



Assessment Policy

Hylands School



Principles

Hylands School was built to serve the community in which it is placed. Accordingly, we are a comprehensive, community school with a clearly defined catchment area and cater for pupils of all abilities.

Data, Assessment and Reporting Overview

We have recently been refining the way in which we determine student targets in all three Key Stages. The objective of refining our systems is to ensure that we are consistent in setting appropriate as well as challenging targets for all students, thus motivating our students and staff to strive continually for high outcomes.

Our Approach to KS3 and KS4 Data and Tracking

We acknowledge KS3 and KS4 as being aspects of the same whole but needing to serve different purposes and being assessed in different ways. Crucially, we need to acknowledge that once we enter GCSE assessed work (due to it being examination style questions), it will be scored and not banded. We, therefore, approach KS3 and KS4 with different aims, which are:

At KS3, we need to accurately assess what the student can achieve at KS4, and provide them with the skills needed to achieve the best possible grades. KS4 is where we secure, rather than first teach the skills and develop a depth of examination knowledge.

In effect, this means that instead of having a system that runs from Y7 to the end of GCSE we have one banding system/progress model for Y7 to Y8, which then provides the target to be achieved at GCSE. This is based on the premise that the Band, and accompanying skills that a student can demonstrate at KS3 in a particular subject, is also the Band that they can achieve at GCSE.

The above means that we use the whole of KS3 to baseline and then assess the ability of students within the cohort in each subject so as to accurately set the prediction of what they can achieve during their GCSE, irrespective of whether they take the subject in Year 9,10 or 11. In short, KS3 is about understanding our cohort(s) so that we are setting targets of realistic progress and attainment rather than attempting to get the cohort to fit with pre-set targets.

What this means for KS3 is that we use a version of the KS4 skills to develop Progress Models to use with Y7 and Y8.



Target setting

KS2 Data and Fischer Family Trust predictions are used to establish our external targets, but we use our own internal assessments to identify the individual student targets to help us achieve these whole school targets.

Departments are provided with whole cohort targets based on KS2 assessments and teacher baseline assessments to generate the predicted GCSE outcome band for each student in each of their subjects.

Targets generate subject specific flight paths for KS3 so that the students' progress and attainment can then be assessed and monitored during KS3 and intervention provided if they are underachieving during KS3 rather than waiting until KS4.

Individual classwork at KS3 are 'without levels' and at GCSE are given percent or raw scores or whole Bands if a wider unit examination.

The monitoring of progress and attainment gives the overview for assessment that allows for the planning within Departments for multiple Convergence Points (opportunities where all students in a cohort have completed the same content and skills) throughout the KS3 years to allow for movement and regrouping between classes.

All of their GCSEs at the end of Y11

As the student progresses through GCSE, we are able to monitor through option choices which 'buckets' for the Progress 8 measures are being completed and where positive scores in these areas are being achieved.

Attainment 8 can also be monitored to make sure our pupils are achieving the highest possible grades.

NB- Broadly the same number of children achieving Band 4 and above will be equal to those currently achieving Grade C and above; Band 7 and above Grade A and above and the bottom of Band 1 is aligned to Grade G.

How does it work at KS3?

In the first three weeks of the school year, Year 7 students complete a baseline assessment for all subjects. This is a mix of practical and written assessments as part of the daily teaching. This is not weeks of intensive testing!

Using KS2 data from feeder schools as well as FFT predictions and the baseline assessments from Data at KS3 is only used to inform reports home with their progress towards this level rather than their current band. Students' data will be used to organise students into prior attainment groups: High Starters (HS), Middle Starters (MS) and Low Starters (LS). This information will be generated for Subject Leaders, and it is never shared with students. This information will identify a student's starting point, but will not anchor them in any one group, or limit the progress they are able to make. It is subject to change given how well they progress. From this, departments will be able to measure a student's relative progress throughout the year.



Ofqual
New GCSE grading structure

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

By the end of Y8, we are in a position to state the predicted outcome band for the students in each subject and their individual Progress 8 and Attainment 8 for each subject when they have department assessments we can generate the predicted end of KS3/KS4 band for the students in the Year 7 cohort completed.

Department designed flight paths are then used to generate target bands for the four assessment points throughout KS3 (January of Y7, End of Y7, Christmas of Y8 and End of Year 8). Throughout KS3 students are assessed by departments and then at the assessment points RAG-ed in relation to their predicted end of KS3 target. If below-expected progress or attainment, then interventions can be triggered.

At the end of KS3, the established skills which the student have developed at KS3 then becomes the target which they should be working to achieve at GCSE. Students who have made greater progress or attainment than expected can now be provided with a higher band target based on teacher assessment, building stretch and challenge at KS4.



