



AVANTI HALL
SCHOOL

Assessment, Marking and Feedback

2020-2021

Contents

1. The Avanti Ethos	3
2. Key Principles of Assessment.....	3
1. Assessment is at the heart of teaching and learning.	3
2. Assessment is consistent and fair.....	3
3. Assessment is honest.....	3
4. Assessment is ambitious.....	3
5. Assessment is meaningful and appropriate	3
3. Assessment Cycle.....	4
4. Target Setting.....	4
5. Methods of Assessment.....	4
Baseline Assessments	4
National Standardised Assessments	4
Termly Assessments (Pupil Insight Points, PIPs).....	4
Informal Assessments (Assessment for Learning)	5
Key Stage 3.....	5
Key Stage 4.....	5
Types of Informal Assessment.....	5
6. Feedforward.....	6
7. Reporting	6
Key Stage 1 (Year Reception to 2) and Key Stage 2 (Year 3 and 6).....	6
Key Stage 3 (Year 7 to 9) and Key Stage 4 (Year 10 and 11)	7
Key Stage 4 (Year 10 and 11)	7
Reporting Information at secondary level.....	7
Reporting to other stakeholders.....	8

1. The Avanti Ethos

Avanti exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth, and so make the world a better place. Avanti Schools support each person's life journey along three parallel paths: Educational excellence; Character formation; and Spiritual insight. Assessment is an important part of this journey.

At Avanti Hall, we understand that learning is a shared experience and as such, our assessment approach reflects this. We champion the view that assessment as its core informs, supports, refines and celebrates the progress of learners.

Assessment helps all learners have the courage to improve and to reflect on our strengths and next steps. Assessment helps our personal growth by defining the path to educational excellence. It teaches us that our capacity to improve is unlimited.

2. Key Principles of Assessment

The main purpose of assessment must be to inspire both learners and staff to improve. Assessment practices must send the right message to learners about how they are progressing and be a collaboration between learners.

1. Assessment is at the heart of teaching and learning.

- 1.1 Assessment provides evidence to guide the curriculum and teaching and learning.
- 1.2 Assessment provides the opportunity for learners to demonstrate and review their progress through appropriate and regular feedback on their learning.
- 1.3 Assessment inspires greater effort and a belief that, through hard work and practice, more can be achieved.
- 1.4 Assessment supports teachings in their planning and delivery of the curriculum.

2. Assessment is consistent and fair

- 2.1 Assessment is inclusive, designed to meet the needs of all learners.
- 2.2 A school's outcomes are capable of comparison with other schools, both locally and nationally.

3. Assessment is honest

- 3.1 Assessment outcomes are used to inform, support, refine and celebrate the progress of learners.
- 3.2 Assessment outcomes are shared in an open, honest and transparent way to assist learners with their learning.
- 3.3 Assessment judgements are moderated to ensure their accuracy.

4. Assessment is ambitious

- 4.1 Assessment objectives set high expectations for all learners.
- 4.2 Assessment places achievement in context against nationally standardised criteria and expected standards.
- 4.3 Assessment embodies, through objective criteria, a pathway of progress and development for every learner.

5. Assessment is meaningful and appropriate

- 5.1 Assessment should draw on an appropriate range of evidence to provide a complete picture of each learners' achievement.
- 5.2 The cycle of assessment will allow learners, their parents and teachers to plan future learning and support.

3. Assessment Cycle

All schools across the AST will follow a cycle for assessment, whereby each school will have defined the data drops throughout the academic year. Data drops are spread throughout the year to ensure balanced and fair progress checks. There are three data drops throughout the academic year, in line with the AST Standards Committee Board. Please see Appendix 1 for the 2020-21 Assessment Cycle.

Our Learning and Teaching calendar is divided into 4, 9 week cycles throughout the year. These cycles support teachers in delivering their subject content through 7 weeks of explicit teaching. In these 7 weeks, teachers will use formative assessment to support planning and delivery. In week 8, teachers will assess learning with pupils and input assessment data that will form the basis for the report sent home. During week 9, pupils will work to fill any gaps in knowledge through dedicated improvement time.

