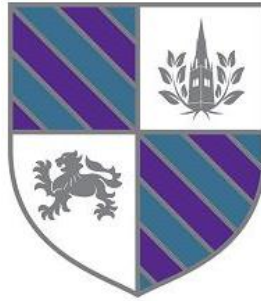


MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



March 2023

"I can do all things through Christ who strengthens me" Phillips 4 v13

"You have to apply yourself each day to becoming a little better. By becoming a little better each and every day, over a period of time, you will become a lot better." – John Wooden

The Magnus Assessment Policy

Teacher Standard 6: Make accurate and productive use of assessment

- *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- *make use of formative and summative assessment to secure pupils' progress*
- *use relevant data to monitor progress, set targets, and plan subsequent lessons*
- *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*

The aim and reasoning behind the Assessment Policy

The main goal behind the Magnus assessment policy is to; accurately identify gaps in student's knowledge by using high quality, well-constructed assessments and then provide timely feedback to fill these knowledge gaps and to remove misconceptions.

The plan below explains in detail each step of the assessment policy. The policy relies upon a reduction in staff workload due to more productive and less time consuming marking of students books. Details of this can be seen in the marking and feedback policy. With this extra time staff will be able to produce high quality assessments that meet the assessment criteria that can be seen below. The criteria will be used to complete an assessment calendar that maps the content of assessments throughout the year as well as provides a checklist of important content within the assessments. Once assessments have been completed an in depth QLA will be completed for each class to identify common knowledge gaps. This will provide the classroom teacher with essential feedback and they will then adapt their curriculum accordingly. The QLA will also generate a feedback sheet that identifies a student's strengths and weaknesses. They can use this to regulate their learning and develop metacognitive skills. The information from the QLA will also be used in many ways as can be seen below.

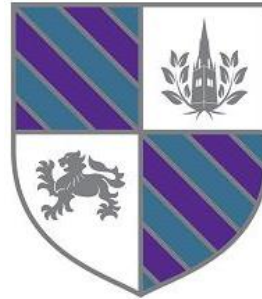
This policy has been developed using the expertise of HoF, discussions with SLT, feedback from teachers and has been based on current research. By using these different sources, the assessment policy will be highly effective and easily applied across the school. However, faculties will also be given the freedom to adapt the policy to suit their needs so long as the core vision of the policy is maintained.

Content	Key points of each aspect of the policy	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP • Be at the correct level of challenge for students. This can include scaffold questions if needed • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	During each 10 week cycle a minimum of one assessment must be built using the assessment criteria
3.2 - Marking assessment	<ul style="list-style-type: none"> • Assessments must be marked in a timely manner following an assessment as per the school calendar. • The marking of key assessment must be done by a teacher in green. • The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	As a minimum one assessment per 10 week cycle will be set and marked
3.3 - QLA	<ul style="list-style-type: none"> • Once an assessment has been marked a question level analysis must be completed for exam year groups. • For non-examined year groups, staff when marking the assessment must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	Once per cycle after each key assessment
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> • After the completion of the QLA document or the KS3 version, time must be dedicated to providing students with feedback based on the assessment. • Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 	Once per cycle after the marking of key assessments
3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> • Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. 	Continually in every lesson

	<ul style="list-style-type: none"> • This aids in the interleaving and retrieving of learning within the curriculum. • The quality of the assessment must also be considered following an assessment window. 	
3.6 – GL assessments	<ul style="list-style-type: none"> • GL assessments will be used throughout the year for Y7-Y9 students. • The assessment package will provide baseline data in English, maths, science, reading and spelling. • The data produced from the GL assessments will be crucial in determining the interventions that happen in KS3 • The data will also be used to set aspirational targets for KS3 and KS4. 	2 x throughout the year
3.7 – Catch up interventions	<p>GL assessments will be used to select students for the following interventions:</p> <ol style="list-style-type: none"> 1. KIP McGrath – Students that are in the most need of support in English and Maths in Y7 and Y8 will receive online tutoring by expert tutors. Their progress and improvements will be tracked through the use of GL and internal assessments. 2. Students across all year groups will receive small group tutoring from internal tutors. English and Maths tutors have been employed. The students that most need to support will receive it. 3. Switch on - Mainly a decoding reading intervention ran by the school librarian. These students in KS3 are selected through the use of GL and internal assessment data. 4. Dyslexia gold – Ran by the SENCO. This programme helps dyslexic students engage better with reading 	Weekly

MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty: English

"I can do all things through Christ who strengthens me" Phillips 4 v13

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Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • During an assessment, 6 to start- 5 to finish as usual: do now- students to head up assessment cover with name, date, Teacher name. Students are to write in full sentences for every question. Teacher to circulate the room within the first 5 minutes to make sure that every student is attempting the assessment. Give a vw if not. Circulate the room regularly to make sure students are putting 100% into their assessment. Use the behaviour pathway if not. • No passivity in assessments in English. • KS3: Reading Assessments: 5 marks prior knowledge (relevant to the curriculum journey through all Key Stages); 5 marks shorter responses (identifying evidence and inferences); 15 marks for longer reading response (essay- analytical: structure, analysis of language, use of evidence. • KS3 Writing Assessments: Band A-E for content and Band A-E for VSSSP. All criteria and expectations increase from year to year. • Be based around specific areas identified within the LTP's for each year group. • Learn How To... knowledge repeated in every assessment in both Reading and Writing. • The prior knowledge included will be determined by a QLA analysis. The most important topics will be included within each assessment for prior knowledge section at KS3. 	<p>KS3: 1 Assessment for reading and 1 assessment for writing every term as per week by week calendar</p> <p>KS4: Y10 generally 2/ term- 1 reading and 1 writing. Refer to week by week for specific year group</p> <p>KS4: Y11 one per HT reading and writing focus alternate and 3 mocks</p>

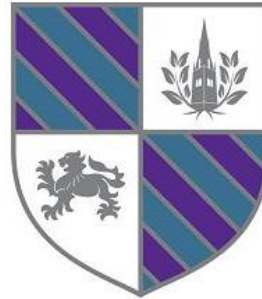
		<ul style="list-style-type: none"> • Appropriate levels of scaffolding will be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. • The misconceptions identified on the LTP will be tested for within the assessment. • KS4 Higher assessments will include exam style questions: beginning with sections of papers moving towards whole papers to build stamina. • Questions will get progressively more difficult as the assessment goes on. 	
3.2 - Marking assessment	<ul style="list-style-type: none"> • Assessments must be marked in a timely manner following an assessment as per the school calendar. • The marking of key assessment must be done by a teacher in green • The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> • KS3 & KS4 Assessments will be marked within an appropriate amount of time to provide effective feedback • Moderation will take place after the marking of key assessments. This will only take place where time is available. 	<p>KS3: 1 Assessment for reading and 1 assessment for writing every term as per week by week calendar</p> <p>KS4: Y10 generally 2/ term- 1 reading and 1 writing. Refer to week by week for specific year group</p> <p>KS4: Y11 one per HT reading and writing focus alternate and 3 mocks</p>

