Assessment Policy

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Section 1: Academy Rationale

At Oasis Academy Enfield we strive for excellent teaching and learning, supported by effective assessment to "improve the life chances" of all students. Assessment is not an end in itself; it is an integral part of teaching and learning which should be evident in every lesson. Through quality-first teaching, strong subject knowledge, robust assessment practices and broad curriculum provision, our aim is to support all students to succeed. We endeavour to ensure that our Assessment Policy is impactful, robust and workload-efficient.

Effective assessment procedures:

- Provide a clear and accurate picture of the skills and knowledge that a student has acquired, the progress they have made and identify what they need to do next.
- Support teacher reflection on schemes of work and inform future curriculum planning and development.
- Inform teaching by showing how future learning activities need to be differentiated for individuals in order to raise attainment and maximise future progress.
- Allow for careful tracking of progress and ensure all students are targeted if necessary.
- Motivate and encourage students to put in the effort to continue improving.
- Encourage teachers by showing that their teaching is leading to better student progress.
- Support effective learning dialogues between staff and students and parents/carers.

Quality assuring the schemes of learning

- Ensure assessments are strategically planned and are defined to students by shared and challenging success criteria. This success criteria leads to the formation of clear learning outcomes within schemes of learning.
- Identify "next steps" for each student and express these as clear learning objectives;
- Identify the progress made in individual lessons or series of lessons;
- Ensure that teachers plan for formative and summative assessment opportunities.
- Summative assessment should align where possible with national average.
- Summative assessment should align where possible with the Academy's assessment calendar.
- Build a clear picture of each student's skills, knowledge, understanding and approaches to learning;
- Identify an appropriate curriculum pathway for each student;
- Data assemblies
- Head of Department/Head of Year to display data results for students to see their progress

Section 2: Assessment Methodology

Assessment at Oasis Academy Enfield is of two types;

Formative assessment (Assessment for learning) – This helps us find out what students do and do not know. We believe regular and spaced, low-stakes assessment embeds learning and supports learners through feedback, helping the student identify areas of knowledge, skills or understanding that need to be improved. Our formative assessment informs future teaching, intervention planning and feeds into the evaluation of curriculum structure and resources. We do not grade formative assessments.

Summative assessment (Assessment of learning) – This gives a measure of student progress and attainment. We set rigorous and challenging assessments of content taught each year, in order to gather data that's indicative of where students are in relation to national expectations in each subject.

Alongside the formative assessment and data gathered through the year, this informs our understanding of which students require further support. It is one indicator of the student's outcomes in external examinations, if they were to make nationally expected progress between that assessment point and the external exam.

Type	Examples	Purpose
Formative assessment- (Responsive teaching)	- Quizzes - Questioning - Pre-test/post- tests - Verbal feedback - Written feedback - Modelling - Self-assessment - Peer assessment - Short recap tests - Short recall tests - Home-learning - Mini white board responses	- To ascertain student's knowledge towards learning objectives - To identify strengths and areas of improvements - To inform in the moment decisions about the direction of the lesson - To inform future planning and teaching - Formative assessments are not graded
Summative assessment	- External Examinations - Internal School Examinations - End of Topic/Unit Tests - Standardised Tests- CATs - Reading tests	- To give a student a current attainment grade - To summarise learning over a period of time - To enable analysis of groups - To allow for identification of additional support - To judge progress against KS2 starting points. - Summative assessment are cumulative and graded appropriately according to the Key stage

Section 3: Target setting

Target Grades
At Oasis Academy Enfield 'Target Grades' are automatically created for every student based on their KS2 SATs results in Reading and Mathematics and other contextual information. 'Target' grades are created for each student. The target grade is what students should aim to achieve or exceed by the end of Year 11. The Academy Leadership Team moderates these targets for individual students to provide an overall academy target that is ambitious but realistic.

Students with no KS2 data
Students entering the Academy with no prior data will be assessed in English and Mathematics using the most recent end of year assessment as part of their Academy induction. For students entering in Year 7, this assessment will be a KS2 test in English and Mathematics and CATs test. Levels achieved in this internal baseline will inform target setting for the end of the first academic year. Targets for these students will be reviewed on a regular basis according to the rate of progress made and Academy expectations.

