SECONDARY ASSESSMENT, REPORTING AND INTERVENTION POLICY

Version 4

Responsible Committee/Individual	Trust Board
Author	Secondary Headteachers
Target Audience	All stakeholders
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CONTENTS

BRIGHTER FUTURES LEARNING PARTNERSHIP TRUST

SECONDARY ASSESSMENT, REPORTING AND INTERVENTION POLICY.

The Principles and Aims of Assessment

Assessment should support teaching and learning by identifying what students already know and can do with the aim of supporting them to improve their knowledge, understanding and skills.
Assessment for Learning (AFL) and responsive teaching, therefore, should be evident in all lessons.

- For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress further in their knowledge understanding and skills.
- For teachers, continuous assessment should develop a detailed and precise understanding of the individual needs of students and their strengths and areas for development. Assessment for Learning should feed into meaningful target setting and formative feedback to students. In our Trust for target setting, we use FFT top 20 to set aspirational targets for students. Where FFT is used to set targets and where there is a '+' this will be rounded up to the next grade, if students have a 40% chance or better in succeeding. Students' progress will be tracked against FFT 5, 20, and 50 to ensure that data can be triangulated with intervention planning.
- For Trustees, governors and other staff, assessment information will support an understanding of the current and potential student outcomes in terms of attainment and progress.
- For parents/carers, assessment information will support an understanding of their child's progress and provide specific advice on how best to support their child in order to make the best progress.

Roles and Responsibilities of the Trust Standards and Outcomes Committee and Local Governing Boards

- The Trust will support the CEO and the LGBs with the monitoring of the quality of assessment through Headteacher presentations, monitoring of data and visits to schools.
- Act as a critical friend; support, monitor and evaluate the effectiveness of assessment in the school or UTC, with the support of the CEO, Trust School Improvement Director, Secondary Strategic Lead for Assessment and the Trust OFSTED trained consultants.
- The Trust will ensure accountability, holding the school/UTC to account for the standard of education.
- The LGBs will ensure that school/UTC takes into account the data available to improve teaching and learning so that all groups of children are able to make at least good progress.
- The LGBs will ensure the monitoring of the data and ensure it is built into all major decisions and initiatives e.g. intervention strategies, types and frequency of assessment, including the analysis of teaching and learning.
- Performance data will be explored by the CEO and the Chair of the Local Governing Board through regular performance meetings. If a school's performance becomes a concern, the CEO will ensure that this is referred to the Trust Board.

The Roles and Responsibilities of the Headteacher / Principal, Senior Leadership Team / Trust Directors and Data Manager

- Undertake whole school analysis of school improvement in order to inform and guide curriculum planning, resourcing and whole school intervention programmes.
- Lead deep analysis of the attainment and progress of student cohorts across the school / through regular line management meetings.
- Provide accurate predicted/forecast GCSE grades and A level results for all stakeholders.
- Ensure that reports go out to parents/carers on time and contain accurate and informative details.
- Monitor the quality of progress trackers in terms of the quality of the data entered within the agreed timeframe published in the school calendar.
- Maintain and update the SIMS mark sheets in line with the published assessment schedule in the school calendar.
- Ensure SISRA is accurately updated with Attainment and Progress data to support the overall judgement of the Quality of Education.
- Ensure that strategic data is provided to the CEO immediately after each data capture

The Roles and Responsibilities of Curriculum Leads/Heads of Department /Curriculum Directors

1. To ensure there is a full understanding across teams of the standards required assessments for each year group and that there is a regular process for standardisation / moderation.
2. To support and prepare their teams for each progress check and data entry. This includes having a planned and standardised programme of assessment activities in the Schemes of Learning and a robust moderation and standardisation process that ensures the quality of the progress tracking data.
3. To check the accuracy of each collection of progress data and respond to any anomalies before the Progress Check is reported home to parents/carers.
4. To identify students who are making good progress and acknowledge their achievements, as well as identify students who are experiencing difficulties and put the appropriate interventions and support in place.
5. To present an analysis of progress across all Key Stages 3, 4 and 5 and build this into the Curriculum Development Plans.
6. To ensure that SIMS mark sheets are completed and kept up to date by each teacher in line with the assessment programme in the school calendar.
7. To engage with the SLT line manager in the RAG process to discuss the Intervention Plan for the students who have been identified as making less than expected progress or cause for concern in terms of attitude to learning or other issues.
8. To monitor the effectiveness of interventions at class level.
9. To monitor the quality of data entered into Progress Trackers and to support the teaching team to correct errors within the deadlines of the reporting schedule.

