

Internal Assessments and Reports Assessments Academic Year 2021-2022



Useful Assessment Links

- The School's Assessment Policy: [1.04 Assessment Policy](#)
- The School's Assessment Grid: Admin folder on the [One Drive](#) (note all entries are final submission deadlines, some departments may do assessments early or add additional assessments see HOD).

School Assessment objectives

- Manage staff and student workload and develop mental strength and resilience
- Focus on IMPACT – does all work need marking? Can learning be tested in class?
- A transparent and consistent approach, understood by teachers, parents and students.

Internal Assessments (RAs, EOY, MOCKS)

- Teachers to ensure students are aware of the assessment criteria in class.
- HOD to provide students and parents with a short description of what is being assessed and grade range of assessment. This is done through Rob Chandler.

Teachers will provide on SIMS:

- **Current Grade:** This grade should reflect their performance against the assessment criteria at the students current Key Stage as agreed within the department.
- **GCSE/A-Level Forecast Grade:** This should be a teacher's best judgement on a student's final grade. This should be based on a student's CAT/ALPs forecast, previous RA grades, behaviour, homework etc. While a student's current grade may fluctuate up and down owing to the difficulty of the assessment, having strong/weak topics within the subject, illness, or just misunderstanding the question, the EOKS grade should reflect a student's most likely grade in their final exam. This grade is used to decide if a student is on target or not (traffic light).
- **UCAS Grade:** For Year 13 students only. This is an aspirational best-case grade for a student's UCAS application. Generally, it should not be more than 1 grade higher than their end of Year 12 UCAS exam grade. This grade can be raised throughout the Autumn term of Year 13 with evidence from suitable subject tests, assessments or exams. A raised grade will be entered on SIMS and made known to the sixth form team.
- **ATL = Attitude to Learning and independent study/prep** (1 to 4).
- **AIL = Attitude in Lessons/behaviour** (1 to 4).

1 = Outstanding, 2 = Good, 3 = Some concerns, 4 = Below expected GCSE/A level standard.

Deadlines

The deadlines set on the Assessment grid are as late as possible, whilst still allowing the Exams' Office to collate necessary information and get it to tutors. This relies on all staff meeting the deadlines; any missing data causes delays and puts increased pressure on the Exams' Office and tutors.

Parents' Evening

Staff with teaching responsibilities in the relevant year group should be available between 16:00-19:00 for meetings with parents on TEAMS. No grades are required to be entered on SIMS. Parents' evening appointments are arranged through Parent Mail.

Internal Assessments and Reports Assessments Academic Year 2021-2022



Reports

A short report (maximum 80 words) focusing on progress, behaviour and areas for improvement. Tutors and HOH are also required to provide a comment on SIMS; the deadlines for these comments are set by Heads of Key Stages after all academic reports have been entered. No additional grades are required to be entered on SIMS for Reports.

Behaviour, Punctuality to Lessons and Attendance

Parents are encouraged to track attendance and behaviour throughout the year using the school's Parent Portal. This information is taken from SIMS and staff are encouraged to ensure positive and negative behaviour is logged for the benefit of tutors and parents.

Tutors and HOH

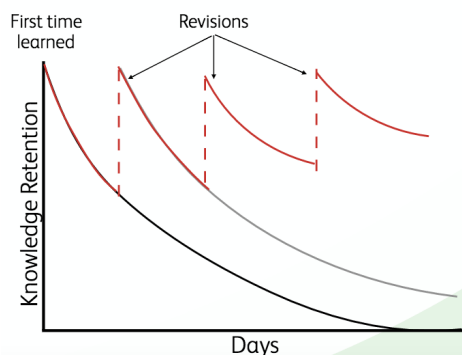
- All the internal data is collated and summarised on SharePoint in the Pupil Data folder
- Student individual Reported Assessments (that are seen by parents) are available on SIMS in the 'linked documents' section.
- After an Assessment, students are expected to complete a self-review with their tutors.
- Traffic lights are based on EOKS grade vs. ALPs/CAT forecast.
- HoKS and HOH will assign intervention levels, after internal assessments.
- As well as the traffic lights, tutors should look at students' current grades and compare these with:
 - The assessment criteria and grade range of the assessment
 - The class/year average for that assessment
 - Students Previous performance in the subject

Cranbrook strategy for monitoring the Quality of Education

- SLT and HODs' annual review of department Curriculum Overviews, SOW and Key Policies (marking and assessment, homework, behaviour).
- Annual DEF & DEF2 meeting between HOD, AHT, and the Headmaster
- Departmental Action Plans (where required)
- Wellbeing walks by SLT to gain quick snap-shot of classes.
- Formal Observations – one per year by line manager
- Formal and informal feedback from students and parents.



