

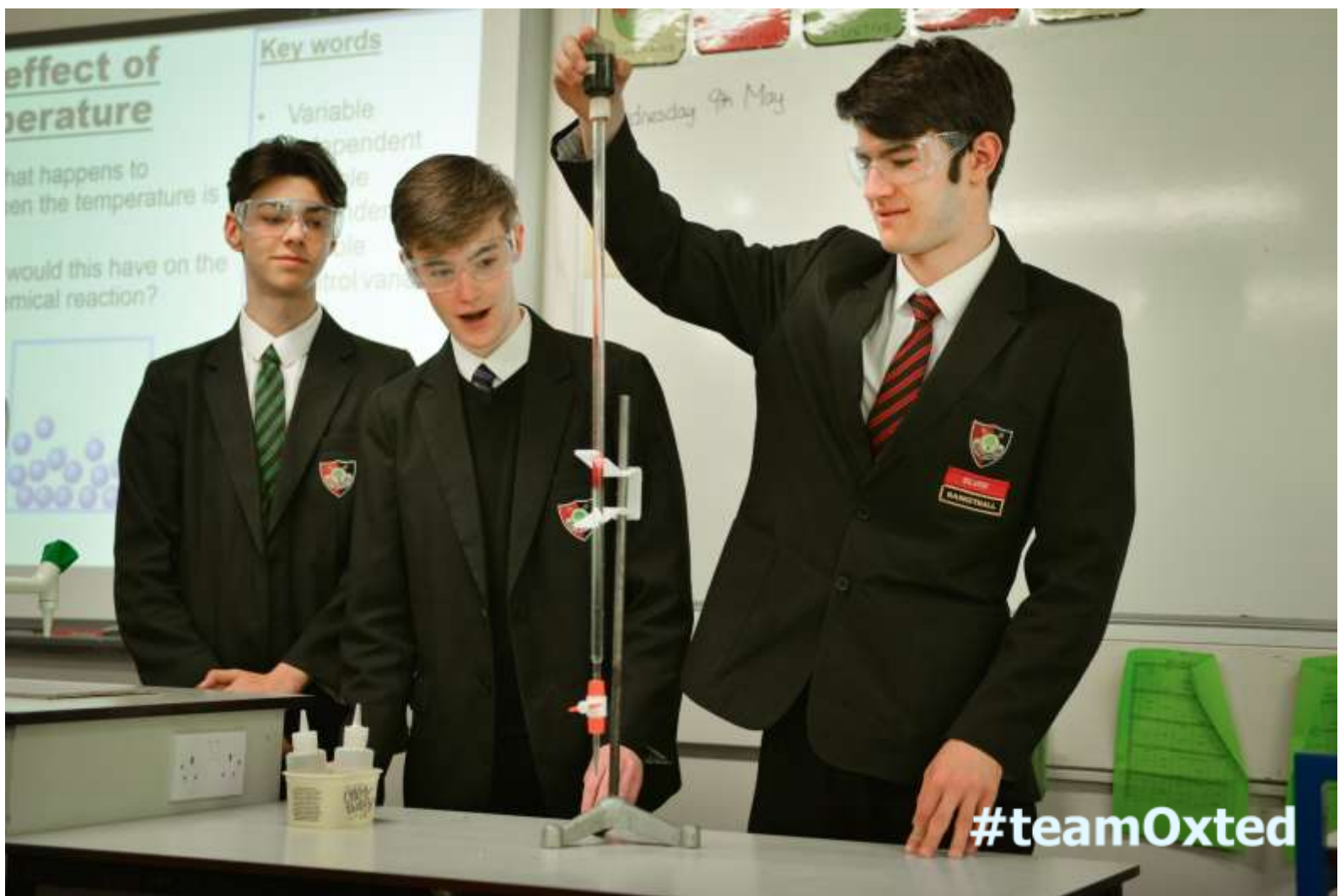


**Oxted School**

Bringing out the Best

# OXTED SCHOOL

**Assessment & Reporting in Key Stage 4 and Key Stage 5**



## Assessing Students in Key Stage 4 and Key Stage 5

At Oxted School teachers use assessment to understand a student's strengths and identify any gaps in learning. Teachers use regular formative assessment (while learning is happening in lessons) and summative assessment (after learning has happened i.e. in tests and exams), from which they draw conclusions about each student to inform and adapt future lessons.