3.3 - QLA	<ul style="list-style-type: none"> Once an assessment has been marked a question level analysis must be completed for exam year groups. For non-exam year groups staff when marking the assessment, they must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	<ul style="list-style-type: none"> The common Magnus QLA sheet will be used for year groups taking terminal exams. Y11 & Y13. For Y7, Y8, Y9, Y10 & Y12 teachers will make notes on the common areas of strength and weakness that have been identified when marking the test. Teachers will use a common sheet when making the notes. This sheet will then be given to the HoF. All QLA will be completed in an appropriate amount of time after the test has been completed by students. 	After each key assessment as per week by week.
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with feedback based on the assessment. Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 	<ul style="list-style-type: none"> Once the assessment has been marked the next lesson will be dedicated to providing feedback on the assessment. Staff are expected to go through the test and provide students with the correct answers. Staff are expected to use teaching strategies such as questioning, discussions & model answers and backwards fading to draw out correct answers from students during the lessons. Student improvements on the assessment should be made in red pen. Assessments will be collected by teachers at the end of the lesson and stored until the end of the year. 	As per week by week calendar of assessments.
3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. This aids in the interleaving and retrieving of learning within the curriculum. The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> Once the QLA has been completed it will be used to inform changes to the curriculum. This will include: <ol style="list-style-type: none"> Adapting/ Pausing the curriculum to reteach areas that students have performed poorly in. Altering the 'do now's within lessons to retrieve information from poorly done topics. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. 	Continually in every lesson

		<ol style="list-style-type: none"> 4. Including knowledge quizzes within lesson based on the topics the QLA has identified. 5. Basing homework around the topics that the QLA has identified. <ul style="list-style-type: none"> • The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. 	
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MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Maths Faculty

"I can do all things through Christ who strengthens me" Phillips 4 v13

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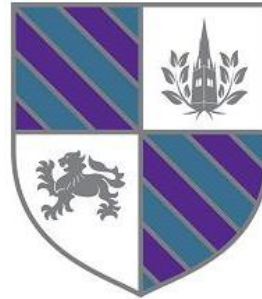
Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group. • However, specific areas of prior knowledge will also be included in each test. The following % of prior learning will be included: <ol style="list-style-type: none"> 1. HT1 – 20% 2. HT2 – 20% 3. HT3 – 30% 4. HT4 – 40% 5. HT5 – 50% 6. HT6 – 100% • The prior knowledge included will be determined by the key skills needed from previous content learnt. The most important topics will be included within each assessment. • Appropriate levels of scaffolding will be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. • The misconceptions identified on the LTP will be tested for within the assessment. • A mixture of multiple choice, short answer and long answer questions will be included. The proportion of each question type will be based on key stage and ability once in KS4. • KS3 test will include; 50% AO1, 25% AO2, 25% AO3. • KS4 foundation assessments will include 50% AO1, 25% AO2, 25% AO3. 	<p>During each half term all students will be assessed and marked</p>

		<ul style="list-style-type: none"> • KS4 Higher assessments will include A01 40%, A02 30%, A03 30% • An exam builder tool will be used to create summative assessments for KS3, with the assessment lead scaffolding the questions if/when necessary. • An exam builder tool will be used to create summative assessments for KS4. 	
3.2 - Marking assessment	<ul style="list-style-type: none"> • Assessments must be marked in a timely manner following an assessment as per the school calendar. • The marking of key assessment must be done by a teacher in green • The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> • Assessments will be marked in a timely manner. • All assessments will have a mark scheme staff will use to ensure the assessments are marked in moderation. • All moderation will take place within 3 weeks to ensure a consistent and accurate approach to marking across the faculty. 	During each half term all students will be assessed and marked
3.3 - QLA	<ul style="list-style-type: none"> • Once an assessment has been marked a question level analysis must be completed for exam year groups. • For non-exam year groups staff when marking the assessment, they must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	<ul style="list-style-type: none"> • The common Magnus QLA sheet will be used for year groups taking terminal exams. Y11 & Y13. • For Y7, Y8, Y9, Y10 & Y12 teachers will make notes on the common areas of strength and weakness that have been identified when marking the test. • Teachers will use a common sheet when making the notes. • This sheet will then be given to the HoF. • All QLA will be completed in a timely manner. 	Once per assessment each half term.
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> • After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with feedback based on the assessment. 	<ul style="list-style-type: none"> • Once the assessment has been marked (within a week) the next lesson will be dedicated to providing feedback on the assessment. 	Once per assessment each half term.

	<ul style="list-style-type: none"> Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 	<ul style="list-style-type: none"> Staff are expected to go through the test and provide students with the correct answers for the questions most students got incorrect. Staff are expected to use teaching strategies such as questioning, discussions & model answers and backwards fading to draw out correct answers from students during the lessons. Student improvements on the assessment should be made in red pen. Students will stick their assessments in the books near the assessment feedback page. 	
3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. This aids in the interleaving and retrieving of learning within the curriculum. The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; <ol style="list-style-type: none"> Pausing the curriculum to reteach areas that students have performed poorly in. Altering the 'do now's within lessons to retrieve information from poorly done topics. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. Basing homework around the topics that the QLA has identified. The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. 	Continually in every lesson

MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty Science

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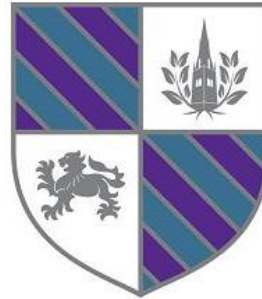
Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group. • However, specific areas of prior knowledge will also be included in each test. The following % of prior learning will be included: <ul style="list-style-type: none"> 7. Cycle 1 – 70% 8. Cycle 2 – 50% 9. Cycle 3 – 60% 10. Cycle 4 – 100% • The prior knowledge included will be determined by the whole class QLA from the previous assessment. The most important topics will be included within each assessment. • 6 mark questions will be scaffolded for Y9 by breaking down the question into smaller 2 or 3 mark prompts. • The misconceptions identified on the LTP will be tested for within MCQ section/word fill/match-up section. • Each assessment will include relevant skills such as data analysis, graphical analysis, investigative and practical based skills. The type of skill assessed will depend upon the LTP and the year group the assessment is related to. • A mixture of multiple choice, short answer and 6 mark questions will be included as well as; matching activities and tick box questions. The proportion of each question type will be based on key stage and ability once in KS4. • Use the checklist linked here to ensure the correct proportion of questions: Assessment Creating Checklist.docx 	<p>During each 10 week cycle a minimum of one assessment must be built using the assessment criteria</p>

