summative Assessment Cycle. (Knowledge check weeks)**

The Academy runs a twice yearly summative assessment cycle. Summative assessment will be known as knowledge checks. Knowledge check weeks will be set out in the academy calendar. These will be spaced far enough apart in the academy calendar to enable students to show progress. Knowledge check papers must be composed of the following content for each point:

### **Knowledge check content of papers:**

**Y7 KC1-** Questions based on the knowledge delivered in the curriculum during the Autumn Term and Spring term 1.

**Y7 KC2** – 50 % of the questions based on the knowledge delivered in the curriculum during Spring term 2 and the summer term, 50 % of the questions based on Autumn Term and Spring term 1 content.

**Y8 KC1**- 50% of the questions based on the knowledge delivered in the curriculum during the Autumn Term and Spring term 1. 25% of the question based on Y7 Autumn and Spring term 1 and 25% of the questions base on Y7 Spring term 2 and Summer term content.

**Y8 KC2** – 60 % of the questions based on the knowledge delivered in the curriculum during Spring term 2 and summer term. 20 % of the questions based on Y8 Autumn and Spring term 1. 10% of the questions based on Y7 Autumn and Spring term 1 and 10% of the questions based on Y7 Spring term 2 and Summer term content.

**Y9 KC1**- 60% of the questions based on the knowledge delivered in the curriculum during the Autumn Term and Spring term 1. 20% of the questions based on knowledge from year the 7 curriculum and 20% based on knowledge from year 8 curriculum.

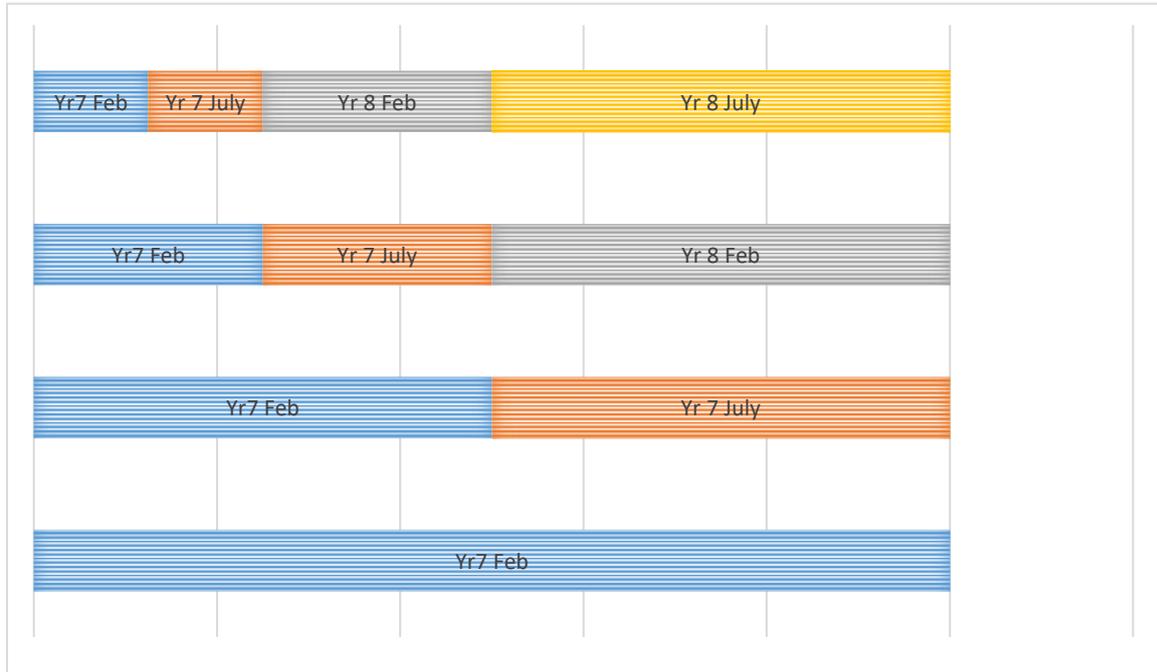
**Y9 KC2** – 50 % of the questions based on the knowledge delivered in the curriculum during Spring term 2 and Summer term. 20 % of the questions based on Autumn Term and Spring term 1. 10% from the year 7 curriculum and 10% from the year 8 curriculum.

**Y10 KC1**- 50% of the questions based on the knowledge delivered in the curriculum during the Autumn Term and Spring term 1. 30% of the questions based on knowledge from the year 9 curriculum, 10% of the questions based on the knowledge from the year 8 curriculum and 10% of the questions based on knowledge from the year 7 curriculum.

**Y10 KC2** – 50 % of the questions based on the knowledge delivered in the curriculum during Spring term 2 and Summer term. 20 % of the questions based on knowledge from the Autumn Term and Spring term 1. 10% of the questions from the year 9 curriculum, 10% of the questions from the year 8 curriculum and 10% of the questions from the year 7 curriculum.

