KS4 assessment

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. This is supported by the research of Shell et al., (2010) "when pupils experience their ability improving in a topic or subjects, it helps them to see that ability is changeable and increasable with effort". 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.

Formal assessment

Interleaved formal assessment will take place on a regular basis throughout the academic year. Subjects are in control of when assessments take place to allow assessment to act as a check on progress through the curriculum rather than assessment driving the curriculum. Formal assessments are planned into the curriculum in advance at the appropriate time to assess gaps in students learning.

Although it is likely that assessments will take place at the end of units of work, formal assessments will include both current and previous learning to check the retention of prior learning.

Assessment design will be in line with future external assessments and marked using a pre-agreed standardised mark scheme. Having the correct assessment design is important to maximise the validity of data and thus the correct interventions at student, class and cohort level.

Progress Exams

Progress exams will take place throughout Key Stage 4. These will be completed in full exam conditions and have two main purposes. Firstly, they allow students an opportunity to practice the process of a 'real' exam which supports us in supporting the students who find the process stressful. Secondly, it is the most accurate data we can collect about how a student is likely to preform in their terminal exams which again allows us to identify gaps in knowledge and knowledge application which can be addressed through adaptive teaching.

Target setting

Key Stage four student's targets will be set based on their KS2 SAT results, these will be used to set student targets using FFT50 estimations. Staff and students are aware that the expectation is that students go beyond these targets and feel the further motivation to achieve. Staff are aware of and work to achieving student's FFT20 targets.

At the start of the Key Stage four targets are adjusted to provide maximum motivation to the students, this can mean a target is increased or decreased to support the maximum learning of a student. At six points across the Key Stage students will receive projected grades and these will be shared with students and parents through the reporting system.

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.

Progress Exam 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.