

Assessment

The Boulevard Academy Summative Assessment Procedure

*Exact dates will be issued through the yearly academic calendar.

Year Group	Number of Assessment Points Per Year	Formal Assessments - Data entered into SIMS	In class assessments - Data entered into SIMS	Additional Assessments (* BOLD in Tutor times)
7	3	AUT 2 GL Progress Tests CORE SUM 2 GL Progress Tests CORE	AUT2 in class assessment- Foundation subjects SPR2 in class assessment - ALL Subjects SUM2 in class assessment- Foundation subjects AWT, WTE, WAT, WAB Grading to be used	CAT4 Tests - AUT1 NGRT - AUT1, SPR1, SUM1 NGST - AUT1, SPR1, SUM1 DYSC - AUT1 DYSL - AUT 1 PASS - AUT1, SPR1, SUM1
8	3	AUT 1 GL Progress Tests CORE SUM 1 GL Progress Tests CORE	AUT1 in class assessment- Foundation subjects SPR1 in class assessment - ALL Subjects SUM1 in class assessment- Foundation subjects AWT, WTE, WAT, WAB Grading to be used	CAT4 Tests - AUT2 NGRT - SPR 2, SUM2 NGST - SPR2, SUM2 DYSC - AUT2 DYSL - AUT 2 PASS - AUT2, SUM2
9P/T	3	AUT 2 GL Progress Tests CORE	SPR2 and SUM2 in class assessment - GCSE Questions - ALL Subjects AUT2 in class assessment- Foundation subjects	CAT4 Tests - AUT1 NGRT - SPR1, SUM1 NGST - SPR1, SUM1 DYSC - AUT1 DYSL - AUT 1 PASS - AUT2, SUM1
9Y	3	AUT 1 GL Progress Tests CORE SPR1 1 GL Progress Tests CORE	AUT1 in class assessment- Foundation subjects SPR1 in class assessment- Foundation subjects SUM1 in class assessment - GCSE Questions - ALL Subjects	CAT4 Tests - AUT2 NGRT - SPR 2, SUM2 NGST - SPR2, SUM2 DYSC - AUT2 DYSL - AUT 2 PASS - AUT2, SUM2
10	3	SUM2 MOCK Exam - All subjects	AUT1 & SPR1 in class assessment - ALL Subjects	NGRT - AUT2, SPR 2, SUM2 NGST - AUT2, SPR2, SUM2 PASS - AUT2, SPR2, SUM2
11	3	AUT1 MOCK Exam - All subjects AUT2 MOCK Exam - All subjects SPR1 MOCK Exam - All subjects		PASS - AUT2

All in class assessments can be done at any point within the half term as long as the data is on SIMS by the required date:

AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
20/10/21	15/12/21	16/02/22	06/04/22	25/05/22	14/07/22
A2L		A2L		A2L	

	Formal Assessments	In Class Assessments
Type of Assessments	<p>KS3 GL Assessment Progress tests Or transition Tests in Year 9</p> <p>KS4 Exam papers to be made from past questions from Exam pro Mock exams must be full past papers</p>	<p>KS3 All assessments must assess the learner profiles for the subject to ensure that the appropriate code can be given - this must have a best fit approach for awarding the level</p> <p>KS4 Use the JCQ subject grade descriptors or past papers/ mark schemes and grade boundaries.</p>
Grading of Assessments	<p>KS3 - Standard Age Score awarded in core subjects (96-103 in each year group is secure)</p> <p>KS4 - GCSE - 9 -1 grade boundaries</p> <p>KS4 - BTEC - L1P - L2D* grade boundaries</p>	<p>KS3 AWT - almost working towards expected WTE - working towards expected WAT - working at expected WAB - working above expected</p> <p>KS4 - GCSE - 9 -1 grade boundaries</p> <p>KS4 - BTEC - L1P - L2D* grade boundarie</p>
Gateway Year	<p>GATEWAY YEAR – KS3 ELEMENTS</p> <p>PURPLE/ TEAL (TERM 1) will use WAB, WAT, WTE, AWT by using learner profiles to determine progress</p> <p>YELLOW (TERM 1 & 2) will use WAB, WAT, WTE, AWT by using learner profiles to determine progress</p>	<p>GATEWAY YEAR – KS4 ELEMENTS</p> <p>PURPLE/ TEAL (TERM 2 & 3) will use GCSE Grade Boundaries</p> <p>YELLOW (TERM 3) will use GCSE Grade</p>

The Boulevard Academy Formative Assessment Procedure

All Assessments must be identified through the 5-Year plan and the appropriate MTPS.

All staff need to give written feedback in **purple** pen and pupils will write in **black** pen, using a **green** pen for responding to feedback, self-checking and self-assessment and a **blue** pen for peer- assessment.

This policy does not include tutor times or PSHE.