4. Target Setting

In September of each year, schools will make use of Fischer Family Trust to set aspirational targets and agree high expectations which challenge, motivate and inspire students. In consultation with the Education Director, schools will set student, cohort and whole school attainment and progress targets.

Targets will be reviewed annually following formal assessments prior to the Summer Term's break. They will be based on previous assessment results and recent attainment and achievement.

Progress against targets will be shared with parents each term through reports and at Parents' Evenings.

5. Methods of Assessment

Baseline Assessments

In the primary phase, teachers will use PIRA and PUMA to create accurate baseline starting points. In the secondary phase, the school will use SATS levels where appropriate and CATS to ensure every student can have a target that matches their cognitive ability.

Avanti Hall will use a combination of subject specific tests and/or cognitive ability tests (Mid YIS/CATs) designed to measure a student's aptitude for, and attitude to learning. These baseline cognitive tests provide indicators for national tests and examinations.

Children new to the school will be assessed to ascertain their baseline within six weeks using appropriate assessments and data received from the child's previous school (if available).

National Standardised Assessments

Formal assessments are conducted following JCQ and Ofqual guidance at the end of Key Stage 1,2 and 4 (GCSEs). The outcomes of these assessments will be available via the school website and on DfE Performance Tables (where appropriate).

Termly Assessments (Pupil Insight Points, PIPs)

The timings of these assessments are detailed in the Assessment Cycle - see Appendix 1.

The results of the termly assessments will be recorded on Arbor where they will be analysed for performance and used as evidence in Performance Appraisal and Student Insight Meetings.

For students in Year 11, the November and March mock examination series will form PIP 1 and PIP 3 judgements.

Informal Assessments (Assessment for Learning)

Informal assessments made by the teacher are valuable and occur on a regular basis. The type of assessment and frequency will vary depending on the Key Stage and subject. Informal assessments will sit around the PIP Assessment Cycle.

Feedforward will be provided to students after each informal assessment. Details on the types of feedback is outlined in the next section.

Secondary Assessment

Key Stage 3

- Core subjects of English, Mathematics, Science, Geography, History, French, and PRE will have a minimum of two assessments per half term, either both as Informal Assessments, or one as an Informal Assessment and the other being a PIP Assessment point.
- Artistry subjects of Art, Dance, Drama and Music will have a minimum one Informal Assessment and one PIP Assessment per half term.
- Foundation subjects of Computer Science and PE will have either one Informal Assessment or one PIP Assessment per half term.

Key Stage 4

- All subjects will have a minimum of two assessments per half term, either both as Informal Assessments, or one as an Informal Assessment and the other being a PIP Assessment point.

Types of Informal Assessment

Informal assessments may be conducted during lesson time, or set a part of a homework, to evaluate the learning and progress of students throughout the teaching of the curriculum. Informal assessments may take the following format:

- End of topic tests
- Extended writing tasks
- Online quiz / knowledge test
- Low stakes quiz at the beginning of each lesson
- Comprehension exercises
- Projects or portfolios
- Graphic organisers
- Learning journals

6. Feedforward

Feedforward tasks will be given to students following an extended piece of work. Feedforward allows students to complete a task that allows them to work on areas of development identified through assessment and practise the skills needed to ensure that key gaps in knowledge or skills are addressed. Feedforward in learning is important as it highlights misconceptions and gaps in learning and allows additional support to be provided to ensure progress. Feedforward should:

- Redirect to refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on learners to correct their own mistakes rather than providing correct answers for them
- Alert the teacher to misconceptions so they can be addressed in subsequent lessons.

Other forms of feedback can take many forms:

- Self-reflection and self-marking
- Peer marking
- Direct teacher live marking of student work with written comments
- Whole-class feedback on common errors or misconceptions
- Scores and results from online quizzes
- Verbal feedback
- Model answers or thinking demonstrated to the class.

The marking and feedforward of student work will follow the timelines indicated in the Informal Assessments (Assessment for Learning) section above.

7. Reporting

Student attainment and progress is recorded and monitored using Arbor. Reports to parents and carers will be accessed through the Arbor Parent Portal.