Measuring Progress

Year 7 – PiXL Micro-wave

PiXL Micro-Wave is a diagnostic tool for identifying where the Year 7 cohort begin when they join us in September. It supports accelerated progress from day one by ensuring that the emphasis for Year 7 teachers of English and Maths is on the learning that is essential for the needs of the cohort. It also facilitates a greater understanding of the standard of the KS2 tests, thus ensuring a smoother progression in students' learning

Year 7 - Flight paths:

Flight paths (see example below) will be assigned in year 7 based on KS2 data and other contextual information. Our whole academy target is for 85% of year 7 students to be on or above their flight path grade at each termly assessment point. Flight paths are shared with students and parent/carers during their first Form Tutor meeting in year 7, autumn term 1. During this meeting we will take time to explain the flight path to parent/carers and students so that we can have meaningful discussions around progress. After this, all further discussions around progress that a child is making is discussed using the colours (see section reporting to parents for more details). Students' flight paths will only be discussed again at the end of the year during the Summer Academic Review Day.

Year	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9
KS2 Score	KS2 4c 95	KS2 4b 99	KS2 4a 103	KS2 5c 108	KS2 5b 112	KS2 5a 114	KS2 6c 116	KS2 6b 118	KS2 6a 120
7 Au	3	3	3+	4	4+	4+	5	5+	6-
7 Sp	3	3+	4-	4	4+	5-	5+	5+	6-
7 Su	3+	3+	4-	4+	5-	5	5+	6-	6
8 Au	3+	4-	4	4+	5	5+	6-	6	6+
8 Sp	4-	4	4	5-	5	5+	6	6+	7-
8 Su	4-	4	4+	5	5+	6-	6	6+	7
9 Au	4	4	4+	5	5+	6	6+	7-	7+
9 Sp	4	4	5-	5+	6-	6+	7-	7	7+
9 Su	4	4+	5-	6-	6	6+	7-	7+	8-
10 Au	4+	4+	5	6-	6+	7-	7	8-	8
10 Sp	4+	4+	5	6	6+	7	7+	8-	8+
10 Su	4+	5-	5+	6	7-	7	8-	8	9-
11 Au	5-	5-	5+	6+	7	7+	8-	8+	9-
11 Sp	5-	5	6-	7-	7	8-	8	9-	9
11 Su	5	5	6-	7-	7+	8-	8+	9-	9+
Target A8 score	50	50	57	67	73	77	83	87	90
Target Grade	5	5	5.7	6.7	7.3	7.7	8.3	8.7	9.0
Expected A8	42	46	51	64	70	75	80	85	90
Expected Grade	4.2	4.6	5.1	6.4	7.0	7.5	8.0	8.5	9.0

The academy year will be divided into 6 assessment cycles. Each cycle will be 6-7 weeks in length (adjusted where half terms are longer or shorter). Within each assessment cycle, teaching and learning will follow this cycle:

- Curriculum planning;

- Pre-unit assessment – adapt planning based on student learning needs;

- Teach unit – ongoing assessment for learning;

- Post-unit assessment;

- Data entry and analysis;

- Reporting to students and families

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Section 4: Frequency of recording assessment data

Teachers will record the following assessment data at the end of each assessment unit:

Year 7- 9

Autumn term 1- current grade, predicted grade and attitude to learning
Spring term 1- current grade, predicted grade and attitude to learning
Summer term 2- current grade, predicted grade and attitude to learning

Years 10-13

Autumn term 1- current grade, predicted grade and attitude to learning
Autumn term 2 - current grade, predicted grade and attitude to learning
Spring term 1- current grade, predicted grade and attitude to learning
Spring term 2- current grade, predicted grade and attitude to learning

Year 10 and 12

Summer term 1- current grade, predicted grade and attitude to learning
Summer term 2- current grade, predicted grade and attitude to learning

Current working grade:

This grade is calculated using the scores from assessment papers sat, along with any completed non-exam components and applying appropriate end of course boundaries to the total.

Predicted grade:

This is the grade the teacher believes a student will achieve when they sit their final GCSE or   Level 3 examination taking into account reasonably improvements the student is likely to make by that time

Attitude to Learning Scores (Attitude to learning):

Our ALTs are linked to our ethos of '**LEARN**'. This is a snap shot "holistic" teacher judgment, reflecting what you think the student's attitude to Learning is like in your class. Please see the descriptive below. Students will be scored 1-4 for each (4 = outstanding etc.). This will be used to calculate an aggregated score for each student, published and ranked every term as 'attitude to learning'.