All departments must have an assessment book and a class book/ folder as part of the students ongoing assessment.

Class books

- All answers to be self-checked with a **green** pen



- Verbal feedback stamps can be used during lessons
- When staff see something during the course of the lesson such as a misconception, error, SPAG etc. comments can be added through a live mark process - **purple** pen to be used.
- Pre-planned (more prescriptive/modelled) self and peer assessment tasks built into the MTPS – Self (**green**) and peer(**blue**) assessment to be clearly evident throughout the book
- Pupils complete their own SPAG checks with a **green** pen - teachers to build this time into all lessons.

Assessment Books

- Assessments should be in line with units/ topics on specific department MTPS - clearly identified in the 5 year plan, appropriate MTPS and submitted to leadership on the department assessment schedule.
- SPAG & numeracy to be marked for and presentation should be challenged:

Spelling	Punctuation	Grammar	Presentation	Misconception	Numeracy
Sp Incorrect letters circled in the word = incorrect spelling	P Faulty punctuation CL Capital letters	G Grammar ^ Missing words ? Unclear meaning	Pr Presentation // In the student's work, means start a new paragraph	M Misconception	N Numerical Issue

Presentation

1. All writing will be in black pen
2. All writing must be on the line and neat
3. All work must include a date and a title, which if underlined, a ruler must be used.
4. All diagrams, tables and graphs will be drawn in pencil and a ruler used for any straight line.
5. All labels will be written in black pen
6. Mistakes will be crossed out with a single line and not scribbled
7. Books will not have graffiti or pages ripped out

8. Felt tips must not be used in books – any colouring must be in pencil crayon
9. Highlighters are permitted but must be used correctly.
10. All calculations must show all working out clearly.

- They should be clearly planned in depth including how they link to the appropriate learner profiles/ marking criteria - these need to be available at the time of completing the assessment.
- Marking should include Strengths, Areas for Development and Next steps
- Next steps should be detailed and pre - planned (either a correction task, a consolidation task, or an extend/apply tasks)

The pieces of work in assessment books must be substantial enough to demonstrate the students learning and progress, be marked thoroughly by teachers using the following **Next Step Task Protocol**:

- a) **Students have not understood the assessment** – A task to correct misconceptions
 - b) **Students have done well in the assessment** - Consolidate learning task
 - c) **Students have excelled in the assessment** – Extend/Apply learning task
- Student feedback sessions must be planned into the MTP so that it is more focussed and useful

Activities can be on a proforma that is subject specific as long as the requirements laid out above are met.

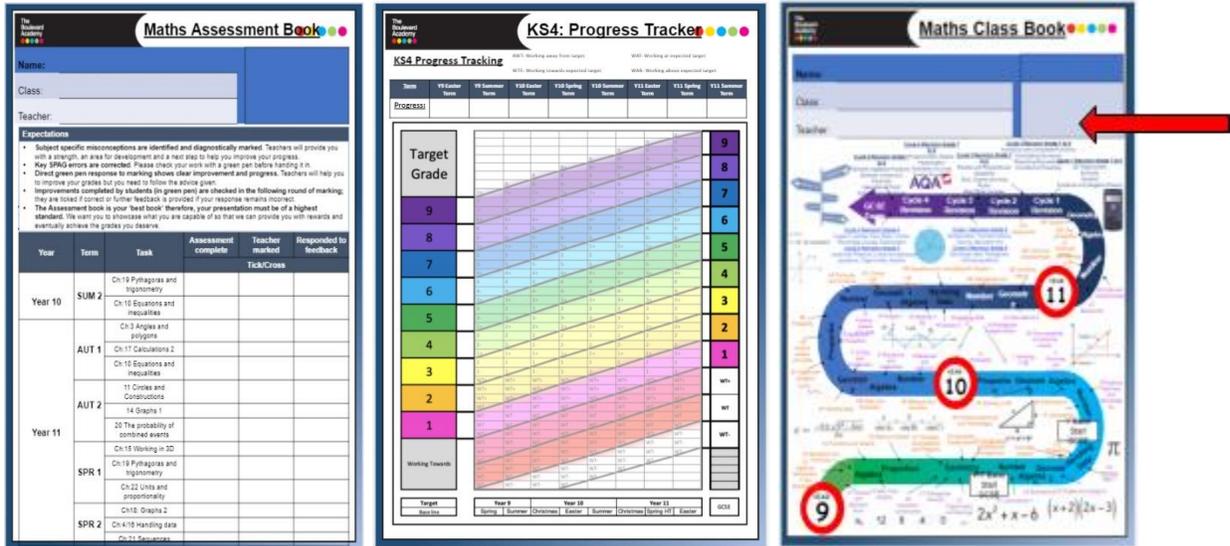
Books will be Quality Assured regularly in line with the wider academy QA timetable.

Please Note: All books must meet the requirements of this policy and those that fall below standard will have to do additional CPD to ensure improvement and to avoid accountability measures being implemented.

