



ASSESSMENT POLICY

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

At Global Academy, we believe that it is essential that the assessment strategy is transparent, developmental, challenging and owned by the student. In addition, the assessment method must be valid for the form of work being measured and result in feedback that is timely, supportive and sufficiently detailed to empower the student to further their learning and to achieve.

2. Assessment Strategy principles

The Global Academy Assessment Strategy comprises of three strands:

- Capturing a holistic understanding of a student's starting point through initial assessment.
- Ensuring regular, developmental formative feedback is engaged between teachers and students
- Transparent and challenging targets are set at regular intervals which provide the student with the stepping stones required to exceed expectations

Central to these strands are the 'Assessment Points'. Assessment Points are review periods, which happen six times a year and give students, parents and teachers the opportunity to review progress, feedback and set new targets to ensure progress. At KS5, the End of Term Assessment Points (2,4 & 6) will usually last for one week to give time for formal meetings to take place in which teachers, students and parents can dedicate time to reflection, support, intervention and encouragement. At KS4 this will be completed at a Parents Consultation Evenings.

Assessment and Marking at Key Stage 4

3. Initial Assessment

- 3.1. All students in Key Stage 4 undertake a program of initial assessment during the first two weeks of each academic year. The outcome of the initial assessment will inform the overall target grade that the student will be set for the academic year. The initial assessment program will consist of the following stages:

Baseline Assessments: Every student will undertake the Cognitive Ability Test (CAT) to assess academic ability and to identify a starting point on joining the Academy. This CAT score will inform the target grade set for GCSE/A Level subjects. Students will also undertake a standardised Reading assessment (NGRT), as well as Progress Towards tests in English, maths and science.

Prior Attainment data: Global Academy will request data from students' previous settings such as Key Stage 2 Data (Year 10 Only) and GCSE Results (Year 12 Only)

- 3.2. The results from the initial assessment program including CAT score, will be combined with the student's prior attainment to set the overall target grade for the student.
- 3.3. For **Key Stage 4** students, this will be drawn from their Key stage 2 data and will be benchmarked at 4 levels of progress, based on individual grades for maths, English and science with a combined average score being used for all other subjects including vocational. All other assessments will then be used to decide how to set the challenging target in conjunction with the subject lead, Raising Standards Lead and the Vice Principal of Learning and Achievement.

- 3.4. All teachers will have access to the results of the initial assessments. These results will inform the students target grade but also be an essential teaching tool for teachers to help with differentiation and it is expected this will be reflected in lesson planning.


4. Assessment Feedback

- 4.1. Assessment feedback is one of the most important factors in engaging students and helping to move them forward, therefore it is critical that assessment feedback is of a high quality. It is important that the delivery method of feedback is considered in order for the feedback to be meaningful and impactful.
- 4.2. Providing students with effective feedback is central to our teaching. Feedback may be via written commentary in the students books or on Canvas or verbally in lessons. Where verbal feedback is given, it is also recommended that this conversation is recorded and stored on the students exercise book or on Canvas, so that they can access it again at a later date. In some cases, summative assessment points for example, written feedback is necessary as a formal documentation of achievement. Where this is the case, it is recommended that feedback is written in formal but accessible language, levelled to the student's comprehension ability and written in the second person.
- 4.3. The following principles for good quality feedback have been identified:
- It clarifies what good performance is (goals, criteria and expected standards)
 - It facilitates the development of self-assessment in learning
 - It provides high quality information to students about their learning
 - It encourages teacher and peer dialogue around learning
 - It encourages positive motivation beliefs and self-esteem
 - It provides opportunities to close the gap between current and desired performance
 - It provides information to teachers that can be used to help shape teaching

(Nicol, David J.: Macfarlane-Dick, Debra (2006). "Formative assessment and self-regulated learning: a model and seven principles of good practice". Studies in Higher Education).

5. Formative Assessment Feedback

- 5.1. Formative assessments are regular, on-going learning checks that supports students to recognise their understanding and continue to improve. It is expected that some form of formative feedback will be given to every student in every lesson and could include:
- a few words of verbal feedback after a question and answer
 - a quiz that checks the learning of the student
 - marking work in purple pen
- It is important that teachers build time into the lesson for students to reflect on their learning and formative feedback given by the teacher so that they can identify how to progress.
- 5.2. More in-depth formative feedback will take place at least every three weeks. Formative feedback will be recorded in the students' exercise books using the QMS Marking Sticker. In purple pen the subject teacher will give formative feedback and students respond to the feedback in green pen.
Where this is not applicable such as Media or other vocational subjects the formative assessment takes place on Canvas.

global academy	Date:
What Went Well:	
Even Better if:	
 Target	
Challenge Question:	
Student Response:	

- 5.3. Written work must be annotated for corrections in spelling, punctuation and grammar (SPaG) using the QMS literacy mark scheme.

