BRIDGEWATER
HIGH SCHOOL
LEARNING WITH PRIDE AND JOY

ASSESSMENT

at Bridgewater High School

- a guide for parents/carers

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1. OUR ETHOS AROUND ASSESSMENT

"The important question is not how assessment is defined but whether assessment information is used."

- Palomba and Banta, *Assessment Essentials (2014)*

Ultimately the goal of assessment is always to direct future teaching and learning. This can take many forms, particularly within the broad categories of **formative** assessment (during a unit of work) and **summative** assessment (at the end of a unit of work) both of which will be unpacked for you within this document. This quote should also be of help:

"When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative."

2. SUMMATIVE ASSESSMENT AT KEY STAGE 3

(a) Each pupil at Key Stage 3 will have an **Advanced, Intermediate or Foundation** target **for each subject**. This is broadly calculated based on KS2 data alongside CATs (generally ability tests undertaken in the first month of a pupil joining us at Bridgewater) **but can then be adjusted for each particular subject based on teacher observations or prior ability** (e.g. a pupil's KS2/CATs data would place them at Intermediate, but they are a Grade 6 piano player!). Over time this target can be moved up if a pupil consistently Exceeds in assessments (see below).

(b) For each unit of work, pupils are shown what success looks like for their particular target. This is their **learning intention** for that unit of work. An example follows on the next page from a Year 8 Art unit of work. All of these statements can be found on our website under Our School – KS3 Subjects or by clicking here.

(c) At the end of this unit, the teacher makes a judgement regarding whether pupil is:

Exceeding – has achieved everything in the statement and more
Mastering – has achieved everything in the statement
Securing – has not quite achieved everything in the statement
Developing – is some way from achieving everything in the statement

Year 8 Art Project 1: Portraiture
Key Skills: *Observational Drawing, Proportion, Placement,* *Experimental Drawing, Line, Tone, Mixed Media, Imaginative Thinking, Artist Research.*
Advanced Target: I can use line to accurately draw and record the shape of my face and facial features to create a self-portrait from observation. I can use pencil to create detail in my work. I can create and apply a wide range of tone to my self-portrait to create a sense of depth in my drawing. I can investigate, explore, and apply a range of mark making to represent different types of tone and texture. I can create an imaginative, creative outcome demonstrating skilful and controlled use of the media.
Intermediate Target: I can use line to draw and record the shape of my face and facial features with some accuracy to create a self-portrait from observation. I have attempted to use a range of mark making to represent different types of tone and texture. I can create an imaginative outcome demonstrating some skill and control of the media.
Foundation Target: I can use line to draw a self-portrait from observation. I have attempted to add detail and tonal shading to my work. I have attempted to use mark making to create tone and texture. I can create a final outcome.

It is crucial to note that the teacher judgement regarding whether a pupil is deemed to be Exceeding, Mastering, Securing or Developing can take a number of forms depending on the nature of the subject. This could be:

* A numerical mark from a written test, converted into E/M/S/D for each ability cohort (Advanced/Intermediate/Foundation) – *example = Maths.*
* A ticklist of the various skills/knowledge needed to be demonstrated for that unit, thus informing a final E/M/S/D judgement – *example = Technology.*
* A holistic teacher judgement based on a wide variety of completed work (e.g. classwork and homework) – *example = English.*

Any assessment which directly leads to this final judgement will be referred to as a **QMA (Quality Marked Assessment).**

A note on SEND at Key Stage 3:

It may be that a pupils SEND needs provides a particular barrier to Mastering a Foundation target. An example would be in Dance, wherein a particular mobility issue would prevent a Mastering judgement no matter how hard a pupil might try. In these instances, teachers can create a bespoke **Nurture** target which sits alongside the Advanced/Intermediate/Foundation targets.

This target can, if needed, be written with just one individual pupil in mind (so being totally bespoke) as long as it is clear to the pupil what their own particular learning intention now is.