The Role and Responsibilities of Subject Teachers

1. Secure strong progress of all student groups through robust assessment strategies and feedback.
2. To use appropriate and effective AFL strategies in all lessons to build an accurate and precise description of each student's level of understanding, knowledge and skills.
3. To provide all students with clear and precise formative feedback on their strengths and areas for improvement in their knowledge, understanding and skills.
4. To ensure that SIMS mark sheets are completed and all deadlines for data entry are met in line with the assessment programme in the school calendar.
5. To participate fully in the work of the subject team in developing the assessment programme and activities for students.
6. To participate fully in the work of the teaching team in standardisation and moderation activities.
7. To provide accurate data for students in line with the whole school reporting schedule and to check for and correct errors.

The Role and Responsibilities of Form Tutors

1. To share information about progress with members of the tutor group and to engage in mentoring that supports academic progress.

Progress Meetings and Line Management of Departments

Pupil Progress Time (POT) meetings are timetabled in half terms 1, 3, and 6 for all teaching groups, which should include the Line Manager (SLT link) and Curriculum Leader/Curriculum Director. These meetings should be used to identify gaps in knowledge and to provide support to regularly update the departmental/curriculum Schemes of Learning (SOL) and individual planning. Classroom interventions (Wave 1) should aim to address gaps in learning.
Wave 1 interventions which are the most effective might include – revisiting key topics, students being retaught and assessed, redesigning activities so that they are better scaffolded, building activities which are scaffolded but lead to independence, regroup the classroom so that weaker students are able to access more support, use dual coding to support quality explanation with lots of mini assessment/checking before moving on to the next stage of explanation, plan lessons around a series of questions which become progressively more challenging and ensure all students have an opportunity to answer these (these should be linked to the key objectives of the lessons) etc.

The Assessment Process

Low Stakes Assessment

Research shows that low-stake assessments (formative assessment) should be part of our everyday practice. Research shows that the 'testing effect' helps with knowledge retention. However, in order to make information retrieval and recall effective and combat the 'forgetting curve', students need to have spaced tests that constantly recycle and revisit knowledge. This is key to students being able to remember and recall essential knowledge.

Types of low stakes testing can include multiple choice questions, matching words to definitions, labelling a diagram from memory, quick quizzes, spelling tests, vocabulary tests, hinge questions, peer and self-testing exercises, etc.

Teachers should keep a log of scores from low stakes assessments (the scores can be recorded and monitored in students' books). Tracking low stakes assessments is one of the strongest indicators of memory and recall as well as the application of knowledge in high stakes assessments.

Low stake assessment should inform quality planning to address gaps in knowledge and understanding. It should also inform regular planning. Low stake assessments should be used daily in every lesson to evaluate the student's knowledge and understanding and to tailor teaching accordingly. **This forms part of Wave 1 intervention**.

Formative assessment is intended to inform teaching and learning and support teachers to accurately assess a student's attainment in the moment. Low stake assessment may also include the tracking of soft skills or checks the fluency in subject areas where relevant; see appendix 1.

Assessment Design for Low Stakes Assessment

Level of challenge: questions need to be pitched in a way that students need to think about an answer. The planning of key questions which evidence students' knowledge, understanding and application of the knowledge should be planned for at the beginning of a unit and support final assessment. A set of questions should involve a range of questions which increase in difficulty and challenge. Easy questions can help to build confidence but there should be some progression in the questions asked. If the questions are too easy, research shows that this will not aid memory and recall.
Multiple choice questions – These need to be thought through carefully. When planning these, teachers should ensure the distractors are not too obviously incorrect or there is no point planning these.

Medium Stakes Assessment

Medium stakes assessments are more challenging than low-stakes testing. They are, however, not revised for. The assessment should take more time and be more challenging than low stakes assessments. As part of Rosenshine's model, they should be part of the independent practice. This type of assessment should be embedded regularly into lessons and may include applying learning through exam questions or questions which require an extended response. Assessment of this type may also include, for example, the translation of some sentences from one language to another applying knowledge of grammar and sentence structure or the reading and response to a subject specific text. Tasks should be engineered to elicit clear evidence of learning. The assessment should take place as **an independent task** so that teachers can assess if knowledge has been acquired and students can apply it in a range of context.

