

Tudor Grange Academy Solihull

ASSESSMENT

One-Page
Overview
2023 – 2024



TARGET SETTING

KEY STAGE 5 A-Level targets are calculated in line with national performance tables 'value added' estimates using each student's average GCSE point score as a starting point.

KEY STAGE 4 Each student is given a target for their performance at the end of year 11 in their GCSE examinations. To ensure our targets are challenging, they are based on the results of the top 5% of schools and each student is estimated to have at least a 50% chance of achieving them. They are generated by the Fischer Family Trust – a highly regarded institution which generates national data for schools from each student's prior attainment at primary school. In this way, all students will be challenged appropriately given their own starting point.



WHAT DOES FORMATIVE ASSESSMENT LOOK LIKE AT TUDOR GRANGE ACADEMY SOLIHULL?

In all subjects, all staff consistently check students' understanding effectively. As a result, teachers ensure that they know that all students have secure knowledge and understanding before moving on to new learning.



Learning Journeys

To progress, students must have an overview of their learning to be able link prior and future knowledge and skills. The Learning Journey is shared with students at the beginning of each unit of work. Teachers regularly refer to these documents to orientate learners and guide them through the topic. These sheets are glued into books or located in folders to mark the start of each unit. Learning Journeys for all subjects can be found on the school website.

'DIRT'

Teachers will allow time for responsive activities after facilitating personalised feedback on student work to drive progress forwards. Directed Independent Reflection Time is completed in red pen to signpost students progress where they have acted upon feedback.

Written Feedback

Students receive written feedback on a regular and sensible basis, a minimum of twice per term. This can be identified by teacher's use of green pen. Departments collectively identify common formative assessment activities at key points in the curriculum in order to provide personalised developmental feedback. These written feedback episodes complement the continual formative assessments that staff complete in the course of their usual teaching.

Responsive Teaching

In all classrooms there is a feedback loop between the teacher and the learners. Staff use adaptive teaching to respond what students have and have not learnt. Teachers gather feedback from students in many ways and plan activities and questioning within lessons to elicit exactly what students have understood. These activities are planned to help the teacher decide what the next steps in learning will be to ensure students know more over time.

LEARNING HABITS

Learning habits are reported at key points throughout the year in line with our character and taught behaviour curriculum:



Pride	I take care to complete my work to the highest standards. I make an effort to present my work as clearly as I can. I am proud of my contributions in lessons.
Resilience	I try to keep a positive, proactive mindset during lesson. I do my best to complete all my work even when I find it difficult. I do my best to bounce back from disappointing feedback or results and use them as a learning experience.
Reflective	I seek advice and clarification from my teacher if I am unsure. Once I have completed a task I will check it through to improve it. I listen carefully to feedback, take action to respond and I don't make the same mistakes twice.
Curious	I show interest, enthusiasm and motivation in lessons. I ask questions and join in with class discussions. I go try to go beyond my previous achievements and consistently challenge myself with work I know I will find difficult.

They will receive a best fit judgement of either:
ALWAYS shows learning habits
OFTEN shows learning habits
SOMETIMES shows learning habits
RARELY shows learning habits

REPORTING DATA

KS3 Years 7, 8 and 9

Students are assessed twice during the year using summative assessments across the TGAT in order to generate projected grades, on the 9-1 scale. All projections are checked, and where necessary adjusted, by staff to ensure that they accurately represent each student's performance. At KS3 projected grades are not shared instead they receive a judgement about their 'progress to target grade' in each report. This is to support students to develop a growth mindset and to focus on the feedback they receive rather than a grade. The table below indicates where students are in relation to their target grade in each subject:

Above Target	Students are on track to achieve at least one grade above the target
On Target	On track to achieve in line with the target grade
Near Target	On track to achieve one grade below the target grade
Below Target	Expected to achieve more than one grade below the target grade

KS4 Years 10 and 11 Projected Grades

Students are assessed twice during the year using summative assessments across the TGAT in order to generate projected grades, on the 9-1 scale. All projections are checked, and where necessary adjusted, by staff to ensure that they accurately represent each student's performance. It is important to understand that this grade is a projection for the end of Year 11 rather than a current 'working at' grade.

KS4 Years 10 and 11 Assessment Grades

When trial examinations take place the 'actual' grades achieved are also shared.

KS5 Years 12 and 13 Projected Grades

At Post 16 projected grades will be issued twice a year. **Projected grades are issued to Year 12 in January and July. In Year 13 projected grades will be issued in December and March.** This is a prediction of the most likely outcome for the student at the end of their A-level studies. Staff use test scores, classwork and other forms of assessment to inform their judgements.

KS5 Years 12 and 13 Assessment Grades

When trial examinations and other key assessments take place during the year the 'actual' grades achieved are also shared.

SUMMATIVE ASSESSMENT OVERVIEW



Year	Summative Assessment 1	Summative Assessment 2
Y7	December 2023	April 2024
Y8	December 2023	April 2024
Y9	December 2023	April 2024
Y10	December 2023	April 2024
Y11	November 2023	February/March 2024
Y12	January 2024	June 2024
Y13	November 2023	February/March 2024

SUMMATIVE ASSESSMENT is where students' work is required to be judged explicitly against either the standards set out by the academy as explained in this document or against nationally recognised external standards. Twice a year, students complete a summative which will help to determine the projected grade reported home.

COMMON ASSESSMENT is planned for at appropriate points where subjects will assess students against the set criteria. Subjects can decide what form of assessment is most appropriate for the students given the content of the programme of study.

Following both types of assessment students will receive feedback; there will be time assigned for DIRT work when the assessments have been marked.