3.2 - Marking assessment	<ul style="list-style-type: none"> Assessments must be marked in a timely manner following an assessment as per the school calendar. The marking of key assessment must be done by a teacher in green The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> Assessments will be marked in a timely manner Moderation will take place within allocated faculty CPD time. 	As a minimum one assessment per 10 week cycle will be set and marked
3.3 - QLA	<ul style="list-style-type: none"> Once an assessment has been marked a question level analysis must be completed for exam year groups. For non-exam year groups staff when marking the assessment, they must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	<ul style="list-style-type: none"> The common Magnus QLA sheet will be used for year groups taking terminal exams. Y11 & Y13. For Y7, Y8, Y9, Y10 & Y12 teachers will make notes on the common areas of strength and weakness that have been identified when marking the test. Teachers will use whole class feedback tab on the data entry spreadsheets when making the notes. All QLA will be completed within the marking window. 	Once per cycle after each key assessment
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with feedback based on the assessment. Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 	<ul style="list-style-type: none"> Once the assessment has been marked (within 2 working weeks) the next lesson will be dedicated to providing feedback on the assessment. Staff are expected to go common poorly answered questions using the assessment feedback proforma linked here: Assessment feedback Proforma.docx and provide students with the correct answers. This should be done before giving back scores or returning the tests. Staff are expected to use teaching strategies such as questioning, discussions & model answers and backwards fading to draw out correct answers from students during the lessons. 	Once per cycle after the marking of key assessments

		<ul style="list-style-type: none"> • Student improvements on the assessment feedback sheet should be made in red pen. • Mock exams (Y10/Y11) will be stored until the end of the year. Other assessments may be taken home by students. 	
3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> • Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. • This aids in the interleaving and retrieving of learning within the curriculum. • The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> • Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; • Pausing the curriculum to reteach areas that students have performed poorly in. • Revising areas students performed poorly in during revision time allocated on the teaching schedule. • Altering the 'do now's within lessons to retrieve information from poorly done topics. • Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. • Including knowledge quizzes within lesson based on the topics the QLA has identified. • Basing homework around the topics that the QLA has identified. • The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. 	Continually in every lesson

MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty Technology

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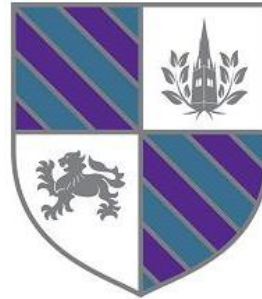
Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. These may include scaffolded questions. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group. • However, specific areas of prior knowledge will also be included in each test. The following % of prior learning will be included <p>KS3</p> <ol style="list-style-type: none"> 11. Term 1 – 50% 12. Term 2 – 60% 13. Term 3 – 100% <p>KS4</p> <ol style="list-style-type: none"> 1. H/T 1 – 40% 2. H/T 2 – 50% 3. H/T 1 – 60% 4. H/T 1 – 70% 5. H/T 1 – 80% 6. H/T 1 – 100% <ul style="list-style-type: none"> • The most important topics will be included within each assessment. • Appropriate levels of scaffolding may be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. • Each assessment will include relevant skills such as data analysis, investigative and practical based skills. The type of skill assessed will depend upon the LTP and the year group the assessment is related to. 	<p>KS3 = every term with low stakes tests in-between</p> <p>KS4 = every half term with low stakes tests in-between</p>

		<ul style="list-style-type: none"> A mixture of multiple choice, short answer and 6 mark questions will be included as well as; matching activities and tick box questions. The proportion of each question type will be based on key stage and ability once in KS4. Questions will get progressively more difficult as the assessment goes on. 	
3.2 - Marking assessment	<ul style="list-style-type: none"> Assessments must be marked in a timely manner following an assessment as per the school calendar. The marking of key assessment must be done by a teacher in green The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> Assessments will be marked in a timely manner All moderation will take place within 2 weeks to ensure a consistent and accurate approach to marking across the faculty. 	<p>KS3 = every term with low stakes tests in-between</p> <p>KS4 = every half term with low stakes tests in-between</p>
3.3 - QLA	<ul style="list-style-type: none"> Making note of any common area that students struggle with. This should then become the focus for feedback following the assessment. 	<ul style="list-style-type: none"> For Y7, Y8, Y9, Y10 & Y12 teachers will make notes on the common areas of strength and weakness that have been identified when marking the test. 	Once per cycle after each key assessment
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with <u>verbal</u> feedback based on the assessment. Feedback from the assessment must happen as soon as possible. 	<ul style="list-style-type: none"> Once the assessment has been marked, the next lesson will be dedicated to providing verbal feedback on the assessment. Staff are expected to go through the test and provide students with the correct answers. Student improvements on the assessment should be made in red pen. Assessments will be collected by teachers at the end of the lesson and stored until the end of the year. 	Once per cycle after the marking of key assessments

<p>3.5 - Informing curriculum adaptations</p>	<ul style="list-style-type: none"> • Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. • This aids in the interleaving and retrieving of learning within the curriculum. • The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> • Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; <ol style="list-style-type: none"> 10. Pausing the curriculum to reteach areas that students have performed poorly in. 11. Altering the 'do now's within lessons to retrieve information from poorly done topics. 12. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. 13. Including knowledge quizzes within lesson based on the topics the QLA has identified. 14. Basing homework around the topics that the QLA has identified. • The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. 	<p>Continually in every lesson</p>
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MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty: Food Technology

"I can do all things through Christ who strengthens me" Phillips 4 v13

"You have to apply yourself each day to becoming a little better. By becoming a little better each and every day, over a period of time, you will become a lot better." – John Wooden

Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group. • However, specific areas of prior knowledge will also be included in each test (Exempting year 7). The following % of prior learning will be included: • KS3: <ul style="list-style-type: none"> 14. Cycle 1 – 50% 15. Cycle 2 – 60% 16. Cycle 3 – 70% 17. Cycle 4 – 100% KS4: <ul style="list-style-type: none"> 1. Cycle 1: 50% 2. Cycle 2: 50% 3. Cycle 3: 60% 4. Cycle 4: 60% 5. Cycle 5: 100% 6. Cycle 6: 100% • The prior knowledge included will be determined by a QLA analysis. The most important topics will be included within each assessment. • Appropriate levels of scaffolding will be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. • The misconceptions identified on the LTP will be tested for within the assessment. 	<p>Key stage 3 will receive an assessment at the end of every term to reflect on their learning.</p> <p>Key stage 4 Will receive an assessment at the end of every half term in order to efficiently capture progress and adapt lessons if needed.</p>