We place great emphasis on responsive teaching, which is guided by regular, systemic formative assessment. The greatest impact comes from a teacher's intervention in 'real time' before misconceptions form and gaps in learning are widened. Formative assessments give useful insights into learning, adding to the richness of the information that teachers hold about our students.

Teachers use many different forms of formative assessment, including:

- Regular, low stakes testing including 'Do Now' tasks at the start of each lesson
- Initial fact-finding assessments at the start of each new topic
- Checks for understanding in every lesson (questioning, mini whiteboards, silent work)
- Key assessment tasks within each unit with appropriate feedback
- Homework e.g. Sparks and Educake

Throughout the year students complete cumulative, summative assessments. These assessments check for retention and application of a broader knowledge and skills base throughout courses, sampling all knowledge that has been taught to date, not just the most recent unit of work.

Students are provided with an examination booklet each term to support their preparation. The booklet outlines the exam content for each subject and gives specific revision strategies to help students be successful.

### **How many summative assessments are there and how do we mark them?**

There are two summative assessments each academic year for Year 10, Year 11 and Year 12. They take place in January and June for Year 10, November and February for Year 11, and November and June for Year 12.

There are three summative assessments for Year 13. They take place in September, January and March.

Assessments are marked according to GCSE, GCE & BTEC grading criteria. To ensure that assessment data is accurate, teachers moderate end of term assessments across year groups in department teams.

### **Why are summative assessments cumulative?**

We believe the value of repeated study can often be underestimated and that nothing has been truly learnt until there is a change in long-term memory. By retesting content from the curriculum in previous years we are eliminating the impact of the 'forgetting curve' and challenging our students to remember information more rigorously.

### **Do we give out grades for each summative assessment?**

Final examination grades are age-appropriate grades, and they reflect the entirety of the full specification and course. When students have not been taught the full content, these grades are generally meaningless; therefore, we do not award grades in the first summative assessment for Year 10 and Year 12. For example, a Grade 9 at the beginning of Year 10 is not the same as a Grade 9 in the final examination.

Likewise, an A grade in the first term of Year 12 is not the same as an A Grade in the final examination. Instead, we want our students to focus on the gaps in their learning rather than being transfixed by the grade.

### **Do we give out Target Grades? When will we receive them?**

Yes. Target Grades are the minimum expected grade that we believe a pupil should achieve **if working at their best effort**. They are based on a thorough dataset of assessment over their time at Oxted School, as well as our knowledge of the individual. Therefore, they are contextual to the student and reflect their performance to this point, rather than relying on the SATs examinations they sat when they were 11.

We will provide students with Target Grades in the Summer term of Year 10 and in September of Year 12 so they can be used to support Sixth Form and university applications. Target Grades are based on the assessment evidence we hold for each student; therefore, it is important that students prepare well for **every** assessment to give a true reflection of their capabilities.

### **Do we give students predictions?**

No. Historically, predictions are statistically inaccurate across the country and there are vast discrepancies between predictions and final outcomes. Grade boundaries can change quite significantly, and we cannot accurately predict the difficulty of the examination paper, a student's commitment or their personal experience in a final examination.

### **What grades do we give to students?**

We will provide students from Summer onwards in Year 10 and Easter in Year 12 with '**Working at Grades**' after each summative. We give grades at this stage as we believe they can give us a far greater and more accurate indication of a student's likely performance in public examinations as a fuller global scope of the specification has been delivered. +

In addition, the grade boundaries for Working at Grades are structured around the most recent public examinations. Therefore, they are based on the most recent evidence and accurate data that we hold.

Please note: these grades are only reflective of the content that has been covered **at that point** and therefore should not be interpreted as GCSE grades or predicted GCSE grades.

### **Do students sit full examination papers?**

Students do not sit full examination papers until Year 11 & Year 13. By this time, our students will have covered most of the specification. It would be unfair to test students on content they have not yet covered.

### **What do we report to parents and carers?**

Results are reported as percentages to parents after each summative assessment. These results are then triangulated against whether the student is making expected progress.