Ebbinghaus Forgetting Curve



The first time we learn something, we forget it rapidly

When we revise the information, our level of knowledge peaks again

But more importantly - the rate at which we forget the information slows down

Internal Assessments and Reports Assessments Academic Year 2021-2022



Key Stage 3 Assessment Levels 7-1

Intent

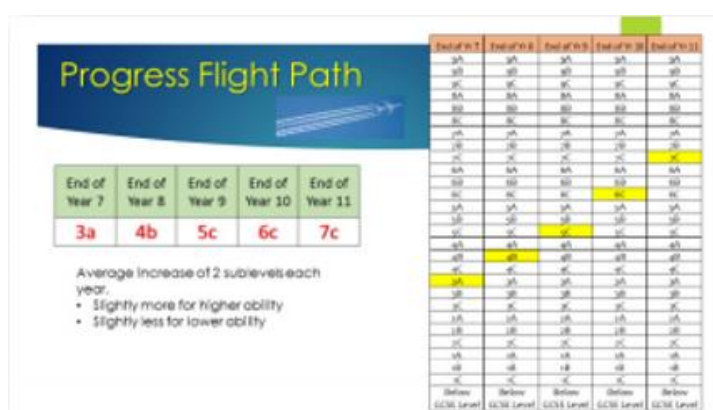
- To provide one assessment structure for KS3
- To ensure RAs are consistent, robust and meaningful to students, parents and staff
- To enable tracking of progress and targeted intervention

Implementation

- Students will be formally assessed at RAs
- RAs will be standardised (the same assessment for the whole cohort)
- RAs will be assessed using the KS3 Assessment Levels 1-7. HODs will develop KS3 Assessment Levels 1-9 Criteria which will be placed on the school website alongside the Subject's curriculum map
- Teachers, Students and Parents will be familiar with the KS3 Assessment Levels for each subject. Teachers will use the vocabulary in lessons and in preparation for RAs
- Where possible students will be given extra-time etc for RAs
- RAs will be moderated within departments
- When RAs are returned, they will be accompanied by the KS3 Assessment Levels Mark Scheme indicated the student's attainment
- Students will take part in reflection, review and target setting focusing on their progress through the Levels
- Teachers will explain the content of the RAs with at least a week's notice
- HODs will share curriculum and the content of each RA termly with the HOKS. This information will be sent out to parents

Progress Flight Paths

- Student targets are set by the CAT scores and provide an expected flight path for their time at Cranbrook.
- To help show progress through each level we use sub-levels 4, 4.5, 5 etc
- In Y7 students will on average score L1-4. Capped at L5
- In Y8 students will on average score L2-5. Capped at L6
- In Y9 students will on average score L3-6. Capped at L7
- A student's flight path expects roughly one level's progress per year. Therefore, a student scoring L5 in Y7 can be expected to score L9 in Y11
- Students will progress at different speeds in different subjects and so progress is unlikely to be linear. However, having clear flight paths allow staff to analyse progress against expected targets and provide challenge or intervention as required.



Internal Assessments and Reports Assessments Academic Year 2021-2022



KS4 Assessment Levels 9-1

We follow the official GCSE Exam Board specifications and gradings for all subjects at Key Stage 4. Specific details of which are provided to students in class.

Intent

- To provide one assessment structure for KS3
- To ensure RAs are consistent, robust and meaningful to students, parents and staff
- To enable tracking of progress and targeted intervention

Implementation

- Students will be formally assessed at Ras and in Short Mock windows
- RAs will be standardised (the same assessment for the whole cohort)
- RAs will be assessed using the KS4 GCSE Assessment Levels 1-9.
- Where possible students will be given extra-time etc for Ras where appropriate
- RAs will be moderated within departments
- When RAs are returned, they will be accompanied by the K4 Assessment Level
- Students will take part in reflection, review and target setting focusing on their progress through the Levels
- Teachers will explain the content of the RAs with at least a week's notice
- HODs will share curriculum and the content of each RA termly with the HOKS. This information will be sent out to parents

KS5 Assessment Levels A*-U

Intent

- To provide a robust and meaningful assessment structure for KS5.
- To ensure consistency of assessments between departments and classes so that each child can be confident in their attainment and future steps.
- To provide students with good quality feedback to allow them to make progress.
- To ensure that data is used to enable tracking of progress and provide appropriate intervention to all who need it.

Implementation

- Year 13 students will have 2 exam weeks each year (Short Mocks and Full Mocks). These will consist of 1 or more papers from each subject and aim to replicate the experience of answering questions in the examinations at the end of year 13.
- Year 12 will have a week of exams towards the end of Year 12 with one or two papers in each subject. These are named the UCAS exams.
- In addition to this, Year 12 students have two Formal Assessments at the end of the Autumn and Spring Terms. These are short tests (around 60 mins) but conducted under exam conditions in the SFC.
- Teachers may decide on additional low stakes testing in order to improve the exam technique and to provide good quality feedback so that students are better prepared for formal assessments.

Internal Assessments and Reports Assessments Academic Year 2021-2022



- Formal Assessments and exams will be standardised for each member of the cohort who takes that subject. Test papers will be marked by teachers and feedback given. Students will be asked to reflect on their progress and advised to consider their next steps towards improvement of exam technique or outcome.
- As a result of each assessment, intervention will take place for all students who require it.
- Students will be graded against A level criteria and awarded a grade from A* to U.
- Subjects who follow a cumulative course rather than a topic-based or skills-based course may not award an A* grade in Formal Assessments until the end of year 12.
- Students who qualify for extra time or other access arrangements will be awarded these in formal assessments.
- Students will be provided with information regarding the content, length and format of the formal assessments in advance, along with any required equipment.
- HODs will share the curriculum for the Sixth Form via the school website which will include information regarding assessments.
- Study leave may be awarded for Formal Assessments and exams, where appropriate. In these circumstances, students will be informed in advance of the expectations.