



STANTONBURY
International School

Assessment Overview

2020 -2021

Rationale

To create an assessment model that:

- Identifies potential
- Informs teaching and learning strategies and styles
- Provides meaningful, measurable targets
- Facilitates the monitoring of progress
- Enables personalised learning
- Measures value added
- Is accessible to staff, students and parents.

Aims

1. To achieve excellent attainment and progress outcomes for all students and for all identified groups so that gaps are further eradicated and students perform at least in line with their national peers.
2. To deliver a broad, balanced and inclusive curriculum, providing challenge and appropriate pathways for all students, preparing our students for life in a competitive world:
 - At KS3, provide a successful transition of learning from the primary phase and ensure the required knowledge and skills are in place to deliver strong GCSE outcomes.
 - Explore and develop opportunities through MYP Unit Planners, for a continuum of curriculum from Y7-11.
3. To work towards minimising within school variation between subjects across a single cohort, so that all students are planned for and challenged in their learning, and so that policy and practice within and across Faculty and Subject teams is consistently applied.
4. To embed and review internal assessment, and enable a robust internally and externally moderated teacher assessment system, which supports teaching and student learning, and is aligned to the OfSTED inspection framework.
5. To provide consistent and sustained effective teaching across all subjects in support of consistent and sustained effective student outcomes.

The Process

Key Stage 3

- Year 7 will sit CAT4 tests on entry. These tests have historically provided a sound baseline for Year 7 students. CAT4 data will be uploaded to FFT Aspire, which already has models for estimating future outcomes. FFT Aspire will then generate a full range of estimates, including that of individual students, student groups, subject overview and KS4 performance indicators. This process will enable the setting of MEG KS4 targets for Year 7 and underpin the monitoring of progress.
- It should be noted that the FFT Estimate Reports will include FFT50, FFT20 and FFT5 in their overall performance indicators
- Year 7 will also take a Reading Age test to determine levels of literacy that will in turn inform planning, preparation and delivery of the curriculum, appropriate to all groups and individual students within these groups.

MYP

- Years 7 -9 will follow the MYP curriculum in all subjects: Year 7 – MYP Year 1; Year 8 – MYP Year 3; Year 9 – MYP Year 3 (**See appendix A**)
- Every subject has its own MYP Grade descriptors for each of the four criteria A – D. Each criterion is Graded from 1 – 8 (**See appendix B**) and is assessed twice a year.
- It is the responsibility of Heads of Faculty and Heads of Subject to map out with their teams, when these assessment points will be
- There are three data drops for each year group throughout the year
- At the end of each year, a summative assessment of achievement in each of the four criteria, Graded from 1 – 8, is arrived at on a best fit basis. An Overall Achievement Level out of 32 can then be awarded, with a corresponding Overall MYP Grade of 1 – 7 (**See General Grade Descriptors below**)
- **Appendix C** should be used by teachers and shared with students and parents, in conjunction with the data and targets set for each individual student, in order to track and monitor progress throughout each year.

Key Stage 4

- KS4 students are assessed using subject specific GCSE assessment criteria. Their targets are set through FFT Aspire, using the KS2 to end of KS4 flight path. FFT 20 data will establish students' minimum target grades.
- The SYP clearly identifies a whole school key assessment, data capture and reporting schedule, to allow for teams to calendarise their assessment programmes accordingly and meet deadlines.

Summative assessment:

- Faculties will schedule summative assessments and be able to provide accurate assessment data in accordance with deadlines timetabled on the SYP
- Summative assessments should only include content that has been taught in conjunction with shared and modelled success criteria
- Where appropriate, summative assessments should take place in formal assessment conditions.
- Feedback from summative assessments should include clear next steps which generate an action for the student to complete.

Formative assessment: lesson by lesson

- Formative assessment can be planned for on a lesson by lesson basis, using success criteria and modelling. Teachers can employ a range of strategies to assess students' learning such as questioning, discussion, observation etc
- Peer/ self-assessment needs to be incorporated into lessons, using shared and modelled success criteria. Students should be 'trained' on how to do this effectively.
- 'No wasted minutes' – students should be provided with a task that requires them to 'think hard' on entry to each lesson. This could be a low stakes quiz or a 5-10 minute exam skills task
- Teacher assessment needs to inform planning for subsequent lessons.