Description of LEARN Scores

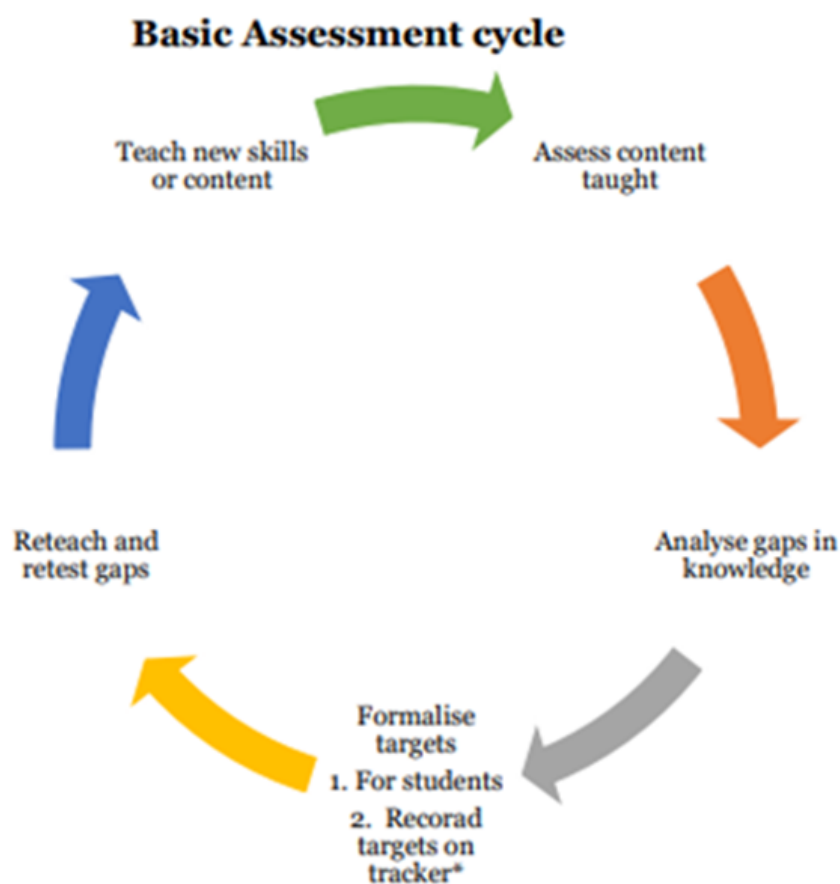|		
Lead Focus on learning	**4**	**Outstanding**- Always welcomes a challenge and never gives up. Has exemplary equipment and uniform. Arrives on time ready to learn. Makes the most of every minute of every lesson to improve their grades.
	3	**Good** - Welcomes a challenge and rarely gives up. Always has appropriate equipment and uniform. Arrives on time ready to learn and makes the most of each lesson.
	2	**Inconsistent**- – Doesn't always welcome a challenge and sometimes gives up. Has appropriate equipment and uniform for most lessons. Sometimes late to class and not always ready to learn.
	1	**Concern**- Gives up easily. Rarely has appropriate equipment and/or uniform.
Excel Completion of classwork	**4**	**Outstanding** – Always tries to the best of his/her ability to complete all the classwork. Actively participates in the lesson and follows all instructions. Determined to achieve beyond their target grade no matter what.
	3	**Good**- Tries their best to complete all the classwork. Participates in the lesson and follows instructions. Determined to achieve their target grade.
	2	**Inconsistent**- Tries mostly but not always. Classwork is often incomplete. Sometimes lacks effort to participate in activities. Instructions often needs repeating several times.
	1	**Concern**- Often makes little or no effort to participate in lesson and rarely completes any classwork.
Aspire Response to feedback	**4**	**Outstanding** – – Always follows teacher's verbal and written instructions. Always responds to teacher feedback and makes improvements to their own work.
	3	**Good** – Usually follows teacher's verbal and written instructions. Usually responds to teacher feedback and makes some improvements to their own work
	2	**Inconsistent** – Sometimes follows teacher's verbal and written instructions, does not always respond to teacher feedback and rarely makes improvements to their own work
	1	**Concern** – Doesn't follow written or verbal instructions in most lessons and does not respond to teacher's feedback
Resilient Homework and Independent study	**4**	**Outstanding** – Homework always completed to a high standard. Consistently undertakes wider reading around subject areas. Actively identifies gaps in skills and knowledge (e.g. using Personal Learning Checklists) and proactively use all the resources (e.g. PiXL independence, revision guides, and GCSE apps) available to address them in order to make progress.
	3	**Good** - Homework always completed to a satisfactory standard. Undertakes wider reading around subject areas. Able to spot gaps in knowledge and skills (e.g. using Personal Learning Checklists) for subject topics. Uses available resources (e.g. PiXL independence, revision guides, GCSE apps) to complete extra learning on these topics.
	2	**Inconsistent** - Homework usually attempted but not completed. Uses available resources (e.g. PiXL independence, revision guides, GCSE apps) to complete extra learning when instructed.
	1	**Concern** -Homework rarely attempted. No evidence of independent learning.
Nurture Cooperation with others	**4**	**Outstanding**- Always works productively in a team or a group. Is supportive to others and encourages the group to do their best. Looks to help their teacher and takes on additional responsibilities.
	3	**Good**- Usually works productively in a team and makes some valuable contributions to help the group or team.
	2	**Inconsistent**- Will work in a group or team without question, but contributes very little. Rarely interacts in a positive and helpful way.
	1	**Concern**- Rarely contributes positively to group work, and sometimes prevents others from making progress

