

## *Assessment Recording and Reporting Policy and Procedures*

### *Starting points or boarding gates*

On arrival to Beechwood, we use KS2 outcomes as a basis for establishing a student's starting point and setting targets. Students' starting points are refined as follows:

110+ - Year 6 Excellence (described by the DfE as "greater depth within the expected standard").

100- 109 - Year 6 Mastery (described by the DfE as "expected standard").

95 - 99 - Year 6 Intermediate (described by the DfE as "working towards the expected standard").

<94 - Year 6 Foundation (if scoring 80 - 99 in KS2 SATs, DfE describes this as "working towards the expected standard". Children achieving below the level of the KS2 SATs are awarded a "B" (below the KS2 SAT level).

### *KS3-4 Assessment Descriptors - summative assessment*

For each subject, periodic summative assessment (end of unit assessment) takes place either in the appropriate teaching space or in the hall. These summative assessments provide a snapshot of current attainment and progress over time. Departments organise how students will be assessed and design the threshold criteria that guides summative assessment judgements.

At Key Stage 3, threshold criteria are developed for each unit in Year 7 and in Year 8, which makes clear the knowledge and skills equating to achievement at these four points:

- **Excellence** (at greater depth within the expected standard/advanced learning/demonstrating a sophisticated and mature understanding & skills).
- **Mastery** (secure competence at the expected standard).
- **Intermediate** (developing the relevant skills and knowledge but not yet fully secure).
- **Foundation** (working towards the expected standard – familiar with some core knowledge and skills).

The Year 7 and Year 8 FIME criteria relate to GCSE grades as follows:

	<b>Y7 GCSE grade equivalent</b>	<b>Y8 GCSE grade equivalent</b>
Excellence	2-3	3-4
Mastery	1-2	2-3
Intermediate	B2-1	1-2
Foundation	B4-3	B3-2

B = Below GCSE grade 1 standard, i.i. B\$ means four steps below GCSE grade 1.

At KS3 teachers are required to submit Test grades at data collection points during the year based on periodic summative assessment outcome.

At KS4 the grades submitted will reflect the grades used by the exam board mark schemes. Teachers are asked to subdivide these grades (using a, b and c) to indicate how secure the grade is on a 3 point scale where "a" is very secure, "b" is secure and "c" is working towards. Thus a 4b would indicate a secure GCSE grade 4. These Test grades indicate the standard the pupil is working at but recognise that, when awarded, the pupils might only be part way through a course. So in the example given, a 4b does not indicate what a Y9 pupil might achieve should they take the exam tomorrow only the GCSE standard they have achieved in the test of the material they have been taught so far. Teachers will also be asked to provide an estimated final grade (Y10 – Y13 only).

Pupil data provided to departments and recorded in the school's IT management system SIMs and will also include a **Target Grade** which indicates what the pupil should aspire to. At Beechwood targets are based on at least the FFT 20 or the Attainment 8 grade (which itself is defined by the Department for Education), whichever is higher.

### **Key Stage 5**

In Key Stage 5 the marking of these assessment tasks or internal exams is based on AS and A Level grades or BTEC criteria. Again there are three sub-levels within each overall grade, to denote the level of security within a grade, e.g. C3 is not a secure a grade C as C2. At Beechwood KS5 targets are based on at least ALPs.