



Assessment Framework

KINGSWOOD SECONDARY ACADEMY

23RD SEPTEMBER 2024

Kingswood Academy Assessment Framework

At Kingswood Academy, we envision an assessment system that empowers every student to thrive academically and personally. Our commitment lies in fostering holistic growth, ensuring equitable opportunities, and nurturing a love for learning. Students become reflective practitioners which builds personal resilience, critical enquiry, and ambition. Kingswood actively involves parents in the educational journey of their children, providing regular opportunities for them to engage with and support their child's learning and progress, ensuring a collaborative approach to academic, social, and emotional development.

Our vision encompasses the principle of using assessment as a tool for progress that promotes student engagement, self-awareness, and metacognition. Regular formative and summative assessments guide instructional adjustments, empowering students to actively participate in their educational journey.

Parents' evenings

Parents' Evenings are held in support of the Progress checking reporting, calendared at a timely point to support additional progress to be made. Parents' Evenings are held annually (with an additional evening for the parents of year 7 students early in the Autumn Term). Subject teachers, parents and students are able to use these evenings as an opportunity to discuss learning, and how students can reach their potential.

Prior Attainment Data

At the start of the academic year (or as soon as the information is made available), class teachers will have access to relevant prior attainment data for the pupils they teach via SIMS marksheets. This will include the following:

- **Years 7 - 11:** Key Stage 2 Test results and/or CAT scores, progress judgements or predicted grades and assessment data from previous academic years, targets for the end of the course, reading age, relevant SEND and EAL information.
- **Years 12 - 13:** English Language and Mathematics GCSE grades, predicted grades and assessments attained at the end of the previous academic year, target grades for the end of the course, relevant SEND and EAL information.

Target setting

We set ambitious targets for all students based on their prior attainment and baseline data. These targets serve as guidance, motivating students to surpass their own expectations.

- **Key Stage three & four**

Key Stage 3 Students receive a target grade upon entry to year 7 which will forecast their end of year 9 target grade based on prior attainment (please see above). At the start of year 10 students receive their Key Stage 4 target to support their elevation of progress at the close of year 11. When students begin year 12, they are set their final target grade for Key Stage 5.

Target setting journey (start & end point)	
Key Stage 3	<i>Year 7</i> → <i>Year 8</i> → Year 9
Key Stage 4	<i>Year 10</i> → Year 11
Key Stage 5	<i>Year 12</i> → Year 13

- Key Stage five

Targets for students will be based on a positive progress calculation from their Year 11 Average Point Score (APS) outcomes. Targets may be revised upwards to achieve this, or using assessment evidence, to ensure continued challenge. These targets will then go through a consultation period with faculty leaders and specific subject staff. Any amendments will be made through their faculties. These targets will then be launched to staff and students and subsequently discussed in lessons creating a reference review point for summative assessment outcomes.

Reporting to Parents

- Formal Assessments and Predicted End Grades (PEG) in Years 10 – 13

At Kingswood Secondary Academy, we use the 9-1 grading scale for GCSEs, except those on vocational qualifications where Pass, Merit and Distinction are used. At A Level, we use an A-U grading system except those on Level 3 vocational qualifications where Pass, Merit and Distinction are used.

- Reporting Progress

For years 7-13, predicted grades will be used to make judgements on progress by comparing them against target grades; these will be colour coded against performance (highlighted in the table below).

Subject teachers will make holistic judgements on the progress of their pupils, ensuring these are supported by evidence such as classwork, independent study, in-lesson, and formal assessments linked to the curriculum planning documents. Standards and Progress Leads will ensure internal tracking and moderation monitors the grades issued to ensure consistency of approach and accuracy of assessments and predictions.

CONCERN (Working at least 2 grades below their target.)	UNDER TARGET (Working just under their target grade)	ON TARGET (Currently work at their target grade)	ABOVE TARGET (Above expectations)
---	--	--	---

Alongside each assessment the class teacher will provide a mark scheme using student-friendly language to ensure all learners can understand how their work will be judged. For all assessments completed, the class teacher will reflect upon each student's use of literacy and identity where the learner can make further improvements. Curriculum leaders and Standards and Progress leads, ensure both the assessment and student outcomes are quality assured, reflecting upon the holistic overview of each stage of the assessment process.

Monitoring, roles and responsibilities

We maintain consistency in assessment practices across all subjects aligned by clear objectives relevant for each year group. Kingswood Academy carry out regular standardisation and moderation of all assessments across all key stages to ensure fairness and reliability.

Standards and Progress Leads, Teaching and Learning Leads and Curriculum Leads ensure that:

- Clear assessment guidelines for staff are in place.
- Teachers use assessment information to inform their planning and support differentiated activities for individuals and groups of pupils.