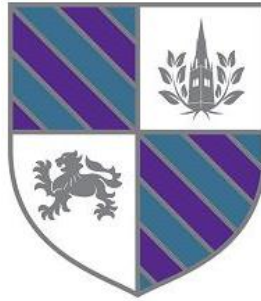
		<ul style="list-style-type: none"> • Each assessment will include relevant skills such as information retention, Key subject / topic analysis, Prior knowledge (Y8, 9, 10, 11) and practical ability. The type of skill assessed will depend upon the LTP and the year group the assessment is related to. • A mixture of short answer and 6 mark questions will be included as well as; matching activities and tick box questions (such as true and false statement questions). The proportion of each question type will be based on key stage and ability once in KS4. • KS3 test will include; 20% True or false questions, 30% short answer questions, 20% Practical ability & 30% mid to long answer questions. • KS4 foundation assessments will include a mixture of prior knowledge questions to analyse any gaps in foundation learning. Topic related questions and Practical related questions. A mixture of 2 markers and 4 markers. Exam terminology will be used as well as exam answer structure (PEE) which was identified as a weak point in the assessment feedback lecture. 6 marker questions will slowly be introduced and broken down to enable the building of confidence. • KS4 Higher assessments will include topic related questions, 6 Mark questions, 4 and 2 mark questions. Exam terminology will be used as well as exam answer structure (PEE) which was identified as a weak point in the assessment feedback lecture. • Questions will get progressively more difficult as the assessment goes on. • The exam will be produced by the subject lead using a reflection of the WJEC/EDUCAS Hospitality and Catering Level 1/2 past papers. Enabling learners to prepare for the layout of the boards exams. 	
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3.2 - Marking assessment	<ul style="list-style-type: none"> Assessments must be marked in a timely manner following an assessment as per the school calendar. The marking of key assessment must be done by a teacher in green The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> Assessments will be marked in a timely manner. All moderation will take place in a timely manner to ensure a consistent and accurate approach to marking across the faculty. 	As a minimum one assessment per term and half term cycle will be set and marked
3.3 - QLA	<ul style="list-style-type: none"> Once an assessment has been marked a question level analysis must be completed for exam year groups. For non-exam year groups staff when marking the assessment, they must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	<ul style="list-style-type: none"> The common Magnus QLA sheet will be used for year groups taking terminal exams. Y11 & Y13. For Y7, Y8, Y9, Y10 & Y12 teachers will make notes on the common areas of strength and weakness that have been identified when marking the test. Teachers will use a common sheet when making the notes. This sheet will then be given to the HoF. All QLA will be completed 1 week after the test has been completed by students. 	Once per cycle after each key assessment
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with feedback based on the assessment. Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 	<ul style="list-style-type: none"> Once the assessment has been marked (within a week) the next lesson will be dedicated to providing feedback on the assessment. Staff are expected to go through the test and provide students with the correct answers. Staff are expected to use teaching strategies such as questioning, discussions & model answers and backwards fading to draw out correct answers from students during the lessons. Student improvements on the assessment should be made in red pen. 	Once per cycle after the marking of key assessments

		<ul style="list-style-type: none"> Assessments will be collected by teachers at the end of the lesson and stored until the end of the year. 	
3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. This aids in the interleaving and retrieving of learning within the curriculum. The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; <ol style="list-style-type: none"> 15. Pausing the curriculum to reteach areas that students have performed poorly in. 16. Altering the 'do now's within lessons to retrieve information from poorly done topics. 17. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. 18. Including Low stake questions and Knowledge quizzes within lesson based on the topics the QLA has identified. 19. Basing homework around the topics that the QLA has identified. The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. 	Continually in every lesson

MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty: Construction

"I can do all things through Christ who strengthens me" Phillips 4 v13

"You have to apply yourself each day to becoming a little better. By becoming a little better each and every day, over a period of time, you will become a lot better." – John Wooden

Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. • Ability to demonstrate knowledge gained through practical exercise. • Create a structure from scratch using a method of drawings. • Demonstrate different methods of construction through different mediums. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group. • A practical demonstration of knowledge gained. • However, specific areas of prior knowledge will also be included in each test. The following % of prior learning will be included: <ul style="list-style-type: none"> 18. Cycle 1 – 10% 19. Cycle 2 – 20% 20. Cycle 3 – 40% 21. Cycle 4 – 60% 22. Cycle 5 – 80% 23. Cycle 6 – 100% • The prior knowledge included will be determined by a QLA analysis. The most important topics will be included within each assessment. • Appropriate levels of scaffolding will be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. • The misconceptions identified on the LTP will be tested within the assessment. Sustainability, Surface water, Environmental impact etc. • Each assessment will include relevant skills such as data analysis, graphical analysis, investigative and practical based skills. The type of skill assessed will depend upon the LTP and the year group the assessment is related to. All will be formed against the brickwork requirements. Different bonds etc. 	<p>During each half term cycle a minimum of one assessment must be built using the assessment criteria (set down and used by Edexcel)</p>

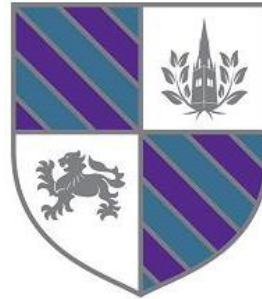
		<ul style="list-style-type: none"> • KS3 test will include; 50% Demonstration of brick work, 30% Risk assessment demonstration, 20% measurement of constructed unit. • KS4 foundation assessments will include a brick wall with a limited difference and no more than 5 mm tolerance. Also a risk assessment to cover the task in hand. • KS4 Higher assessments will include observations of laying bricks, colour and texture to provide a shape or object. • Questions against the criteria will get progressively more difficult as the assessment goes on. • An exam building a construction, demonstrating brick laying, wall building, H&S, self-evaluation. 	
3.2 - Marking assessment	<ul style="list-style-type: none"> • Assessments must be marked in a timely manner following an assessment as per the school calendar. • The marking of key assessment must be done by a teacher in green • The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. • The marking scheme to be current across the technology department. 	<ul style="list-style-type: none"> • Assessments will be verbally marked straightaway. • All feedback will be supportive to improve the construction of. • The moderation will form the basis of the feedback and support required to improve. 	As a minimum one assessment per half term will be set and marked – this assessment will predominantly be observation sheets to cover the assessment criteria set by the awarding body.
3.3 - QLA	<ul style="list-style-type: none"> • Once an assessment has been marked a question level analysis must be completed for exam year groups. • For non-exam year groups staff when marking the assessment, they must make a 	<ul style="list-style-type: none"> • The common Magnus QLA sheet will be used for year groups taking terminal exams. Y11 & Y13. • For Y7, Y8, Y9, Y10 & Y12 teachers will make notes on the common areas of strength and weakness that have been identified when marking the test. 	Once per cycle after each key assessment