**Y11 KC1**- 50% of the questions based on the knowledge delivered in the curriculum during the Autumn Term and Spring term 1. 20% of the questions based on knowledge from the year 10 curriculum, 10% of the questions based on the knowledge from the year 9 curriculum, 10% of the questions based on knowledge from the year 8 and 10% of the questions based on knowledge from the year 7 curriculum.

For the 2 rounds of mock exams in year 11, the first set of mock exam papers should not be copies of past exam papers. These should be bespoke, deliberately set tasks that aim to check on students' knowledge and understanding of curriculum content. Student exposure to past exam papers will only be permitted and administered in the second round of mock exams for students in year 11.



\*The table represents the balance of questions for knowledge checks in year 7 and year 8.

Once a knowledge check has been completed and marked by the teacher, the percentage that each student has achieved will be recorded and reported in SIMS. The expected pass rate for all knowledge checks for all subjects is 70%.

The aim of our teaching is to enable students to reach mastery level in knowledge and skills, as a result they must be expected to get a minimum of 70% or higher to achieve this. The average percentage the year group has achieved for the knowledge check will also be recorded in SIMS.

### **Knowledge check conditions.**

In order to produce a shared meaning of the knowledge check, results for the check must be completed in the same set of standard conditions for both checks. For knowledge check weeks, a bespoke timetable will be created for each year group to follow for the time they must complete the checks for each subject. This timetable will differ from the students' actual timetable. This timetable will remain the same for both knowledge checks points.

### **Knowledge check papers.**

All knowledge check papers must be designed through deliberate practice questions focusing on building and checking on knowledge over time. The knowledge check must consist of deliberate practice of selected tasks designed to measure a range of knowledge, skills and mastery of content studied in a subject over several years. All knowledge check

papers will be a bespoke set of questions and tasks created to enable students to demonstrate knowledge and skills from the curriculum they have been taught. For subjects which have a practical element to them such as PE, Art, Resistant Materials and Food Technology, the percentage scores for the knowledge checks will be a combination of practical marks and theory knowledge checks completed by students. Every subject must complete a theory knowledge check paper at each point. GCSE Exam paper questions must not be used in knowledge checks. Past exam papers should only be used during the second round of mock exams in year 11.

All staff are responsible for carrying out knowledge checks on the students they teach, along with making a judgement on the level of effort (ATL) each student is applying in every lesson.

In the case of a staff member being absent at the time of recording knowledge check results into SIMS, it is the responsibility of the Faculty Leader to ensure that all students receive an accurate percentage score.

### Question Level Analysis (QLA)

Knowledge checks produce a lot of information on a student's overall performance however, they also produce information on a student's performance on each individual question. After each summative Knowledge check, Faculty leaders will be required to carry out a question level analysis (QLA), this information must be inputted into a spreadsheet document (see example below):

Students	Warm up	Sporting events	Muscoskeletal
Name 1	2	4	6
Name 2	1	1	5
Name 3	0	1	4
Name 4	2	1	4
Name 5	1	0	3
Name 6	0	4	4
Name 7	2	0	5
Name 8	2	0	5
Name 9	2	4	6
Name 10	1	0	5
Name 11	0	1	6
Name 12	0	4	4
Name 13	2	1	5
Name 14	1	4	6
Name 15	2	1	7
	1.2	1.733333333	5

The QLA will inform future teaching and planning. The Faculty leader will amend Schemes of Learning in line with their analysis.

## Roles and Responsibilities

Teacher	Delivering and recording formative assessments Carry out knowledge checks in standardised environment Mark knowledge checks Report on knowledge checks Report to parents
Faculty Leader	Quality assure their own faculty practices Ensure the knowledge check is accurate and fit for purpose No student falls behind Uses data to intervene early Analyse data Amend Schemes of Learning if necessary
Assistant Principal (Impact)	Quality assure the assessment system Ensure all deadlines are met by all staff Ensure reports to parents are timely Liaise with Faculty Leaders to ensure progress is being made
Principal	Overall progress of all students Ensure that all students are able to access the curriculum
Governing Body	Ensure the systems are allowing progress to be made

## Quality Assurance

All knowledge checks will be analysed for progress by both the Faculty Leader and the Head of Year. Heads of Year will present student progress data and actions at SLT meetings, which follow the knowledge check cycle in the academy calendar.

Faculty Leaders will be expected to have the faculty QLA completed, produce a progress report and discuss actions with their line manager. These meetings will be recorded and actions put in place to help improve progress where needed and how to make curriculum adaptations moving forward.

Faculty meetings should standardise and quality assure the accuracy of all knowledge checks, formative assessment and vocabulary check monitoring. It is the responsibility of the Faculty Leader to ensure that these tasks are taking place within lessons and that faculty directed time is used to standardise these activities across all classes.

## Reporting To Parents

Parents / guardians will receive two reports per academic year. These will follow each summative knowledge check. (see an example below). Reports will show how well their son is progressing in line with the year group.

Parents will also be invited to two evenings, one pastoral at the beginning of the year and one traditional parents evening with subject teachers. Parents can attend this in person or through the online parent portal.

Where necessary, all staff at the academy will be committed to communicating more regularly with parents on students' progress using a variety of communication methods and messaging when required.