- There are regular assessments and a variety of assessment tasks, which are tracked through 'Pupil Progress'.
- Specific assessment tasks feed into decisions regarding predicted grades at data collection points.
- Predicted grades are moderated to ensure consistency of approach and accurate predictions for pupils, parents and for school monitoring processes.
- Staff are aware that the predictions they make for individual students are also used by the Faculty Team and Senior Leadership Team to monitor the progress of cohorts of pupils, progress within faculties and progress at a whole-school level. Intervention strategies can only be targeted appropriately if the data collected is accurate, up-to-date, and reliable.

The Standards and Progress Lead and Assistant Principals will:

- Monitor the progress of cohorts of pupils.
- Monitor the progress within subjects and faculties towards agreed performance targets.
- Monitor progress at a whole-school level towards performance measures.
- Discuss the above with Standards and Progress Leads through line-management meetings and through meetings with other nominated stakeholders, following each data collection.
- Provide an opportunity for 'catch-ups' if a student is absent when their formal assessment is taking place. This window of opportunity will be managed by the subject team and at the discretion of their faculty.

Assessment sequencing in the curriculum

A whole school annual assessment calendar is produced which gives the opportunity for four reporting opportunities to all stakeholders. These are sequenced throughout the year placed at the conclusion of a main term.

Subject departments have the autonomy to sequence their chosen assessments within their curriculum at a point where they need to make a judgement on the students recall of knowledge and applied skill. These assessments should be sequenced before they move forward with the curriculum to allow time to revisit any core knowledge which needs to be mastered to access the next cycle of knowledge & skills.

Progress Check reporting milestones should reflect a holistic judgement reflecting upon a combined analysis of summative and formative assessments. All students will sit one formal summative assessment per term. Predictions that are informed by summative outcomes through a formal 'test' and also their progress made in lesson through formative assessment strategies, showing how the student has progressed over time.

Assessment takes place in the form of two strands but within each one there are key strategies to inform an assessment of the progress of students.

Strand 1: Formative assessment

- Live marking
- Assessment for Learning strategies (AFL)
- Whole class feedback to address common misconceptions.
- 'Go Green' personalised feedback and next steps improvements.
- 'Assessment wrappers'- post-test reflection and evaluation

Strand 2: Summative assessment

- In-lesson low-stakes quizzes
- End of topic tests

- End of term holistic knowledge test
- KS3 Academy Test
- Pre-preparatory Examination (PPE's) – Key Stage four & five only

Assessment model

In preparation for formal assessment, whether that be for a PPE exam in Key Stage four & five or an end of topic test in Key Stage three, students are guided through this step process to secure and master their revision skills and build confidence in applying knowledge under formal assessment conditions.

Step 1 Independent Study

Home-learning is set to revise material/content using a key revision strategy. This revision work is brought into the following lesson to use as part of the next sequenced learning activity. This stage could take place over a series of lessons but will lead up to, and prepare them, to access the knowledge to successfully complete the prep-session before their formal assessment. Examples include creating mind maps, flashcards, chunking information.

Please find our online revision strategy videos, created by our students, [HERE](#) on our YouTube channel.

Step 2 Prep-session

Independent Study revision materials (step 1) are used as part of the prep-session e.g., to revise for a low stakes quiz which is peer marked.

A review of assessment criteria in student-friendly language is used to apply their understanding via the review of exemplar material. Teachers will lead a dissection of this document through various ways such e.g., identify the evidence of the criteria; complete a practise question(s) and a review of the mark scheme against this, improve a low-grade example to elevate to a higher grade using the mark scheme and teacher advice to guide this process.

Students conclude this prep-session feeling knowledgeable on how marks are allocated and can recall how to evidence the mark scheme themselves.

Step 3 The Assessment

- **Key Stage Three**

Assessments will be scheduled in line with the department assessment calendar. Students will have the opportunity to use their revision materials and preparation/planning documents to help support them through a timed assessment task. Students will work independently and in silence.

The assessment is inclusive for all learners and those who have an access arrangement of additional time are supported to do so. The assessment papers are designed to be completed within a timeframe well within the hour lesson, enabling all students, if required, to use the full 60-minutes to complete their assessment. It will be for the discretion of the faculty to decide how this gap time is being used for those students who do not require additional time e.g., silent reading, peer to peer marking.

To support all learning needs, department leads will provide adapted assessment papers to ensure all students are able to access the requirements of the test.

- **The Key Stage Three Academy Test**

Towards the close of the academic year, all key stage three students undertake an 'Academy Test' in their core subjects, including computing. The purpose of this assessment not only provides another opportunity to measure the progress of our learners but focuses on understanding new revision strategies e.g., flashcards, mind maps, cornel notes alongside the use of a bespoke subject knowledge organiser.