Section 5: Tracking and analysis

At an academy level, assessment data is recorded in the academy's Management Information System (MIS) - BROMCOM and is available for analysis in SISRA data system. This data is available to the leadership team, Heads of departments and teachers. At a departmental/subject level data is recorded on departmental online trackers. Individual teachers should use these to identify gaps in students' learning and to inform their planning.

Moderation and standardisation

All subjects should moderate assessment internally and regularly to ensure the data is robust and the information is accurate. Departments should also seek additional external moderation from Lead Practitioners and National Lead Practitioners, to provide an additional layer of scrutiny and reliability.

Intervention and re-teach

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, teachers use the new data to put in place interventions across all year groups as required so that students with lower rates of attainment can catch up straight away. These interventions could be in the form of a 'same day intervention' with their class teacher or with another adult who has been given appropriate training to deliver the sessions.

Basic Assessment cycle

Teach new skills or content

Assess content taught

Analyse gaps in knowledge

Formalise targets
1. For students
2. Recorad targets on tracker*

Reteach and retest gaps

Section 6: Reporting data and progress

We report data and progress to students' parent/carers every term at Academic Review Day. Years 10-13 will also receive a half termly report. Reports will be presented in the following format:

KS4 and KS5 - exemplar

Academic Review
Year 10 Spring 2

Name: Learning Family: !

Attendance: |
L Points: C Points:

Subject	Teacher	End of Year Target	Current Grade	End of Year Predicted Grade
Art		5	5	5
English		5	5-	5
Geography		5	2-	2
Mathematics		5	U	5
Philosophy and Ethics		5	5	5
Physical Education		L1 Pa1		
Science		4	5	5+
Spanish		5	5+	6

Subject	Homework	Completing Classwork	Working with Others	Focus on Learning	Response to Feedback
Art	1	5	5	1	5
English	5	5	5	5	5
Geography	5	5	5	5	5
Mathematics	1	5	5	5	5
Physical Education		2	2	2	2
Philosophy and Ethics	5	5	5	5	5
Science	5	5	5	5	5
Spanish	4	4	4	4	4

Overall Learning Score   2.9

KS3 - exemplar

Academic Review
Year 7 Autumn 1

Name: Learning Family:

Attendance:
L Points: Points:

Subject	Teacher	End of Year Target	Current Grade	End of Year Predicted Grade
Art		1	1+	2-
Computer Science		Expected	Expected	Expected
English		Expected	Emerging	Emerging+
Geography		Expected	Expected-	Expected
History		Expected	Below	Emerging+
Mathematics		Expected	Expected-	Expected
Music		Expected	Expected	Expected+
Physical Education		Expected	Emerging	Emerging+
Science		Expected	Emerging	Emerging+
Spanish		Expected	Expected-	Expected+