3. SUMMATIVE ASSESSMENT AT KEY STAGE 4

Processes at Key Stage 4 are similar but with the following exceptions:

* Targets are now **GCSE/BTEC targets** based on a mixture of FFT data (the Fisher Family Trust who generate targets based on Key Stage 2 data) and our observations at both Key Stage 3 and the start of the GCSE/BTEC course.

* Judgements are now **Above/On/Border/Below** meaning that the teacher has deemed that if a pupil continues to perform at the standard shown so far, they will be expected by the very end of the course to attain:

Above – they are expected to achieve higher than their GCSE/BTEC target.
On – they are expected to achieve their GCSE/BTEC target.
Border – they are expected to either achieve their GCSE/BTEC target or close to it.
Below – they are expected to achieve lower than their GCSE/BTEC target.

* Learning intentions are now dictated by exam board syllabi and so the vast majority of assessments are now marked using actual exam board criteria.

4. HOW THIS IS COMMUNICATED TO YOU

KS3:

At the end of each unit of work (which can vary in length due to varying subject demands and timetabling allocations), pupils are given their final judgement for that unit – Exceeding. Mastering, Securing, Developing. As outlined above, the detail in each instance can vary dependent on the method of assessment.

This final judgement is to be recorded somewhere for the pupil whether this be in a pupil workbook, a folder of printed evidence or an e-portfolio. This should always evidence targets for future work.

Parents/carers can access the above marks through discussion with pupils and investigating pupil workbooks. Whenever an **interim report** is sent home to parents/carers, the Exceeding/Mastering/Securing/Developing mark is from the most recent unit of work in order to give parents/carers as up-to-date information as possible. Click here for more guidance on how to understand an interim report.

KS4:

Assessments reflect certain parts of exam syllabi and, in the vast majority of cases, are marked using exam board criteria, involving pupils in the understanding of how these criteria have been applied. At key interim report points, pupils are to be given a clear indication as to whether if they continue to work at their current standard, they are Above/On/Border/Below their school GCSE/BTEC target.

Parents/carers can access the above marks through discussion with pupils and investigating pupil workbooks. Whenever an interim report is sent home to parents/carers, the Above/On/Border/Below mark is an overall judgement of projected success based on recent work.

OTHER FORMAL ASSESSMENT POINTS:

Alongside all of the above, at certain points within the school year (calendared in advance and communicated to all pupils/parents/carers) whole year groups take exams in a more formal setting. The results of these are communicated home as a percentage mark but with clear reference points as follows for each subject:

* The year group average mark
* The bottom 25% range
* The middle 50% range
* The top 25% range