	<p>note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option.</p>	<ul style="list-style-type: none"> Teachers will use a common sheet when making the notes. This sheet will then be given to the HoF. All QLA will be completed 1 week after the test has been completed by students. 	
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with feedback based on the assessment. Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 	<ul style="list-style-type: none"> Once the assessment has been marked and fed back the student will move to improve their structure – this will happen during their next lesson. Staff are expected to build the example required and scaffold the improvements. Staff are expected to use teaching strategies such as questioning, discussions & model answers and backwards fading to draw out correct answers from students during the lessons. Student improvements on the assessment will be given straight away. Assessments will be removed and broken down once assessed. 	Once per cycle after the marking of key assessments
3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. This aids in the interleaving and retrieving of learning within the curriculum. The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; <ol style="list-style-type: none"> Pausing the curriculum to reteach areas that students have performed poorly in. Altering the 'do now's within lessons to retrieve information from poorly done topics. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. Including knowledge quizzes within lesson based on the topics the QLA has identified. Basing homework around the topics that the QLA has identified. 	Continually in every lesson

		<ul style="list-style-type: none">• The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered.	
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MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty: Performing Arts

"I can do all things through Christ who strengthens me" Phillips 4 v13

"You have to apply yourself each day to becoming a little better. By becoming a little better each and every day, over a period of time, you will become a lot better." – John Wooden

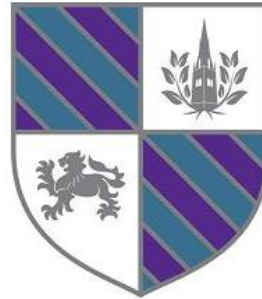
Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group. • KS3 Performing Arts are assessed on the following elements for each subject out of 50 every unit taught: <ul style="list-style-type: none"> • Music- Listening, Composition and Performing • Dance- Appreciation, Rehearsal, Choreography, Performing • Drama- Planning, Development, Performance, Evaluation • KS4 Performing Arts- Vocational course- Units are started in Year 10. 3 units in total. All coursework will be internally marked and moderated by the exam board. Controlled Test completed in final year and set by exam board. • KS4 Dance- However, specific areas of prior knowledge will also be included in each test. The following % of prior learning will be included: <ul style="list-style-type: none"> 24. Cycle 1 – 50% 25. Cycle 2 – 60% 26. Cycle 3 – 70% 27. Cycle 4 – 100% • The prior knowledge included will be determined by a QLA analysis. The most important topics will be included within each assessment. • Appropriate levels of scaffolding will be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. 	<p>During each 10 week cycle a minimum of one assessment must be built using the assessment criteria</p>

		<ul style="list-style-type: none"> The misconceptions identified on the LTP will be tested for within the assessment. Dance GCSE- A mixture of multiple choice, short answer and 6 mark questions will be included as well as; matching activities and tick box questions. The proportion of each question type will be based on key stage and ability once in KS4. 	
3.2 - Marking assessment	<ul style="list-style-type: none"> Assessments must be marked in a timely manner following an assessment as per the school calendar. The marking of key assessment must be done by a teacher and grades placed in the Performing Arts marking grid. The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> Assessments will be marked in a timely manner All KS3 assessments will be marked using the Performing Arts marksheets. All moderation will take place in a timely manner to ensure a consistent and accurate approach to marking across the faculty. 	As a minimum one assessment per 10 week cycle will be set and marked
3.3 - QLA	<ul style="list-style-type: none"> Once an assessment has been marked a question level analysis must be completed for exam year groups. For non-exam year groups staff when marking the assessment, they must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	<ul style="list-style-type: none"> The common Magnus QLA sheet will be used for year groups taking terminal exams. Y11 & Y13. For Y7, Y8, Y9, Y10 & Y12 teachers will make notes on the common areas of strength and weakness that have been identified when marking assessments. Teachers will use a common sheet when making the notes. This sheet will then be given to the HoF. All QLA will be completed 1 week after the test has been completed by students. 	Once per cycle after each key assessment
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to 	<ul style="list-style-type: none"> Staff are expected to use teaching strategies such as questioning, discussions & modelling, Do Now's and explicit teaching of skills to correct students' misconceptions and technique in the Performing Arts 	Once per cycle after the marking of key assessments

	<p>providing students with feedback based on the assessment.</p> <ul style="list-style-type: none"> Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 		
3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. This aids in the interleaving and retrieving of learning within the curriculum. The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; <ol style="list-style-type: none"> Pausing the curriculum to reteach areas that students have performed poorly in. Altering the 'do now's within lessons to retrieve information from poorly done topics. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. Basing homework around the topics that the QLA has identified. The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. 	Continually in every lesson

MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty: Social Science

"I can do all things through Christ who strengthens me" Phillips 4 v13

"You have to apply yourself each day to becoming a little better. By becoming a little better each and every day, over a period of time, you will become a lot better." – John Wooden

Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group, with a focus on the ambition questions. • However, specific areas of prior knowledge will also be included in each test. The following % of prior learning will be included: <ul style="list-style-type: none"> 28. Cycle 1 – 50% 29. Cycle 2 – 60% 30. Cycle 3 – 70% 31. Cycle 4 – 100% • This will look different in terms of the Level 1,2 and 3 BTEC courses as different units require different levels of prior knowledge and certain scaffolding is not allowed. • The prior knowledge included will be determined by a QLA analysis. The most important topics will be included within each assessment. • Appropriate levels of scaffolding will be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. Scaffolding will look different in the BTEC lessons as they will be allowed to use their books in certain components and use model materials. • The misconceptions identified on the LTP will be tested for within the assessment. • Each assessment will include relevant skills such as contrasting views, application and evaluation. The type of skill assessed will depend upon the LTP and the year group the assessment is related to. 	<p>During each 10 week cycle a minimum of one assessment must be built using the assessment criteria</p>