Formative assessment: unit by unit

- Over the course of Years 10 and 11, retrieval practice must be built into unit plans. Low stakes testing/ quizzing should be used regularly to assess content previously covered, evaluating the depth of prior learning, knowledge and understanding
- Opportunities for interleaving can be planned for in order to make connections between topics, knowledge and skills – this can then feed into low-stakes testing and retrieval practice
- Homework tasks should also provide opportunities to revise current and previous topics through quizzes and exam-style questions.

Appendices

Appendix A

KS3

Assessment Profiles

a)

Year Group	Baseline Data	MYP Target Each Year End	MYP Year 3 Target End of KS3	MEG End of KS4	Key Assessment Points
Year 7 MYP Year 1	CAT4 tests FFT Aspire	MYP 4	MYP 5	G5	November February May
Year 8 MYP Year 3	KS2 tests CAT4 tests	MYP 4	MYP 5	G5	November March June
Year 9 MYP Year 3	KS2 tests CAT4 tests	MYP 5	MYP 5	G5	November March June

b)

Average Scaled Scores	MYP Overall Grade/32 (4 Criteria Best Fit/8)	Target MYP Grade (KS3)	Target GCSE Grade (KS4)	GST?
88 and below	1 - 9	2	2	
89 - 95	10 -14	3	3	
96 - 101	15- 18	4	4	
102 - 106	19 - 23	5	5	
107 - 110	24 - 27	6	6	
111 - 114	28 - 30	7	7	
115 and above	31 - 32	7+	8	

Appendix B

Year 8 MYP Year 3 Language and Literature Criterion A: Analysing

By the end of this year, you should be able to:

- i. Identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
- ii. Identify and explain the effects of creator’s choices on an audience
- iii. Justify opinions and ideas, using examples, explanations and terminology
- iv. Interpret similarities and differences in features within and between genres and texts.

Achievement Level	Level Descriptor <i>The student...</i>	Cycle 1	Cycle 2	Cycle 3	Cycle 4
0	The student does not reach a standard described by any of the descriptors below.				
1-2	<ol style="list-style-type: none"> i. Provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationships among texts ii. Provides minimal identification and explanation of the effects of the creator’s choices on an audience iii. Rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. Interprets few similarities and differences in features within and between genres and texts. 				
3-4	<ol style="list-style-type: none"> i. Provides adequate identification or explanation of the content, context, language, structure, technique and style, and some explanation the relationships among texts ii. Provides adequate identification and explanation of the effects of the creator’s choices on an audience iii. justifies opinions and ideas with examples or explanations; uses some terminology iv. Interprets some similarities and differences in features within and between genres and texts. 				
5-6	<ol style="list-style-type: none"> i. Provides substantial identification or explanation of the content, context, language, structure, technique and style, and explains the relationships among texts ii. Provides substantial identification and explanation of the effects of the creator’s choices on an audience iii. Sufficiently justifies opinions and ideas with examples or explanations; uses accurate terminology 				

	iv. Competently interprets similarities and differences in features within and between genres and texts.				
7-8	i. Provides perceptive identification or explanation of the content, context, language, structure, technique and style, and explains the relationships among texts thoroughly ii. Provides perceptive identification and explanation of the effects of the creator's choices on an audience iii. Gives detailed justification of opinions and ideas with a range of examples and thorough explanations; uses accurate terminology iv. Perceptively compares and contrasts features within and between genres and texts.				

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Appendix C

How an end of year Overall Assessment might look at KS3:

Subject	Overall Levels of Achievement (OLA) for subject criteria A-D					Total/32	Subject Grade/7
	A	B	C	D			
Language and Literature	6	5	5	7	23	5	
Language Acquisition	7	8	8	6	29	7	
Individuals and Societies	7	5	6	6	24	6	
Sciences	5	4	4	4	17	4	
Mathematics	5	5	6	6	22	5	
Arts	6	6	5	6	23	5	
Physical and Health Education	6	8	7	5	26	6	
Design	7	8	6	6	27	6	