Our Structure

Due to the move to a one year GCSE for option subjects and the starting of GCSEs in Year 9 for students we have a data and assessment system which reflects this new approach and the differences within it. We have disconnected core and options subjects from each other to allow them to follow two separate pathways both in curriculum overview and subsequently their approach to assessment. For core subjects, this will largely still follow the more traditional 5-year structure, but for options, this now must be a three-year approach irrespective of when the 'third' year is taken.

With the change-over of the timetable in the summer term, our academic year runs from June to May/June rather than September to September (except in the cases of Y7 and Y12 which still maintain their September start points).

Each year group have two reports home and one consultation evening per subject; these reports are not always at the same time for core and options subjects.



Year 7 and Year 8 Assessment Overview

Conceptually, our KS3 is not as Years 7 and 8 but is 11 terms with interspaced assessments,

Convergence Points (C1-4) and reports.

A new way of thinking about KS3

Term 1 Sept-Oct	Term 2 Nov - Dec	Term 3 Jan - Feb	Term 4 Feb - Mar	Term 5 Apr-May	Term 6 Jun - Jul	Term 7 Sept-Oct	Term 8 Nov - Dec	Term 9 Jan - Feb	Term 10 Feb - Mar	Term 11 Apr-May And 3 weeks of Jun
1 st Baseline all subjects				2 nd Baseline			Options 3 rd Baseline			Core 3 rd Baseline
Core Consultation Evening								Options Consultation Evening	Core Consultation Evening	
Setting in Report		Report Home		Internal Report			Core Report Home		Internal Report	Home Report
C1		C2		C3			C4			C5 for Core only

This provides:

Four reports home during KS3;

Two consultation evenings for each subject;

Two points where core subjects can conduct full examinations.



GCSE Options- One year in either Y9, 10 or 11

The GCSE Options yearly structure is as follows:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Jun-Jul	Sep-Oct	Nov-Dec	Jan- Feb	Feb- Mar	April-June
Start of course- 4 weeks (20 lessons)	Consultation Evening	End of Unit Examinations, Data Drop and Report Home		Data Drop and Report Home	Revision and External Examinations End of Course

One of the aims of the new curriculum is to ensure that students are not over-pressured with examinations all at the same time and so the structure of the core overview had to change to accommodate what is happening elsewhere in the curriculum.



KS4 Core

	Jun-Jul	Sep-Oct	Nov-Dec	Jan-Feb	Feb-Mar	Apr-Jun
Y8/9			Interim Report and Consultation Evening and Convergence Point 6 ready for Jan-Feb	Interim Report and Convergence Point 7 ready for Feb-Mar		End of Year Exams and Report and Convergence Point 8 for Y10 course
Y9/10			Interim Report and Consultation Evening and Convergence Point 9 ready for Jan-Feb	Interim Report and Convergence Point 10 ready for Feb-Mar		End of Year Exams and Report and Convergence Point 8 for Y11 course
Y10/Y11			Interim Report and Consultation Evening and Convergence Point 12 ready for Jan-Feb	Mock Week and Convergence Point 13 ready for Feb-Mar	Data Drop and Report Home	Revision and External Examinations

This provides:

Nine reports home during KS4 (three will be reporting examination results);

Three consultation evenings, one per year;

Three points where core subjects can conduct full examinations;

The continuation of clearly marked Convergence Points to allow for re-arranging between classes/sets.



KS5- An approach that allows for a two-year A-Level

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y12	Settling in	Report	Consultation Evening		Exams and Report Home	Post-16 week and work experience
Y13	Internal DD	Exams and Report		Full Report and Second Exams (Optional)		External Exams

This will provide:

- Two reports and one consultation evening per year;
- An additional internal Data Drop for Y13 in September;
- End of Year Exams for Y12; Two opportunities for Y13 Exams (depending on subject preference).

Benefits and Rationale:

The structure described has the following benefits:

To spread the examination and assessment points across the whole year both for staff and the students themselves. Thus creating better opportunities to use our data and assessments more effectively, hence the Convergence Points.

It allows students to prioritise preparation for examinations at different points of the year as well as the opportunity to make the most of the June-July time of each year post timetable changes. It allows Key Stage Managers, Heads of Department and Pastoral teams to spread intervention strategies across all subjects at different points of the year.

The targets reflect reality as well as allowing for scope on the part of teaching staff to use their professional judgement. The structure also gives flexibility for students to move between classes depending on progress. Interventions occur much earlier where they will more impact and prevent a narrow focus on yr11.

As a school, we have a high number of mid-term admissions which can be placed into classes by best fit based on their ability (quickly established using our baselines). Their integration and progress can, therefore, be more rapid.

KS3 had become three years of gradual progress with then rapid progress (and subsequent pressure on staff and students) increasing in Years 10 and 11. We have moved away from this approach so that KS3 becomes more purposeful and sets a significant amount of the groundwork that is needed for GCSE, particularly in the case of options subjects where GCSE is now to be studied within one year.

Ultimately, with our bespoke approach, we can have greater impact and influence on the progress the students make and what final outcomes they leave with.