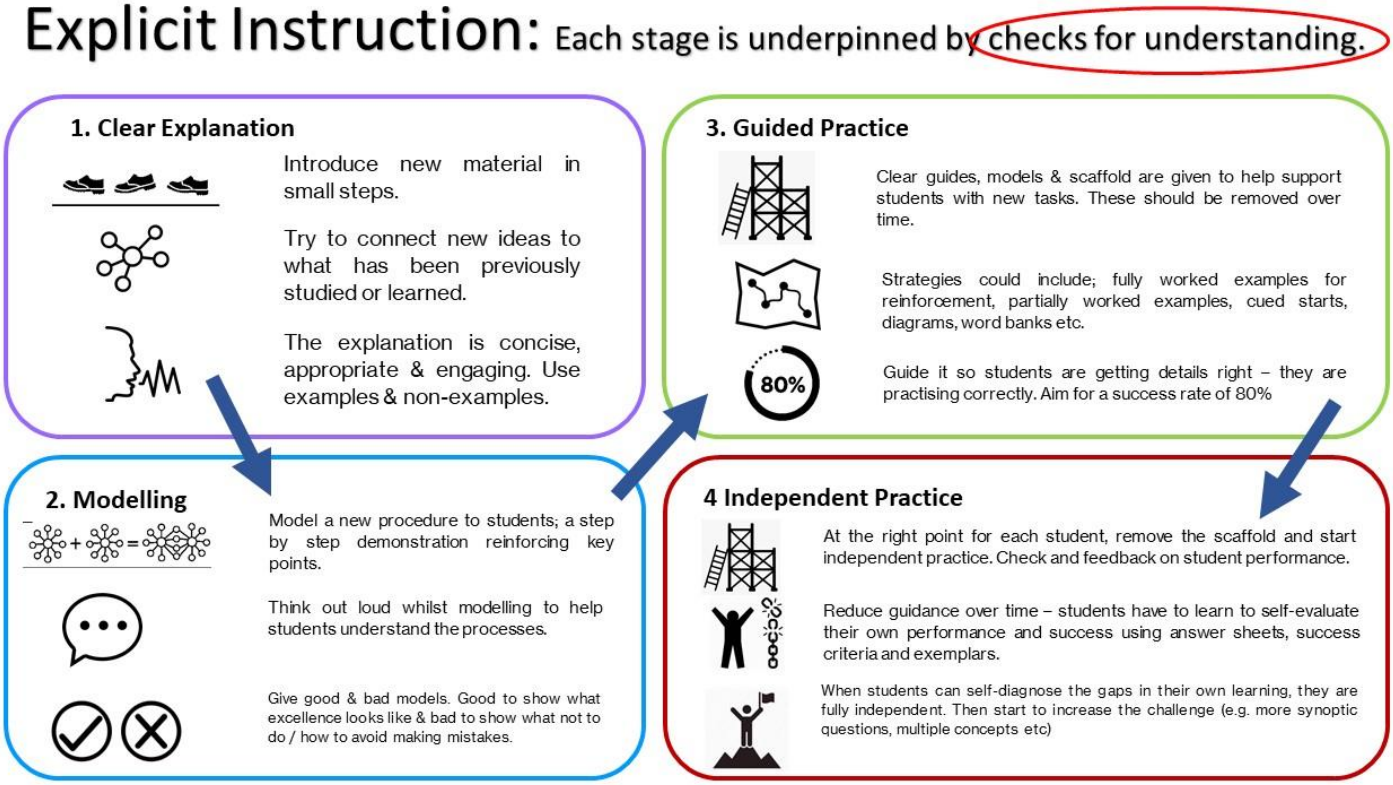
Dependent on how each subject area calculates its progress judgement (Exceeding/Mastering/Securing/Developing for KS3 or On/Above/Border/Below for KS4), these data drops may form part or all of the judgement for that particular unit of work, but this must always be made clear to pupils.

5. FORMATIVE ASSESSMENT

Formative assessment can be defined as "a systematic process to continuously gather evidence and provide feedback about learning while instruction is under way".
- Heritage, Kim, Vendlinski, and Herman (2009)

Formative assessment **informs** teachers in order to direct future teaching. It is an **ongoing process** which takes place **whilst teaching is taken place**.

Formative assessment, as such, is crucial to our model of Explicit Instruction which underpins all teaching at Bridgewater as to move from one phase to the next (or even within the same phase on occasions) means that the teacher has **checked for understanding** at these key points in the learning journey (see next page):



This effectively means that alongside all of the final judgements (Summative Assessment) discussed previously in this document, teachers will be using some of the following processes to measure your child's understanding and to potentially adjust their teaching in response to this.

Starter questions (e.g. verbal, written or Microsoft Forms)
Exit tickets
Online quizzes (e.g. on Satchel One)
Practical games
Hinge questions
Diagrams
Mini whiteboards
Plickers *(see www.plickers.com)*
Mid-term or "Working Towards" assessments
MCQs (Multiple Choice Questions – as part of some of the above)

All of our Heads of Faculty have received training in the use of Formative Assessment with which to support the teachers they oversee, and this has included (see next page):

* How important it is for learners to know **where they are headed** with any particular unit of work and what **success** looks like (the **learning intentions** mentioned earlier).

* The most effective **tasks** to measure a pupil's learning during a unit of work (see the list above).

* How meaningful **feedback** can support learners and what this looks like.

* The benefits of **peer-assessment** when employed correctly.

* How a pupil's own **self-assessment** can lead to a point of metacognition in which the pupils themselves are reflecting on and directing their own successful approaches to learning.