Medium Stakes Assessment should be marked by students through self-assessment or peer assessment, **and only marked by the teacher where relevant**. It is important that students are given the assessment criteria to develop their independence. Students should be encouraged mark their own work using exam board mark schemes where possible.

High stakes assessment

High stakes assessment (Summative Assessment) is the use of standardised exam board examinations which enables teachers and teams to evaluate how much a student has learned at the end of a teaching period, providing an opportunity to compare in-house data to national data sets, ensuring whole school or UTC data provides an accurate overview of how students are performing. Vocational subjects may decide to use a controlled assessment depending on where subjects are in terms of their delivery. Once high stakes assessment data has been processed a whole school/ UTC RAG will take place to inform for strategic, high impact interventions that will be agreed by the Headteacher / Principal (appendix 3).

Curriculum Leads /Curriculum Directors are responsible for leading their teaching teams to define the knowledge and skills (including fluency) that are characteristic of each progress flight path. Flight plans have been designed using national data sets and will be reviewed yearly based on the GCSE national results statistics released by exam boards. The information from the summative assessment will inform the sequencing and planning of the curriculum for the following term, ensuring the revisiting of any insecure key concepts. Data will be entered into SIMS for each progress check for every year group once a term. When the current assessment is below the progress flight path, the student is assessed as underachieving. Schools/UTC use working at grades to ensure that there is no grade inflation and students, and parents have accurate data regarding attainment and progress.
Current assessment in line with the progress flight path indicates average progress and we are aiming for the majority of students to make more than expected progress or in line with FFT 20 targets.

How are the outcomes (the data) from the Assessment and Tracking Process used?

The primary use of all the knowledge gained from assessment is for class teachers and subject leaders to modify and adapt their teaching and curriculum design to ensure the needs of present and future cohorts of students are met.

The tracking of student progress requires one data input per student per term across **Key Stages 3, 4 and 5.** This data allows us to track student progress across the curriculum and intervene when we see significant underachievement across a range of subjects. The data captured should be the grade the student achieves in their assessment at any one point otherwise known as the ‘working at grade’ and the teachers will use this and low stake data to determine an end of key stage graded or ‘predicted grade’. These will be moderated by Trust Directors and Line Managers.

This data also alerts us to underachievement in specific cohorts, such as disadvantaged students and students with higher prior attainment. Form tutors will provide students an overview of their progress and highlight interventions identified to assist Heads of Department/Curriculum Leads/Curriculum Directors. Classroom teachers will highlight students' progress and interventions as part of the review process, which is built into subject learning schemes.

Internal Moderation and standardisation

This process is built into the learning and progress time to ensure that the data gathered is reliable and accurately reflects the students' attainment at the time. Where there is alignment, moderation and standardisation will take place across Hungerhill and the UTC. Staff will standardise or moderate at least ten pieces of work from members of their own departments and those of the other school. If the marking or assessment or coursework is out of tolerance by 3 marks, the Head of Department/Curriculum Leads/Curriculum Director should review the entire class papers/controlled assessment. On the day of completion, all standardisation or moderation documentation should be submitted to the Line Manager. See appendix 2.

This data is also reported to Parents/Carers

Results of the above mentioned 'Progress Checks' are reported to parents/carers three times a year. The Progress Check Report shows the current assessments the form of a "working at" grade and a predicated grade in each subject, subject termly flight plan target; as well as their attendance and their attitude to learning. Parents/carers have the opportunity to discuss their child's progress on the learning and progress days and or parents/carers' evenings that will take place once per year. The "working at" grade must reflect the same grade achieved by students in their assessments. This will be moderated by Heads of Department/ Curriculum Directors and Line Manager. The predicated grade allows the teacher to a analyse attainment over time and make a professional prediction for the end of Key Stage.

Key Stage 3

High Stakes Assessments should prepare students for the exam system and include a range of questions which are similar in style to GCSEs. The questions should require students to recall and apply knowledge across a range of questions/activities which ensure learners are exposed to the types of responses required by examiners. Students should have access to mark schemes and be encouraged to review their assessments to improve their own assessment literacy.

Students will be assessed termly using high stakes assessments. However, teachers may use these types of assessments more frequently and build them into home learning or other lessons as part of a main teaching activity so they can evidence learning.