In Summer of Year 10 and Easter of Year 12 we will report Working at Grades so they can be compared to the Target Grades.

Teachers in all year groups also report on effort in each subject, and also Homework. (The attached criteria outline the judgements; excellent, good, inconsistent and poor.) Student attendance and rewards data is also reported.

**When will we receive our reports?**

Parents and carers can expect to receive student reports after their summative assessments.

In Year 10 and Year 12 we will send additional information following the March assessment which will include an update on the academic achievements so far and academic targets for the future.

In Year 11 and Year 13 we will send additional information in December which will include an update on the academic achievements so far and academic targets for the future.

**What do I do if my child is not making expected progress?**

Parents/carers of students who are not making expected progress or working below their target grade will be contacted during the week after the report has gone home. Our Parents' Evenings and Academic Review Days dates are also coordinated with our reports.

You are also welcome to contact us, and your message will be passed onto the relevant teacher / HOD.

**Further Support**

Please contact your child's Head of Year if you have any concerns or questions.

## Effort Level

Judgement	Code	Descriptor
E: Excellent		Consistently demonstrates outstanding effort, self-motivation, and a proactive approach to learning. Completes tasks with care and shows genuine enthusiasm for academic challenge.
G: Good		Regularly completes tasks with care and demonstrates a positive and responsible attitude toward learning. Tasks are completed thoughtfully, showing a solid understanding of expectations.
I: Inconsistent		Shows variable effort; sometimes engaged and focused but often lacks persistence. Work is sometimes completed well but lacks consistency in quality and timeliness.
P: Poor		Rarely demonstrates sufficient effort and often requires reminders to stay engaged. Work is frequently incomplete or rushed, showing limited commitment to learning.

**Excellent Effort** - *committed to getting the most out of all learning opportunities available.*

- Always participates in the lesson, is fully engaged and attempts all relevant learning objectives
- Actively seeks and responds to feedback on how to improve the quality of their work
- Shows great resilience and perseveres with all tasks, even when they are particularly challenging
- Manages their time and work efficiently and is highly self-disciplined
- Uses their initiative and independence in a range of situations and doesn't always have to be told what to do
- Completes all homework on time, frequently producing work of exceptional and exemplary quality

**Good Effort** - *a responsible and hardworking student, who tries their best all the time.*

- Shows a good interest in their learning, is attentive and focussed and attempts all relevant learning objectives
- Responds well to feedback and targets and completes work to the expected standard
- Shows resilience and is willing to persevere when things are difficult
- Takes responsibility for their work and is well organised
- Willingly does all that is asked of them and sometimes more
- Completes homework on time to a good standard

**Inconsistent Effort** - *doing some of what they are supposed to do but is failing to push themselves or make the most of the opportunities available.*

- Needs to improve focus and behaviour in lessons
- May participate in some lessons but needs to do this more often
- Shows some resilience but might give up when things get difficult
- Needs to improve organisation and show more pride in their work
- Makes some effort to respond to teacher feedback but could do more
- Homework is either not always completed to a good standard, not completed on time or rushed and is not reflective of the student is capable of

**Poor Effort** - *not doing enough of what they are supposed to do and needs to spend more time on their learning.*

- Makes little effort to be involved in lessons
- Fails to act on feedback provided and as a result may not make much progress
- Is not interested in being challenged and will give up without really trying
- Spends an inadequate amount of time on tasks and takes little pride in their work
- Takes little or no responsibility for their own learning or behaviour
- Rarely completes homework on time or to the standard of which the student is capable of

## Homework Level

Judgement	Code	Descriptor
E: Excellent	Dark Green	Homework is always completed on time and often exceeds expectations.
G: Good	Light Green	Homework is consistently completed on time and to a good standard.
I: Inconsistent	Light Red	Homework is sometimes completed but lacks consistency in quality or timeliness.
P: Poor	Dark Red	Homework is frequently missing, rushed, or below the expected standard.

## Progress Level

Judgement	Code	Descriptor
A: Above	Dark Green	Progress currently exceeds expectation
E: Expected	Light Green	Progress is currently in line with expectation
B: Below	Light Red	Progress is currently lower than expected
W: Well Below	Dark Red	Progress is currently substantially lower than expected