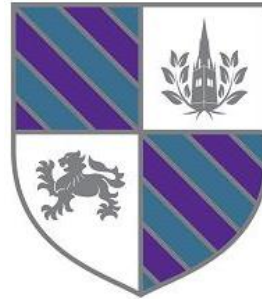
		<ul style="list-style-type: none"> • A mixture of multiple choice, short answer and 4,5 and 12 mark questions will be included as well as; matching activities and tick box questions. The proportion of each question type will be based on key stage and ability once in KS4 and the type of qualification. • KS3 test will include some subject terminology questions; some factual knowledge and understanding questions and application and evaluation questions. There will be clear opportunities for students to express their own worldviews and contrasting views. • KS4 test will focus on explanation and application of knowledge and will also focus on subject specific terminology. • KS5 tests will be completed as appropriate and will focus of the assessment objectives of the course, this will include all different types of questions that students will be required to answer in their exams/controlled assessments. • An exam builder tool will be used to create summative assessments as appropriate – exampro in Psychology. At KS4 and KS5 past papers will be used. 	
3.2 - Marking assessment	<ul style="list-style-type: none"> • Assessments must be marked in a timely manner following an assessment as per the school calendar. • The marking of key assessment must be done by a teacher in green • The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> • Assessments will be marked in a timely manner by a subject specialist (RE; Sociology). • All moderation will take place in a timely manner to ensure a consistent and accurate approach to marking across the faculty. This will be done with another subject specialist or TLB/MNT. • Whole class feedback should be given after an assessment. • Depending on the size and scope of BTEC work marking should be completed within 3-4 weeks. 	<p>As a minimum one assessment per 10 week cycle will be set and marked</p> <p>BTEC will fit to component timescales</p>

3.3 - QLA	<ul style="list-style-type: none"> Once an assessment has been marked a question level analysis must be completed for exam year groups. For non-exam year groups staff when marking the assessment, they must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	<ul style="list-style-type: none"> The common Magnus QLA sheet will be used for year groups taking terminal exams. Y11 & Y13. For Y7, Y8, Y9, Y10 & Y12 teachers will make notes on the common areas of strength and weakness that have been identified when marking the test. These should be used to complete a Social Science whole class feedback sheet. Copies of the Whole Class Feedback sheet will then be given to the HoF as part of QA. All QLA will be completed 2 weeks after the test has been completed by students by a specialist member of staff so it can inform planning. 	Once per cycle after each key assessment
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with feedback based on the assessment. Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 	<ul style="list-style-type: none"> Once the assessment has been marked (within a 1 – 2 week period) the next lesson will be dedicated to providing feedback on the assessment, this will take different amounts of time dependant on the assessment, the misconceptions and the level of assessment. Staff are expected to go through the test and provide students with the correct answers. Staff are expected to use teaching strategies such as questioning, discussions & model answers and backwards fading to draw out correct answers from students during the lessons. Student improvements on the assessment should be made in red pen. Assessments will be collected by teachers at the end of the lesson and stored until the end of the year. Misconceptions will become a focus for do now activities in lessons. Feedback on BTEC work will be completed in line with BTEC regulations and guidelines. 	<p>Once per cycle after the marking of key assessments</p> <p>In line with BTEC restrictions for these courses</p>

3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> • Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. • This aids in the interleaving and retrieving of learning within the curriculum. • The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> • Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; <ol style="list-style-type: none"> 29. Pausing the curriculum to reteach areas that students have performed poorly in. 30. Altering the 'do now's within lessons to retrieve information from poorly done topics- this should be ongoing not just one lesson. 31. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. 32. Including knowledge quizzes within lesson based on the topics the QLA has identified. 33. Basing homework around the topics that the QLA has identified. • The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. 	Continually in every lesson
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MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty: PE

"I can do all things through Christ who strengthens me" Phillips 4 v13

"You have to apply yourself each day to becoming a little better. By becoming a little better each and every day, over a period of time, you will become a lot better." – John Wooden

Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group. Skills and application in KS3 core PE. KS4 Share the CNat login. Saved past papers within the programme. KS5 using exam builder to create assessments in Unit 1. Constant low stakes throughout as Do Nows and end of section tests with multiple exam style questions. Unit 2, Unit 19, Unit 22 content taught until one of the questions can be answered. • However, specific areas of prior knowledge will also be included in each test. The following % of prior learning will be included: <ul style="list-style-type: none"> 32. Cycle 1 – 20% 33. Cycle 2 – 40% 34. Cycle 3 – 60% 35. Cycle 4 – 80% 36. Cycle 5 – 100% • The prior knowledge included will be determined by a QLA analysis. The most important topics will be included within each assessment. • Appropriate levels of scaffolding will be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. Basic structural scaffolding or example work when needed • The misconceptions identified on the LTP will be tested for within the assessment. • Each assessment will include relevant skills such as data analysis, graphical analysis, investigative and practical 	<p>During each 10 week cycle a minimum of one assessment must be built using the assessment criteria</p>

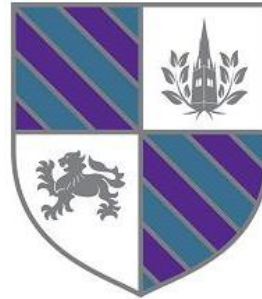
		<p>based skills. The type of skill assessed will depend upon the LTP and the year group the assessment is related to.</p> <ul style="list-style-type: none"> • A mixture of multiple choice, short answer and 6 mark questions will be included as well as; matching activities and tick box questions. The proportion of each question type will be based on key stage and ability once in KS4. • KS4 formative assessments will include exam style questions only. Other assessments can check application etc. • Questions will get progressively more difficult as the assessment goes on. • An exam builder tool will be used to create summative assessments. • For practical banding of students at the end of each sport based on agreed levels A to E. Assessment of skills, application and knowledge occurs throughout each rotation and monitored on tracking document 	
3.2 - Marking assessment	<ul style="list-style-type: none"> • Assessments must be marked in a timely manner following an assessment as per the school calendar. • The marking of key assessment must be done by a teacher in green or comments to be added to documents on Teams • The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> • Assessments will be marked in a timely manner. • All moderation will take place in a timely manner to ensure a consistent and accurate approach to marking across the faculty. • During lessons where staff see students' multiple times per week after misconceptions and teaching completed staff to monitor work as students are completing tasks and give feedback during the lesson. 	<p>As a minimum one assessment per 10 week cycle will be set and marked.</p> <p>GHF – no time to mark and feedback in the timescale allowed as per other subjects/mocks</p>
3.3 - QLA	<ul style="list-style-type: none"> • Once an assessment has been marked a question level analysis must be completed for exam year groups. 	<ul style="list-style-type: none"> • The common Magnus QLA sheet will be used for year groups taking terminal exams. Y11 & Y13. 	<p>Once per cycle after each key assessment</p>