Book Covers

The assessment completion tracker must be kept up to date after each assessment listed

The Progress tracking trajectory must be completed in line with the Academy Assessment Schedule, three times per year. This document MUST not be on the front of the students book but found on the inside cover to ensure we are meeting GDPR requirements.



The class book cover shows the learning journey of a KS3 or a KS4 student and can be stuck on the front cover. The red arrow shows a box where the target can be written (as long as it does not state it is the target).

Department Meetings

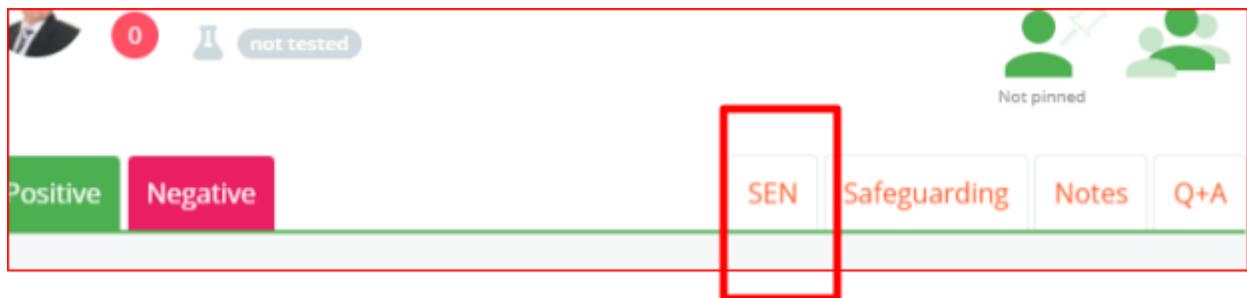
a) Moderation Meetings

Moderation must be done in these meetings alongside colleagues so that meaningful discussions can take place about the students' work. A consistent approach to moderation of work across year groups is imperative to ensure that learner profiles are interpreted correctly.

Moderation trackers must then be completed for records and potential CPD requests.

b) Intervention Meetings

All Intervention plans will be put onto Provision Map at the start of the Academic Year - All interventions that are in place across the academy will be accessible through Class Charts under the SEN Tab



Example interventions

Plans

None found

Pupil Passport

- Current pupil passport

Provisions

- Polite Chat
- Holiday Hampers
- Laptop provided
- Resilience workshop with Positively Mad
- Year 11 PPE/EN class intervention plan
- Year 11 Art 1 class intervention plan
- Year 11 10B/Sp1 class intervention plan
- Year 11 C/Hi1 class intervention plan
- Year 11 D/Ms1 class intervention plan
- Year 11 P/Ma3 class intervention plan
- Year 11 P/I13 class intervention plan

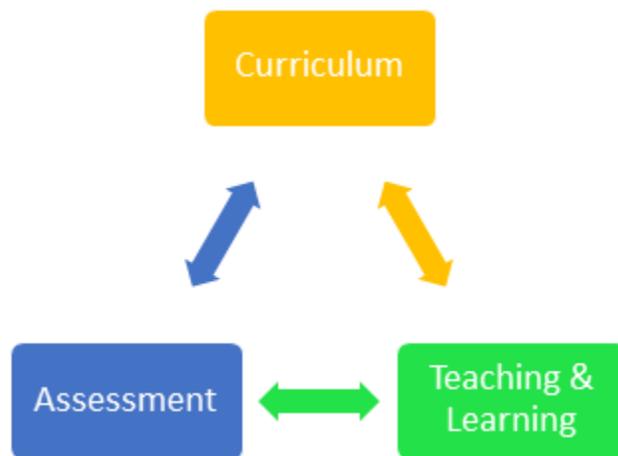
Year 11 Progress Meetings

Progress meetings will incorporate all aspects of monitoring and evaluation of the department. Progress documentation will include a holistic view of department performance. Data from Department QA, Assessments and Behaviour monitoring will be looked at. The curriculum will be viewed in terms of its intent and how it is being implemented. Books from different bandings will be requested to evidence the impact the curriculum is having on the performance of the subject. Books will need to be looked at alongside the MTPS to ensure that the learning journey is explicit and demonstrates the progress being made through the data.

Year 7 -10 Progress Reviews

For all other year groups, the HOD and their line manager will review all aspects mentioned above over the course of the half term for any year group that has a summative assessment.

All information will be triangulated and used to determine how the department is doing:



Reporting to Parents

Data reports will be sent out after all summative examinations and a written report will be provided to parents yearly (in the summer term) based on the holistic assessment of the child's progress within that academic year. At the end of the academic year a long report will be issued to parents.

Parents evenings, shorter term, will be carried out via zoom or phone.

SLT/ELT will review this before every parent evening to see if the situation has improved enough to allow visitors on site.