Subject	Homework	Completing Classwork	Working with Others	Focus on Learning	Response to Feedback
Art	4	3	3	4	3
Computer Science	3	3	3	3	3
English	4	3	4	4	4
Geography	3	3	3	3	3
History	3	3	3	3	3
Mathematics	3	3	3	3	3
Music	3	3	3	3	3
Physical Education		3	3	3	3
Science	3	3	3	3	3
Spanish	3	3	3	3	3

Overall Learning Score

3.14

Section 7: Monitoring of Progress

Gathering data and sharing it is of little value unless our students can use this information to develop. All this data should be used positively to enable students to build on both successes and failures. Data should not be used to reinforce underachievement or a sense of failure or inadequacy.

After each termly assessment, the students will reflect on their performance through a number of vehicles:
- Heads of Years assessment review assemblies
- Learning conversations in form tutor time reflection
- Academic Review Day meetings
- Attitude to Learning (ATL) challenge week.

Subject teachers

➢ It is the responsibility of every subject teacher to monitor the progress made by each individual student. Assessment provides the evidence. Individual pieces of work will be assessed against explicit success criteria so that the student knows how to improve. Each student should know what needs to be done in order to make progress

➢ If progress is not made following assessment and feedback, it is the responsibility of the teacher to intervene using suitable strategies, e.g. work repeated, additional explanation, further targeted practice.

➢ If the action above does not have the required impact it is the responsibility of the subject teacher to alert parents and to refer the situation to the Head of Department and to agree a support plan for the student.

➢ It is essential that any impediment to learning such as a Special Educational Need or difficult personal circumstances have been identified and appropriate support put in place. This will necessitate the subject teacher conferring with the SENCO, Head of Department and the Head of Year.

➢ If the steps above have been taken but an improvement is not in evidence, parents will be invited in to discuss the situation and explore the reasons for the lack of progress and strategies that can be used to overcome these e.g. a student being placed on report, being invited to stay each evening for after school study. The Head of Department will invite the parents to a meeting if the problem is specific to that subject or in the case of wider underachievement the Head of Year will hold the meeting.

Heads of Departments

➢ Heads of Department must ensure that schemes of work define which assessments should be used for tracking progress. Assessment materials should also be available to ensure consistency of practice even in the event of a cover teacher being responsible for a class. These assessments must be made available to the line manager of the department in order that the consistency of their use can be monitored.

➢ It is the responsibility of Heads of Department to use the software available (SISRA) to analyse the tracking information about all of the students taking their subject(s) to ensure that the progress that they are making is continuous.

➢ Heads of Department will meet regularly throughout the year, after each cycle of tracking to present a report on the progress in their subject(s).

➢ Heads of Department should monitor the tracking data and discuss means of celebrating achievement (attainment and progress) and intervening if students are working below expected progress. Expected progress means that they are meeting baselines.

> Following tracking, Heads of Department and the Leadership team will carry out spot checks on students work to ensure that the assessment report is consistent with the grades/levels reported in tracking and that students are aware where this information has come from.

Sixth Form

In the Sixth Form it is not uncommon for conscientious students to perform below their baseline grades at various times during their AS/A2 courses. In many cases, such underperformance can be attributed to a step change in the intellectual demand of a particular topic, or the need for a specific skill which has yet to be developed. The Head of Year and learning guides plays a crucial role in forming an over view of students' progress across their suite of subjects, and ensuring that students are actively engaged with and take ownership of intervention strategies established to support their progress.

> Reviewing student progress and intervention
> After each round of tracking, learning guides will have one-to-one review meetings with students.
> Where there is underperformance in one or more subjects, the following action will be taken:
>   - Interview with the learning guide, in which action points are recorded
>   - Meeting between teacher in underachieving subject and student, in order to identify barriers to progress and formulate practical support strategies
>   - Student to attend at least one study-support session per week in underperforming subject
>   - Student to complete tracking review form which is held on file by learning guide

> Where there is lack of effort in addition to underperformance, the following action will be taken:
>   - Interview with Head of Sixth Form in which action points are agreed and recorded in a "study journal".
>   - All study periods to be spent in the sixth form workroom
>   - Attend at least one study-support session per week in each underperforming subjects
>   - Complete study journal, itemising how private study time is being used, and which is monitored by subject teachers and Head of Sixth Form.