	<ul style="list-style-type: none"> For non-exam year groups staff when marking the assessment, they must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	<ul style="list-style-type: none"> For Y7, Y8, Y9, Y10 & Y12 teachers will make notes on the common areas of strength and weakness that have been identified when marking the test. Teachers will use a common sheet when making the notes. This sheet will then be given to the HoF. All QLA will be completed 1 week after the test has been completed by students. 	
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with feedback based on the assessment. Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 	<ul style="list-style-type: none"> Once the assessment has been marked the next lesson will be dedicated to providing feedback on the assessment before the paper is returned. this could be part of the lesson or the whole lesson. Staff are expected to go through the test and provide students with the correct answers. Staff are expected to use teaching strategies such as questioning, discussions & model answers and backwards fading to draw out correct answers from students during the lessons. Student improvements on the assessment should be made in red pen. Assessments will be collected by teachers at the end of the lesson and stored until the end of the year. 	Once per cycle after the marking of key assessments
3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. This aids in the interleaving and retrieving of learning within the curriculum. The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; <ol style="list-style-type: none"> 34. Pausing the curriculum to reteach (new style/different format) areas that students have performed poorly in. 35. Altering the 'do now's within lessons to retrieve information from poorly done topics. 36. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. 37. Including knowledge quizzes within lesson based on the topics the QLA has identified. 	Continually in every lesson

		<p>38. Basing homework around the topics that the QLA has identified.</p> <ul style="list-style-type: none"> • The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. 	
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MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty Geography

"I can do all things through Christ who strengthens me" Phillips 4 v13

"You have to apply yourself each day to becoming a little better. By becoming a little better each and every day, over a period of time, you will become a lot better." – John Wooden

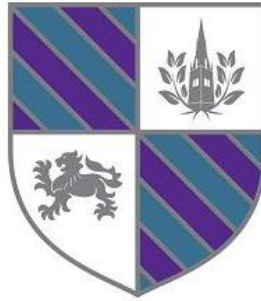
Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group. • However, specific areas of prior knowledge will also be included in each test. The following % of prior learning will be included: <ul style="list-style-type: none"> 37. Cycle 1 – 50% 38. Cycle 2 – 60% 39. Cycle 3 – 70% 40. Cycle 4 – 100% • The prior knowledge included will be determined by a QLA analysis (Y11/13). The most important skills will be included within each assessment. • Appropriate levels of scaffolding will be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. • The misconceptions identified on the LTP will be tested for within the assessment. • Each assessment will include relevant skills... The type of skill assessed will depend upon the LTP and the year group the assessment is related to. • A mixture of multiple choice, short answer and 6 mark questions will be included as well as; matching activities and tick box questions. The proportion of each question type will be based on key stage and ability once in KS4. • KS3 test will include; 40% short answer questions, 15% maths questions & 45% mid to long answer questions. • KS4 will be created using AQA exampro. 	<p>During each 10 week cycle a minimum of one assessment must be built using the assessment criteria</p>

3.2 - Marking assessment	<ul style="list-style-type: none"> Assessments must be marked in a timely manner following an assessment as per the school calendar. The marking of key assessment must be done by a teacher in green The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> Assessments will be marked in a timely manner. All moderation will take place within a timely manner to ensure a consistent and accurate approach to marking across the faculty. Definitive right or wrong answer will be marked by students in class. Longer answers to be marked by the teacher 	As a minimum one assessment per 10 week cycle will be set and marked
3.3 - QLA	<ul style="list-style-type: none"> Once an assessment has been marked a question level analysis must be completed for exam year groups. For non-exam year groups staff when marking the assessment, they must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	<ul style="list-style-type: none"> QLAs will be used for all year groups and created by teachers All QLA will be completed in a timely manner following an assessment. Teachers will use the QLA to address common areas of weakness in the assessment and plan feedback lessons accordingly. 	Once per cycle after each key assessment
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with feedback based on the assessment. Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 	<ul style="list-style-type: none"> Once the assessment has been marked (within two weeks) the next lesson will be dedicated to providing feedback on the assessment with an I do, we do, you do structure. Staff are expected to go through the test and provide students with the correct answers. Student improvements on the assessment should be made in red pen. Assessments will be collected by teachers at the end of the lesson and stored until the end of the year. 	Once per cycle after the marking of key assessments

3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> • Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. • This aids in the interleaving and retrieving of learning within the curriculum. • The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> • Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; <ol style="list-style-type: none"> 39. Altering the 'do now's within lessons to retrieve information from poorly done topics. 40. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. 41. Including knowledge quizzes within lesson based on the topics the QLA has identified. 42. Basing homework around the topics that the QLA has identified. • The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. • Staff will use assessments to identify areas of strengths and weaknesses in the curriculum and alter these accordingly 	Continually in every lesson
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MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty Humanities – MFL

“I can do all things through Christ who strengthens me” Phillips 4 v13

“You have to apply yourself each day to becoming a little better. By becoming a little better each and every day, over a period of time, you will become a lot better.” – John Wooden

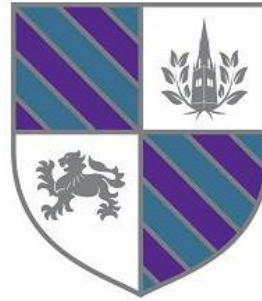
Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group. • However, specific areas of prior knowledge will also be included in each test. The following % of prior learning will be included: <ul style="list-style-type: none"> 41. Cycle 1 – 100% HT1 Curriculum 42. Cycle 2 – 35% HT1, 65% HT2 and 3 43. Cycle 3 – 25% HT1, 25% HT2 and 3, 50% HT4 44. Cycle 4 – 20% HT1, 20% HT2 and 3, 20% HT4, 40% HT5 • The prior knowledge included will be determined by a QLA analysis. The most important topics will be included within each assessment. • Appropriate levels of scaffolding will be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. • The misconceptions identified on the LTP will be tested for within the assessment. • Each assessment will include relevant skills such listening dictation, translation, extended writing and reading comprehension. The type of skill assessed will depend upon the LTP and the year group the assessment is related to. • A mixture of multiple choice, short answers in English and extended answers in French. The proportion of each question type will be based on key stage and ability once in KS4. • Numeracy will not be assessed in MFL assessments. 	<p>During each 10 week cycle a minimum of one assessment must be built using the assessment criteria</p>