At Key Stage 3, current grades will be awarded as:

- A Working Above Age Related Expectations
- E Working At Age Related Expectations
- B Working Below Age Related Expectations

Results of the above mentioned 'Data Capture' are reported to parents/carers three times a year. Parents/carers have the opportunity to discuss their child's progress at subject teacher parents/carers' evenings.

- Attendance and Conduct (positive and negative interactions) information
- Attitude to learning (including an attitude to learning target) and attitude to home learning grades for each subject
- ATL grades for each subject for each student
- Current grade for each subject

Interventions

Effective intervention will target students who have been identified as falling behind the expected level of attainment and ensure they fulfil their potential. Curriculum intervention should be focused and specific, for a fixed period of time to address specific misconceptions or gaps in knowledge and understanding that have meant that students have fallen behind or are at risk of not achieving to their potential. All interventions must have **measurable** impact.

Other forms of intervention will include social, emotional and behavioural interventions and intervention for specific learning difficulties such as Autistic Spectrum Disorder, in addition to curriculum interventions.

Tailored intervention includes:

- Quality first teaching structures in main lessons that meets the specific learning needs of students.
- Additional programmes and/or planned support that are designed to secure
- learning and accelerate progress.

Procedures

Identification of students:

Students can be identified as needing specific intervention through the following:

- By the class teacher/Curriculum Lead /Head of Department/Curriculum Director when in class interventions have been planned, evidenced, but had little impact as directed through POT meetings.
- By Senior Leaders of Key Stages/ Learning support based on prior attainment data.
- By Head of Year/ Learning Managers through tracking progress across a range of subjects.
- By the Headteacher or Principal/ Line Manager/ Curriculum Leaders part of the RAG meeting.
- By Special Educational Needs and Disabilities Coordinator (SENCo) through monitoring of Special Educational Needs and disabilities (SEND)/Ethnic Minority Achievement (EMA) students.

All referrals for interventions outside of the classroom should be coordinated by the SLT link in conjunction with the Headteacher/Principal in each school and decisions should be made based on the informed gathered and presented as part of the RAG meeting. Intervention decisions will be based on how far away students are from their target grade and what intervention has already occurred in the classroom based on the POT meetings.

Intervention waves in our Trust are defined as:

Wave	Intervention type
1	**Classroom Intervention** Teachers should use a variety of methods to address these specific areas of weakness and monitor their impact through continued formal and informal assessment. Monitoring should take place through regular formal and informal assessment. Teachers are expected to make judgements about the effectiveness of the in-class support and whether the student has been able to make the necessary progress. Conversations about the impact should be identified through line management and impact analysis from High Stakes 1 to High Stakes 2.
2	1-2-1 intervention, after school/tutor time, or lunch time intervention. This will all be coordinated by the Curriculum Leader/Head of Department/Curriculum Director, and their progress will be reviewed every 4 weeks. This might involve a review and recap of specific knowledge prior to attempting the high-stakes assessment or the re-teaching of key concepts before resitting an exam paper. This process will be measurable and typically lasts 5-6 weeks, but this may vary depending on the subject or type of intervention.
3	This will be directed by a senior member of staff or the Headteacher/ Principal. These may include 'drop down' days, which may require students to be withdrawn from normal lessons. This could involve students being identified for small group intervention and being withdrawn from identified lessons or being supported by a HLTA/TA. Intervention might include support with behaviour or attendance. Booster sessions will be scheduled for specific students prior to high stakes assessments and examinations, whether terminal or modular. Wave 3 will require an Intervention Request form to be completed and submitted to line managers, who will confirm it with the Headteacher/Principal.

Recording Intervention

Interventions will all be recorded in SIMs so that there is an accurate record of what is taking place across the school/UTC. This also means that, from a quantitative perspective, the impact of the intervention is measurable. An intervention analysis and evaluation will be provided to Curriculum Leads /Curriculum Directors which will be on a Likert scale from 1–5, see appendix 3. A minimum expectation of a 2 will ensure that the intervention has been given sufficient thought, is deliverable and impact is measurable (please see Appendix 5). The quality of intervention will be checked by line managers. If intervention has been identified, this should be highlighted in progress reports so that parents are aware. At the end of the intervention cycle the impact should be recorded in the impact column in sims, this is a qualitative statement, the quantitive impact analysis will be completed by the data team.

