



Assessment Framework

The Archway Learning Trust (ALT) Assessment Framework aims to ensure in-year assessment is robust, offers opportunities for trust-wide collaboration and comparability and helps us work together towards common goals to achieve the best for our students.

At Key Assessment Points during the year, all students complete formal assessments which track their progress, highlighting areas of strength and any need for further improvement. During Key Stage 3, there will be one formal assessment in each subject per academic year, rising to two in Key Stage 4. The assessments are designed to test students' retention of core knowledge and develop how they apply this in different contexts. Content and skills are interleaved within assessments throughout the year to support students in moving knowledge from the short term to their long term memory. These formal assessments sit alongside teachers' ongoing verbal and written feedback to students.

Sharing the results with Parents

Parents may see the outcomes of their children's formal assessments either online via the Go4Schools website, parent app or as a printed report sent home or shared at a parents' evening.

Parents will see a 'Progress band' or GCSE grades, an Attitude to Learning indicator and, in GO4Schools, the percentage of marks obtained in the latest assessment. Staff may also share details of assessment marks and percentages at parents' evenings and with students in lessons.

GO4Schools			Parent Report		
Detailed progress					
Subject	Latest Snapshot	Breakdown	Subject	Latest Snapshot	Attitude to Learning
Creative Media Production Mrs S Higson View subject description	L2M	Attitude To Learning Act Unit 1 Exploring Media Products - Unit 2 Developing Digital Media Production Skills 2M Unit 3 Create a Media Product in Response to a Brief (external assessment) -	Creative Media Production	In Line	Active Learner
English Mr A Garbutt	Well Below	Attitude To Learning Out Key Assessment Points 30% Year 9 Of Mice and Men Assessment 30% Year 9 Spring Writing Assessment 0% Year 9 Spoken Language assessment - Year 9 Summer Literature Assessment 0% Year 7 Assessments 35	English	Well Below	Outstanding Learner
History Miss R. Atkin	In Line	Attitude To Learning Out Key Assessment Points 50% Year 7 CAF Percentage 0%	History	In Line	Outstanding Learner
Maths Mr I Jahangir	Above	Attitude To Learning Out CAF Main Percentage 80% CAF Nurture Percentage 0% Year 9 Half Termly Check Up 0% Year 8 End of Year Assessment 80%	Maths	Above	Outstanding Learner
PE Mr D Hutchinson	-	Attitude To Learning Out	PE	n/a	Outstanding Learner
RE Miss R. Chapman	Below	Attitude To Learning Act Key Assessment Points 51% Year 9 Assessment - 'Christianity: Belief in God' 51%	RE	Below	Active Learner
Science Ms C Metters, Miss K...	In Line	Attitude To Learning Act Key Assessment Points 63%	Science	In Line	Active Learner
Sport Mr D Hutchinson View subject description	-	Attitude To Learning Out Unit 1 - External Assessment - Fitness for Sport and Exercise Wt Unit 1 - Checkpoint Tests - Unit 2 - Practical Sports Performance - Unit 2 - Checkpoint Tests - Unit 3 - Principles of Personal Training - Unit 3 - Checkpoint Tests - Unit 6 - Leading Sports Activities - Unit 6 - Checkpoint Tests -	Sport	n/a	Outstanding Learner
Tutor Period Mrs E Goodman, Mrs L Forde	-				



Understanding Progress Bands

For Key Stage 3 students, the Latest Snapshot indicates a student's current progress, not attainment. These progress bands 'Above', 'In Line', 'Below', and 'Well Below' compare the individual student's most recent assessment to their own starting point at Bluecoat Wollaton.

If students continue to make progress in line with others, the progress band reflects this. It also reflects if there is acceleration in their rate of progress to celebrate, extend or challenge further (above) or if there are indications that progress might be slowing down (below).

As an example, a student who started in the middle of the cohort and stayed in the middle of the cohort in the latest test would be "In Line". However a student who started near the top of the cohort but in the assessment did not maintain this would be categorised as "Below" in that subject. These are just indicators of progress with the intention of identifying any potential issues as early as possible.

Where progress in an assessment is not 'in line' it is important to share that with parents, students and teachers at an early point so that the necessary steps can be taken to identify and address gaps in learning or understanding, the need for support or intervention in study skills, or anything else as early as possible whilst the stakes are still very low.

It is also important to recognise that the progress band is determined by the assessment that has been taken, and a student's teacher can provide a much better picture of their progress and performance in their subject.

Understanding GCSE Grades

Key Stage 4 assessment measures the progress made in each subject towards students' individual **target grades**. These targets are based on English and Maths results from the end of Key Stage 2 and give us an indication of their starting point relative to students across the country. From here, we look at how students with the same starting point have achieved at GCSE in the past. As an Outstanding school, we always aim for our students to exceed these. This process reflects the approach used by external performance measures against which the school is measured.

Using ongoing teacher assessment of classwork and assessments, teachers record a **projected grade** which is the grade which the student is expected to achieve at the end of the course. A **current 'working at' grade** is also calculated using the academy's tracking processes, and will take in to account their most recent assessment, along with other marks, such as coursework or Non-Exam Assessments (NEA).

How can Parents & Carers support?

Research suggests that students who make most progress from their individual starting point are often those who also engage in regular conversation and reflection about their learning and experiences at school. This is where parents and carers can help. Below are suggested 'over the dinner table' conversation starters about the assessments.

- How did you prepare for the assessment?
- What topics did you struggle with?
- How might you approach the next assessments differently?
- What opportunities are available to push yourself further next time?
- Why do you think your teacher has graded your attitude to learning in this way?



A Guide to

Assessment at Bluecoat Wollaton Academy

Where further clarification or support is required, parents are encouraged to make contact with the student's year leader.