		<ul style="list-style-type: none"> • KS4 assessments will include past paper questions lifted from Exampro. • Questions will get progressively more difficult as the assessment goes on. • An exam builder tool will be used to create summative assessments at KS4. 	
3.2 - Marking assessment	<ul style="list-style-type: none"> • Assessments must be marked in a timely manner following an assessment as per the school calendar. • The marking of key assessment must be done by a teacher in green • The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> • Assessments will be marked in a timely manner of their completion • Multiple choice questions will be marked by students. • Longer answers will be marked by the teacher • All moderation will take place within a timely manner to ensure a consistent and accurate approach to marking across the faculty. 	As a minimum one assessment per 10 week cycle will be set and marked
3.3 - QLA	<ul style="list-style-type: none"> • Once an assessment has been marked a question level analysis must be completed for exam year groups. • For non-exam year groups staff when marking the assessment, they must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	<ul style="list-style-type: none"> • The common Magnus QLA sheet will be used for year groups taking terminal exams. • Teachers will use the QLA to address common areas of weakness in the assessment and plan feedback lessons accordingly. • All QLA will be completed in a timely manner after the test has been completed by students. 	Once per cycle after each key assessment
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> • After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with feedback based on the assessment. 	<ul style="list-style-type: none"> • Once the assessment has been marked (within a week) the next lesson will be dedicated to providing feedback on the assessment. • Feedback will be given before the students get their scores. 	Once per cycle after the marking of key assessments

	<ul style="list-style-type: none"> Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. 	<ul style="list-style-type: none"> Staff are expected to go through the test and provide students with the correct answers. Staff are expected to use teaching strategies such as questioning, discussions & model answers and backwards fading to draw out correct answers from students during the lessons. Student improvements on the assessment should be made in red pen. Assessments will be collected by teachers at the end of the lesson and stored until the end of the year. 	
3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. This aids in the interleaving and retrieving of learning within the curriculum. The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; <ol style="list-style-type: none"> Pausing the curriculum to reteach areas that students have performed poorly in. Altering the 'do now's within lessons to retrieve information from poorly done topics. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. Including knowledge quizzes within lesson based on the topics the QLA has identified. Basing homework around the topics that the QLA has identified. The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. 	Continually in every lesson

MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy



Faculty - History

"I can do all things through Christ who strengthens me" Phillips 4 v13

"You have to apply yourself each day to becoming a little better. By becoming a little better each and every day, over a period of time, you will become a lot better." – John Wooden

Content	Key points of each aspect of the policy	Faculty adaptations	Time scale
3.1 - Content of the assessments	<p>Each assessment must meet the following criteria:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. • Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. 	<p>Each assessment will:</p> <ul style="list-style-type: none"> • Be based around specific areas identified within the LTP's for each year group. • However, specific areas of prior knowledge will also be included in each test. The following % of prior learning will be included: <ul style="list-style-type: none"> 45. Cycle 1 – 50% 46. Cycle 2 – 60% 47. Cycle 3 – 70% 48. Cycle 4 – 100% • The prior knowledge included will be determined by a QLA analysis. The most important topics will be included within each assessment. • Appropriate levels of scaffolding will be included to ensure students can demonstrate their knowledge of the curriculum. The amount of scaffolding will depend upon the key stage. Scaffolding will be removed as we move from KS3 to KS4. • The misconceptions identified on the LTP will be tested for within the assessment. • Second order concepts will be mapped out and tested throughout the year. For example, HT1 will have a question on causation and source analysis, HT2 will have a question on significance and interpretation analysis etc. • A mixture of 10-20 multiple choice and short answer questions for section one. Two essay based questions for section two, one of which will be based on the main enquiry question for that topic. (KS3) • KS4: questions using the GCSE question stems. History team to build assessments that include a variation of 	<p>During each 10 week cycle a minimum of one assessment must be built using the assessment criteria</p>

		<p>questions from the different GCSE topics that have been taught.</p> <ul style="list-style-type: none"> • Questions will get progressively more difficult as the assessment goes on. 	
3.2 - Marking assessment	<ul style="list-style-type: none"> • Assessments must be marked in a timely manner following an assessment as per the school calendar. • The marking of key assessment must be done by a teacher in green • The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. 	<ul style="list-style-type: none"> • Assessments will be marked in a timely manner following their completion • All moderation will take place in a timely manner to ensure a consistent and accurate approach to marking across the faculty. 	As a minimum one assessment per 10 week cycle will be set and marked
3.3 - QLA	<ul style="list-style-type: none"> • Once an assessment has been marked a question level analysis must be completed for exam year groups. • For non-exam year groups staff when marking the assessment, they must make a note of any common area that students struggle with. This should then become the focus for feedback following the assessment. However, a QLA can be used at KS3 if the faculty prefers this option. 	<ul style="list-style-type: none"> • QLA will be used for all year groups. • After Year 11 mock exams, a mini mock analysis to be completed by class teacher and provided to HOF. • All QLA will be completed in a timely manner after the test has been completed by students. 	Once per cycle after each key assessment
3.4 - Feedback based on assessment	<ul style="list-style-type: none"> • After the completion of the QLA document or the equivalent for non-examined year groups, time must be dedicated to providing students with feedback based on the assessment. • Feedback from the assessment must happen as soon as possible. The teacher 	<ul style="list-style-type: none"> • Once the assessment has been marked (within a fortnight) the next lesson will be dedicated to providing feedback on the assessment. • Staff are expected to go through the test and provide students with the correct answers. • Staff are expected to use teaching strategies such as questioning, discussions & model answers and 	Once per cycle after the marking of key assessments

	will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom.	<p>backwards fading to draw out correct answers from students during the lessons.</p> <ul style="list-style-type: none"> • Student improvements on the assessment should be made in red pen in books. • Assessments will be collected by teachers at the end of the lesson and stored until the end of the year. 	
3.5 - Informing curriculum adaptations	<ul style="list-style-type: none"> • Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. • This aids in the interleaving and retrieving of learning within the curriculum. • The quality of the assessment must also be considered following an assessment window. 	<ul style="list-style-type: none"> • Once the QLA has been completed it will be used to inform changes to the curriculum. This will include; <ol style="list-style-type: none"> 48. Pausing the curriculum to reteach areas that students have performed poorly in. 49. Altering the 'do now's within lessons to retrieve information from poorly done topics. 50. Making relevant links between the current topic being taught and topics the QLA has identified poor learning has taken place. 51. More scaffolding to be provided on questions that students collectively struggle with at KS4. 52. KS4 homework calendar questions will target areas of curriculum weakness. • The quality of the assessment will also be reviewed based on student performance. If students have underperformed or over performed the assessment may be altered. However, other factors such as QA and the quality of the curriculum should also be considered. 	Continually in every lesson