To conclude the Academy Test, students complete the **Go Green** process and students will collate their next step targets and recall these onto a feedback card. This feedback card is sent home to parents. Alongside this communication log, students take home their assessment wrapper which collates the learner's holistic approach to their academy tests and how to learn from their revision and their test outcomes.

The focus of the academy test is to draw a close to the academic year demonstrating improved progress over time, as well as providing additional communication to parents via the student. This communication plan supports the student to take ownership of their next steps involving their parents with their own articulation around their educational journey and how they can move forward in the new academic year.

- **Key Stage Four and five**

For KS4 and 5, this assessment might be carried out as a PPE formally sat in the exam hall, whereas for KS3 this will take place in their normal classroom. Although, this assessment takes place in their familiar environment, the test will be conducted in 'exam conditions' to practise the formality of examination and the [JCO code of conduct](#) expected when they sit their final GCSE exams in year 11.

Step 4 'Go Green'

Students receive an opportunity to self-assess their assessment paper/outcome based on teacher feedback. Students will receive whole class feedback on the common misconceptions as well as personalised feedback on their individual misconceptions. This is timely scheduled before the curriculum moves forward and in receipt of their teachers marking and feedback. Students receive actionable feedback to help them improve this piece of assessment work and any future work.

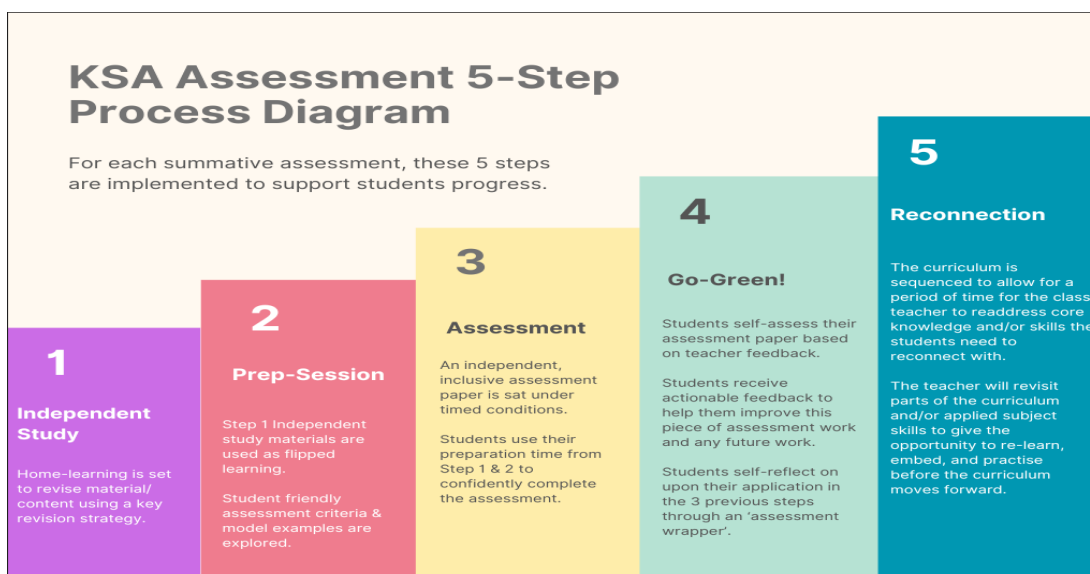
Students have their opportunity to improve part of their assessment to demonstrate how they can evidence the mark scheme at a higher standard. Students will self-reflect on their assessment outcomes comparative to their preparation and revision through an 'Assessment Wrapper'. This process enables the student to identify the barriers to their success and how to overcome these in readiness for their next assessment.

For those practical subjects such as Drama, Dance, Music, Art/Textiles and Physical Education, students **Go-Green** feedback will be applied through their improved application of skill in their next piece of assessed work.

Step 5 Reconnection

The curriculum is sequenced to allow for a period of time for the class teacher to readdress core knowledge and/or skills the students need to reconnect with. The teacher will revisit parts of the curriculum and/or applied subject skills to give the opportunity to re-learn, embed, and practise before the curriculum moves forward. This will be sequenced at a time which works for the curriculum design of each subject area, whether this is a bespoke lesson at the close of the current scheme of learning or sequenced

at a time in readiness for a new scheme of learning at a later date, where these skills/knowledge is being built upon.



Artificial Intelligence in assessment

While Artificial Intelligence (AI) tools can be valuable for research and revision, they should not be used during exams/tests. AI-generated responses may seem convincing but can contain incorrect or biased information. As such, relying on AI during exams constitutes malpractice. However, students can use AI for research, coursework, and non-examination assessment (NEA) as long as they cite their sources and remain aware of the limitations of AI tools.

This Academy assessment framework collaborates in partnership with our Teaching & Learning policy, unifying a cohesive and ambitious vision.