Key Stage 1 (Year Reception to 2) and Key Stage 2 (Year 3 and 6)

Avanti Hall will use the national age-related expectations to report to parents across the core subjects. Each grade, will be fine graded to support students move between transitions and show progress throughout each Pupil Insight Point. These will be reported as outlined in the table below:

Summative	
FFT Summative (future)	Note - DfE equivalent
B	Below
W-	
W	Working towards
W+	
N-	
N	Expected standard
N+	
A-	
A	Higher standard/GD
A+	

Key Stage 3 (Year 7 to 9) and Key Stage 4 (Year 10 and 11)

Avanti Hall will use a 9 (highest) to 1 (lowest) grade scale. The knowledge, understanding and skills needed for each grade have been set so that the grade a student is working at during Key Stage 3 and 4 broadly reflects the standard we would expect a student to be at in order to progress to achieve the same grade at GCSE. For example, if a student achieves a grade 5 for a particular subject in Year 9 it puts them on track for achieving broadly a grade 5 in the same subject at GCSE. However, it is important to emphasise that a student's rate of progress often varies over time and may differ between subjects. Therefore, while the grades a student achieves during Key Stage 3 may be an indicator of achievement at GCSE they are not the school's prediction of a student's GCSE outcomes.

	Year 8			Year 9		GCSE grade
	9	8	7	9	8	9
Year 7	9	8	7	8	7	8
9	8	7	6	7	6	7
8	7	6	5	6	5	6
7	6	5	4	5	4	5
6	5	4	3	4	3	4
5	4	3	2	3	2	3
4	3	2	1	2	1	2
3	2	1		1		1
2	1					
1						

Key Stage 4 (Year 10 and 11)

At Key Stage 4, the school also offers a few BTEC qualifications. The grades used for these subjects are Starred Distinction, Distinction, Merit and Pass.

Reporting Information at secondary level.

The school will report the following information at each Pupil Insight Point to parents and carers, and students.

Exceeding		Working significantly above target
On target		On target
Working Towards		Approaching meeting target
Below		At least 2 grades below target

Reports to parents are given for each child, each cycle and shared at Parent Consultation Evenings. It will give an honest and professional picture of the child, highlighting strengths and targets for improvement both at school and at home.

Parents and carers will be given the opportunity to discuss their child’s attainment and achievement at Parent Consultation Evenings, calendared throughout the year.

We will also report on the pupils’ attendance during the year.

Reporting to other stakeholders

The Avanti Schools Trust have direct access to all data on Arbor, enabling them to monitor, challenge and direct resources appropriately.

Schools will share their data with the Local Authority / Borough so that local and national comparisons can be made.

School data and analysis will be shared with the School Stakeholder Committee members to enable challenge and support.

Appendix 1

WB	Week A/B	cycle wk	Parents
31.08.2020	A	1	Home school agreement sent
07.09.2020	B	1	Parent survey 1
14.09.2020	A	2	17/09/2020, Open Evening
21.09.2020	B	3	
28.09.2020	A	4	01/10/2020 - Reception and Year 7 parents evening
05.10.2020	B	5	Home school agreement deadline
12.10.2020	A	6	
19.10.2020	B	7	
HT			
02.11.2020	A	8	Reports entry
09.11.2020	B	8	Reports entry
16.11.2020	A	9	Reports entry
23.11.2020	B	1	Reports sent out
30.11.2020	A	2	
07.12.2020	B	3	Parent survey 2
14.12.2020	A	4	
End of term			
04.01.2021	B	5	
11.01.2021	A	6	
18.01.2021	B	7	
25.01.2021	A	8	Reports entry
01.02.2021	B	9	Reports entry
08.02.2021	A	1	Reports sent out
HT			
22.02.2021	B	2	
01.03.2021	A	3	
08.03.2021	B	4	Options - Yr 9 only
15.03.2021	A	5	
22.03.2021	B	6	Parent survey 3
29.03.2020	A	7	
Easter			
19.04.2021	B	8	Reports entry
26.04.2021	A	9	Reports entry
03.05.2021	B	1	Reports sent out
10.05.2021	A	2	
17.05.2021	B	3	
24.05.2021	A	4	
HT			
07.06.2021	B	5	
14.06.2021	A	6	
21.06.2021	B	7	
28.06.2021	A	8	
05.07.2021	B	8	Parent survey 4
12.07.2021	A	9	Reports entry
19/07.2021	B	9	Reports sent out