Monitoring

The teacher leading the intervention session will be responsible for recording the progress made. This will be monitored by the Curriculum Leads/Heads of Department and Line Manager and revised termly using the intervention impact report produced by the data team. This will then be shared with the relevant class teacher, Curriculum Lead /Curriculum Director, SENCo, and SLT.

Withdrawal sessions will also be observed as part of the regular Monitoring and Evaluation schedule by the SENCo and Senior Leadership Team (SLT).

Students may be asked to complete a questionnaire to gather information on the progress they feel they have made in a range of skills including confidence and ability to work independently, as well as academic progress.

Date Policy Agreed: July 2024

Signed CEO of BFLPT – Helen Redford-Hernandez:

H. Redford - Hernandez

Date: July 2024

Signed – Chair of BFLPT – Pippa Dodgshon:

P. Dodgshon

Date: July 2024

Policy to be reviewed: July 2025

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	July 2024 (Version 4)

Appendix 1

LOW STAKE ASSESSMENT (FORMATIVE ASSESSMENT) STRATEGIES

1. Do now task(s): -Start the lesson off with a quick question about the previous day's work / previous terms topic while students are getting settled—you can ask differentiated questions written out on chart paper or projected on the board, for example.
2. Exit slip Exit slips can take lots of forms beyond the old-school pencil and scrap paper. Whether you're assessing at the bottom of Bloom's taxonomy or the top, you can use tools like Padlet or Socrative.
3. Low Stakes quizzes or poles: If you want to find out whether your students really know as much as you think they know, polls and quizzes created with Socrative or Quizlet or in-class games and tools like Quizalize, Kahoot, FlipQuiz, Gimkit, Plickers, and Flippity can help you get a better sense of how much students really understand. Students in many classes are always logged in to these tools, so formative assessments can be done very quickly. Teachers can see each student's response, and determine both individually and in aggregate how students are doing. This information can immediately inform planning and determine future 'Do Now' tasks.
4. Mini white boards: These can be used to ensure formative assessment is quick. Planned questions can be used to check students understanding and misconceptions, which can be immediately addressed. This is an opportunity to 'keep the question going' where a misconception has been identified.
5. Self-Assessment: Allowing students to reflect and assess their own understanding based on the questions asked by teachers. This can be reinforced by using mark schemes where exam paper questions have been used.
6. Peer Assessment: Allowing peers to identify how a student has performed and provide feedback, not only develops the understanding of the student that is marking the work, but provides an opportunity for the learner to reflect on their feedback. This provides a great opportunity to allow students to become familiar with exam questions and mark schemes. Don't be afraid to use examiner reports to identify misconceptions that have been identified nationally to ensure students engage in the question or answer at a deeper level.
7. Collaborative Learning strategies can be used to allow students to work collaboratively to answer a question, solve a problem, or provide feedback to their peers. This can be completed verbally or in writing, allowing students to build their confidence whilst sharing the accountability of the responses and feedback they provide because **all learners are involved.**

Appendix 2

STANDARDISATION AND MODERATION GRID

Subject Area / Curriculum Area ………………………………………………….

Date …………………………………………………

Teacher carrying out Standardisation / Moderation …………………………………………….

Please note that when standardising and moderating others' work, the paper must be marked in a different colour and kept as evidence by the Curriculum Lead/ Curriculum Directors. It is expected that the teacher reviewing the papers moderates a minimum of 10 students from a variety of staff across both Hungerhill and UTC.

For each paper, the tolerance is + or - 3. If a member of staff is out of tolerance, then the Curriculum Lead/ Curriculum Directors must ensure the entire class is moderated by the team. For the Cambridge Nationals and Technical or BTECs, the tolerance is +1 grade at this point, but if this is the case, specific feedback must be given to members of your team.

Original Teacher	Student	Group	Original score	New Score	Difference

Moderators Signature ………………………………..

Curriculum Lead / Curriculum Director Signature……………………..

