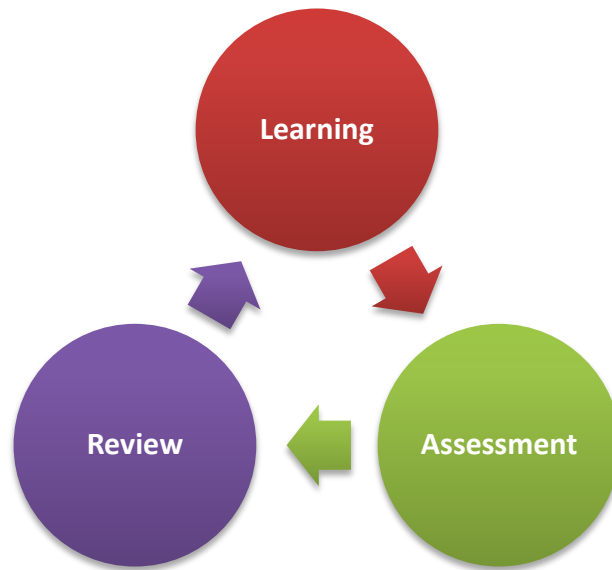


Assessment at Ark Academy



At Ark Academy, assessing students learning is a **corner stone of every lesson** and of **every unit of work** or **fertile question**. The assessment cycle – shown above – exemplifies the fact that learning and assessment are a constant process.

On a day to day level, the assessment cycle involves **checking how students are doing** with each new concept / idea or skill introduced. If a teacher finds out a student hasn't 'got it', they'll review how they taught it. They might go back and approach the learning in a different way or give students more practise or a different way of consolidating their learning. The assessment cycle happens on a larger scale each half term with more formal assessments. The results of these assessments are reported home termly.

We use assessment data at Ark Academy to improve **what's happening in the classroom**; to help teachers understand where their students are and where they need to be; to motivate students and allow them to make progress and to inform parents and assist them in supporting their child's education.



Key Terms relating to assessment



Assessments

- Assessments are tests that students take at certain points during the academic year which indicate their performance in each subject.
- There can be internal or external assessments.



External assessments

- External assessments are normally national exams.
- For primary students these are the Year 1 phonics test, end of KS1 SATs (which take place in Year two during the Summer Term) and end of KS2 SATs (which take place in Year 6 in May each year.)



Internal assessments

- Tests that the school design. These are often based on national exams, and help prepare students for them.
- Students are internally assessed in core subjects English, Maths and Science every six weeks.



Baseline

- The level or grade each student begins the academic year at
- Usually last years end of year level / grade
- If not, the baseline is set using a specific baseline test (this is particularly important in years 1 and 3).



'Working At' level / grade

- A students most recent level / grade from a summative assessment e.g. their autumn 2 exam
- This is the level / grade that is reported home to parents termly and is shared with students during review week.



Target level / grade

- The level each student is expected to achieve by the end of the academic year
- It is usually 2 or 3 sub-levels (or sub grades) above a student's baseline

Internal assessments run on a regular cycle at Ark Academy. These assessments are **key points** in each half term.

- They give teachers a clear picture of the progress their students have made, informing their forward planning.
- They motivate students, helping them to understand what they have learnt and what they still need to cover.
- They teach students revision skills and exam techniques, in preparation for their end of KS1 and 2 SATs tests.
- They provide the content for the reports the academy sends to parents at the end of each term.

Assessments are marked in Key Stage 1 and 2 using **National Curriculum levels**. National Curriculum levels measure students' performance in a particular subject. Both levels and grades can be broken down into sub-levels:

Key Stage 1 Levels:

Level 1	1c	} 3 sub-levels per NC Level
	1b	
	1a	
Level 2	2c	
	2b	
	2a	
Level 3	3c	
	3b	
	3a	

Key Stage 2 Grades:

3	3c
	3b
	3a
4	4c
	4b
	4a
5	5c
	5b
	5a

<u>Progress expectations</u>
Year 1 – 3 sub levels
Year 2 – 3 sublevels
Year 3 – 2 sublevels
Year 4 – 2 sublevels
Year 5 – 2 sublevels
Year 6 – 2 sublevels


Reporting to parents

Year 3 Autumn Report


Name:

Tutor:

	Year 3 Baseline	Working at Dec 2013	End of Year Target	On track? Concern?
English - Reading <i>Ms F. Eccles</i>	3c	3a	3a	●
English - Writing <i>Ms F. Eccles</i>	2a	2a	3b	●
English - Speaking & Listening <i>Ms F. Eccles</i>	2a		3b	
Mathematics <i>Ms F. Eccles</i>	3c	2a	3a	●
Science <i>Ms F. Eccles</i>	2a	3c	3b	●



Attendance



■ Present ■ Late
■ Authorised ■ Unauthorised

Every pupil is expected to come to school every day and on time. All pupils should aim for 100% attendance and anything under 95% is unsatisfactory. There should be NO unauthorised absence.

Key to "On track?":
● Above target
● On target
● Below target

It is our duty to regularly update you on how your children are performing in their different subjects. Three times a year the academy will report to parents on their child's assessment results. These reports are designed to be as simple and clear as possible.

Each report includes:

- **Baseline level / grade** for the year for each subject
- Current / most recent assessment level / grade ("**Working at**")
- The end of year **target** for each subject (see below for more detail on how targets are set)
- An indicator of whether students are on target or not at this point in the year. This is based on progress expectations for that year/Key Stage.
- Each student's attendance data
- Each student's reading age

The key terms have been explained in the glossary above. Once a year, your child's class teacher will also write a detailed comment on your child's progress, attainment and their participation in school life.

Target setting

Ark Academy sets targets above the national averages, to reflect the high expectations we have of students, the high standards of teaching across our school, and our ability to track students' progress using accurate data and intervene early to address underachievement. These targets help parents know how much progress students should make each year.

Like the other schools in the Ark Network, we expect students to make at least 2 sub-levels of progress in each academic year. In many cases we expect them to make 3 sub-levels. So a student with a baseline of, say, 4c in year 4, will be expected to achieve a 4a by the end of the year.

A child in Key stage 1 will be expected to make 3 sublevels progress in Year 1 and another 3 sublevels progress in year 2. Therefore, a child starting Year 2 with a baseline of ,say, 1c will be expected to leave Key stage 1 having achieved a level 3c.

End of Key Stage targets are set using entry data in Year 1 and in Year 3 respectively. The targets set for end of Key Stage are based on the requirements that children make 6 sublevels progress (or 2 whole levels) progress in Key Stage 1 and a minimum of 7 sublevels progress in Key Stage 2.

For example, a child entering Year 1 on a 1b will be expected to leave Key Stage 1 on a level 3b.
A child entering Year 3 on a 2a will be expected to leave Key Stage 2 (Year 6) on a level 5c.