Assessment 2.0 - Life after Grades

Formative assessment

Formative assessment will take place on a regular planned ongoing basis across all subjects and classrooms. At Eaton Bank Academy and Sixth Form formative assessment will take place in a manner that best supports the teacher to answer the question "what do the students know and what don't they know" and also supports the teacher to see where student groups or cohorts have gaps in their knowledge. Formative assessment will be different across different subjects and the variation will reflect the difference in balance between skills and knowledge and the also the nuances in the curriculum, however, the constant across all subjects is that formative assessment is planned and signposted in planning documents. Some examples of methods of formative assessment which might take place are;

- Recall tests
- Quizzes
- Skilled questioning
- Asking students to explain their answers
- Assessment tasks eg. long answers or essays
- Longer independent learning tasks
- Other low stakes tests such as online systems

When selecting a formative assessment method, the teacher/subject/faculty will consider how the assessment design (where the assessment is completed, how it is marked, moderated and the size of the cohort) affects validity and reliability. Where possible higher validity methods will be used and when appropriate self-marking systems will be used to reduce teacher workload. Ideally formative assessment will be standardised across different classes of a cohort to allow the softer information which is gathered to feed into the subject's PDA cycle rather than just an individual classes learning journey. Where possible students should experience success on a regular basis. The adage that success breeds success should be applied to increase motivation. Formative assessment needs to be made accessible to all students; in some cases, this means the method of assessment might need to be adapted to allow all students to complete the process. For example, if online quizzing is used all students must have a method of accessing this. The aim of this method of assessment is to inform teaching, highlight student misconceptions and assist with student memory recall.

Retention assessment

Interleaved retention assessment will take place on a regular ongoing basis again this will be planned and signposted on planning documents. Retention assessment takes place around once every half term (roughly every six weeks) although this will be flexible to fit in with the natural transitions of the learning journey in each subject for example as a cohort moves from one topic to the next. Although the assessment will take place at the end of each topic, the assessment will not only include that topic. Around 50% of the interleaved summative assessment will cover recent learning and the remainder covering previous learning. This will therefore allow the assumption to be made that when a student scores a similar percentage on a later test as a previous test this provides some evidence that the student now knows more in total. It also provides some evidence that students are not only learning new information, but they are also retaining their learning.

Although it is acknowledged that by the time a student reaches year 8 and 9 an assessment which last less than an hour will struggle to accurately demonstrate whether a student can still recall all learning from year 7

due to the small number of questions that can be asked, regular formative assessment will be used to fill this assessment gap and will inform the PDA cycle if vital information is being lost due to limited recall opportunities.

Retention assessments will need to be planned (ahead of time) in order for them to assesses whether the students are learning at the expected rate as they move through the curriculum. Subject staff will need to ask the question "what do I expect students to know or be able to demonstrate at this point in the curriculum?". To answer this question and to align with the target setting system each question on an assessment is important. Information gathered from formative assessments will allow the teacher to say "I expect that all, most or some students will be able to answer this question correctly" and then when combining X number of questions together I would expect students of this ability to be able to achieve success in these questions.

It will take some time to create retention assessments that align with the expected students learning journey throughout each subject's curriculum. While this process is ongoing each assessment will be analysed and tweaked until we can say with confidence that the assessment is not only a collection of what has been taught but also what we believe has been learnt.

The results of retention assessments will be stored in SIMs as a percentage at the point of each assessment. The aim of this if to reduce teacher workload.

Target setting

Key Stage three students will be baselined based on their subject baselines and SATs data to provide academic targets. Although KS4 will compare final outcomes only to academic targets (progress 8), it is important that at Key Stage three students who show flair outside of the academic curriculum are motivated by the target system as much as those who show academic prowess. Students will be split into one of five groups. Each group will be set a percentage target which they are expected to achieve on each retention assessment to allow them to demonstrate they are learning the knowledge or skills they are expected to be able to demonstrate at each point in the curriculum. When a student achieves less than expected this will lead to either subject or whole school intervention. When a student achieves greater than expected this will lead to either subject or whole school praise. Where students exceed the expected outcome the level of challenge within the subject will also be reviewed.

Group	Percentage target
5	75% to 85%
4	65% to 75%
3	55% to 65%
2	45% to 55%
1	35% to 45%

Final Summative assessment

The final summative assessment will take place towards the end of the academic year and the assessment will be very similar in nature to an interleaved summative assessment including the level of challenge meaning the questions will again be linked to the percentage target system. The two clear differences from final summative assessments are firstly all subjects will complete these assessments in a set window meaning the students gain the experience of preparing for multiple assessments at one time. Secondly the weighting of previous learning will change so that all areas are considered equal. Where a subject teaches about decreet topics each topic will be assessed equally at this point. Where a subjects learning is more about the progressive development

of skills, each of those skills will be assessed equally at this stage. By the end of key stage three this assessment will cover all the learning from year 7 though to year 9. The aim of this method of assessment is to check that students are progressing through the curriculum, learning more about more and retaining their learning.

The use of data

Formative assessment will create limited data, which if generated, will only be useful at teacher level to inform planning or the reviewing of lesson resources or pedagogy.

Retention assessments will create assessment data each time an assessment takes place. As mentioned previously this data will be input into SIMs rather than subject excel files to centralise data collection. This data will be used by faculty heads to check performance of different groups across the school and to either discuss the need for increased scaffolding or increased challenge in a subject. The data will also be used by Learning and Progress Managers to highlight where a student is not working at the expected level across a range of subjects. This will feed into an LPM intervention plan. Retention assessment data will also be used by senior leaders to compare each cohort's progress through the curriculum to previous cohorts again this could lead to intervention.

Final summative assessment data will be used in the same way as retention assessment.

The validity of all data will be determined by the degree to which subjects are able to create assessments which are appropriate in assessing the expecting knowledge or skills at each point along the learning journey and also being able to link the level questioning to the students' targets. When the process is complete, and this might take several years, we should see less variation in percentage score between assessments and between subjects.