



Carshalton High School for Girls

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CARSHALTON HIGH SCHOOL FOR GIRLS

Assessment in Key Stage 4 & 5

#teamchsg

Assessing Students in Key Stage 4 & 5

At Carshalton High School for Girls teachers use assessment to understand a student's strengths and identify any gaps in learning. Assessment measures a student's progress systematically across the curriculum and provides teachers with evidence of growth of 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's learning in order 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 Quizzes

At the end of each term 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.

We use these summative assessments to shape future learning and to identify specific misconceptions and gaps in knowledge with an individual student or across classes and year groups. We also use these assessments to adapt our curriculum and inform future planning.

How many summative assessments are there?

There are three summative assessments each academic year for Year 10 & 12. They take place in December, March and June/July.

There are two summative assessments for Year 11 & 13. They take place in November & March.

How do you mark these summative assessments?

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 you 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 Year 10 & 12. For example, a Grade 9 in Year 9 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.

We do give grades to Year 11 & 13 as this is when students will first experience examination papers that are global in scope and we have the most recent grade boundaries from the examination boards.

Do you give out Target Grades?

Yes, but these are not shared with students until after Easter summative assessments in Year 10 & Year 12. Target Grades are exactly that, a target. They are largely generated from Key Stage 2 data and reflect the level of ability of a student when they were 11. Therefore, they can be low and demotivating for some of our students and does not always reflect their true potential. We want our students to always aim for the best possible result they can, rather than focusing on reaching a particular grade.

Do you 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 regularly and we cannot accurately predict the difficulty of the examination paper, a student's commitment or their personal experience in a final examination.

However, we do give grades to Year 11 students when they have completed each of their summative assessments. These grades are more likely to be an accurate indication of a student's likely performance in the end of Key Stage public examinations. This is because these results are based on the previous year's grade boundaries and the full global scope of the specification has been delivered.

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 the largest majority of the specification. It would be unfair to test students on content they have not covered.

What do you report to parents/carers?

Results are reported as percentages to parents after each summative assessment, along with a year group average to give some context to the result. Teachers also report on effort in each subject. (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/carers receive student reports in December, April and July. Assessment results can be discussed at Parents Consultation events. Parents Consultations are timed to follow a summative assessment so students, parents/carers are well informed and can ask key questions about how to improve.

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

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

Effort Level

Excellent Effort

- *means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.*

- Actively participates in the lesson at all times, 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

- *means being 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

- *means that a student is probably 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

- *means that a student is 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

Further support

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