Appendix 3

INTERVENTION FEEDBACK SHEET

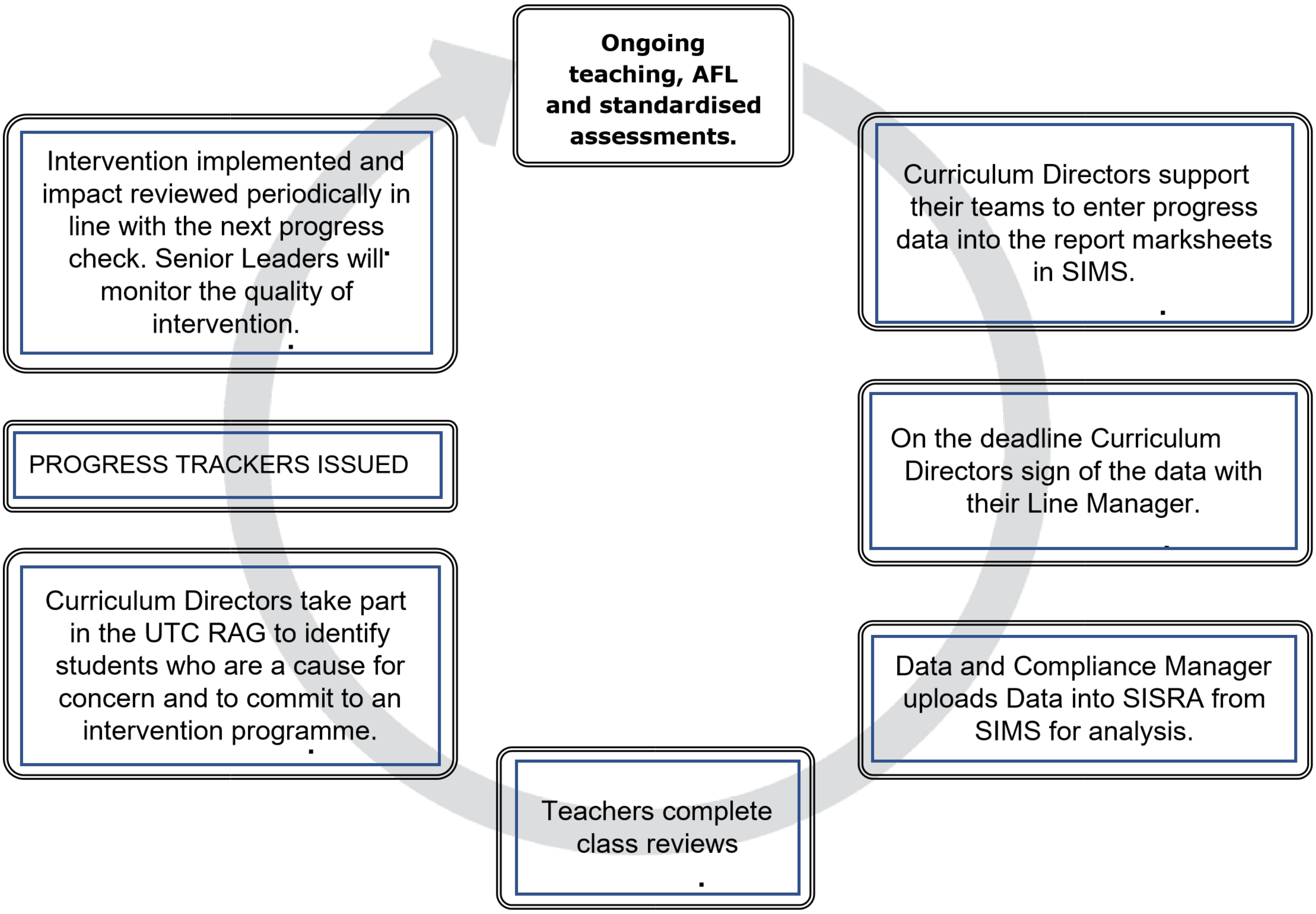
Number of students identified	
Number of students improved	
Quality of intervention score	
Progress 8 impact on subject	
Progress 8 impact whole school	

5	Students have basic intervention information, but not all have been correctly identified.
4	Students have been identified using the Intervention policy advice. Intervention is vague with no specific outcomes.
3	The students have been identified and given structured intervention.
2	The intervention has been correctly identified and students have specific intervention(s). A timeframe has been identified. Students are aware of the intervention(s).
1	Structured intervention has been identified and tasks are specific to the curriculum. Timelines are identified and intervention is measurable.

General comments:

Next Steps:

THE ASSESSMENT AND INTERVENTION CYCLE FOR HIGH STAKES



WAVE 3 INTERVENTION REQUEST FORM

Qualification/Subject	
What/When	
Where	
Resources Required **Staff** **Rooming's**	

Student	**Rationale/Reason**
1. **2.** **3.** **4.** **5.** **6.**	