CORRECTIONS			
SP	Spelling	P	Punctuation
G	Grammar	//	New Paragraph
C	Capital Letter	^	Missing word/s
FS	Full Stop	IS	Incomplete sentences

- 5.4. During formative feedback, not all work is assigned a grade – this should only come during Assessment points. Most studies show that attaching a grade to formative feedback reduces the effectiveness of the feedback and can actually limited progress
- 5.5. As with Assessment points, students should be required to respond to formative feedback and identify the steps they will be taking to improve, allowing for further ongoing dialogic feedback between the teacher and student.
- 5.6. Tracking and monitoring of effective marking and feedback will be managed at Department level and it will be the responsibility of the Head of department to define specific, appropriate marking requirements for their subject.

6. Feedback Via Canvas

- 6.1. Students in KS4 and KS5 media-based or vocational qualifications are required to submit evidence of their work and related assessments on Canvas.
- 6.2. Teachers use Canvas to give formal formative and summative feedback for the work submitted by students using either the Speedgrader annotation feature and/or the assignment comment box associated for each of student's submissions.
- 6.3. Summative assessments use the qualification-based assessment criteria as rubrics to let students know how they are performing for the work they have submitted and their progress through their media qualification.
- 6.4. Minimum feedback will highlight at least 1 strength and 1 weakness of the submitted summative work.

6.5. Once the results are published by the teachers, students may view these marks and any additional feedback through the 'Grades' section on their own Canvas accounts, for each of the relevant courses.

6.6. For non-Final Media Project assessments: (Units 1-7; Units 9-12 of the UAL CMPT and Units 1,2,4 & 5 of the UAL CP, for examples), students can receive a mark as below for each of the relevant assessment criteria:

- Not Yet Shown
- Passed but below expectations
- Meets expectations
- Exceeds expectations

6.7. For externally moderated assessments such as Final Media Projects (Units 8 & 13: CMPT; Units 3 & 6: CP*) students can receive a mark as below for each of the relevant assessment criteria:

- Fail
- Pass
- Merit
- Distinction

6.8. Once a term, pathway teachers conduct internal verification of marks for selected internal assessments as part of the UAL verification processes to ensure validity, appropriateness, and accuracy of teacher assessments.

7. Assessment points and Target Setting

7.1. To ensure continued improvement, it is important that students have clear, regularly reviewed and challenging targets set. This helps to develop students to exceed their expectations and to help make interventions where necessary. Targets will be set at four points during the year. The first target is set as a result of the initial assessment program and will give students and teachers the target grade. The remaining target setting points will be within the Assessment points throughout the academic year. During Assessment points students will be given their summative assessment feedback and have an opportunity to discuss their progress with each of their subject teachers.

7.2. In addition to tracking, progress against target grades, students will be provided with an Attitude to Learning (AtL) grade. Rating for AtL will be determined as follows:

Attitude To Learning Definitions

Please see below the definitions for Global Academy students Attitude to Learning (AtL) scores. These are based on professional judgement and best fit. Students do not have to meet all the criteria to be awarded that score.

<p>1 OUTSTANDING</p> <ul style="list-style-type: none"> • Punctual to every lesson • Meets every deadline • Completes class and homework to a high standard consistently • Extra independent research is evident • Brings all appropriate equipment to lesson • Respects the teacher and others in the class • Checks student portal all the time • Consistently takes part in a range of extracurricular activities • Excellent attitude in lessons, paying attention in class, hardworking, giving 100% effort • Correct full uniform at all times • Excellent team player • Passionate to do well in all lessons 	<p>3 REQUIRES IMPROVEMENT</p> <ul style="list-style-type: none"> • Class and homework isn't always completed to a good enough standard • Low level disruption in class • Not organised and often comes to lesson without appropriate equipment • Distracted and distracts others learning in lesson • Student is sometimes given verbal warnings during lessons • Occasionally gets detentions • Sometimes forgets equipment/homework • Contributes some ideas in group or classwork but relies on others • Not always doing their homework • Not achieving their target levels • Often late to lessons
<p>2 GOOD</p> <ul style="list-style-type: none"> • Evidence of independent research outside of lessons • Punctual to every lesson • Tries their best to meet their targets • Hardworking and attempts all class and homework to the best of their ability • Respectful to the teacher and other in the class • Uses the student portal • Does some extracurricular activities • Is proud to be a Global Academy student • Meets deadlines • Respects the learning of other students • Good effort in all classes most of the time • Correct uniform • Good team player 	<p>4 INADEQUATE</p> <ul style="list-style-type: none"> • Rarely meets deadlines • Little enthusiasm or contribution in lessons • Need to improve their behaviour • Classwork and homework not acceptable • Constantly issued an Incident or Lesson Alert • Late to lessons • Completes some class work but no homework • Hardly comes to lesson with appropriate equipment • Behaviour is unacceptable for most of the time in lesson • Distracts others learning and does not focus for most of the time • Disrespectful to teacher and other students • Sleep others from learning • Gets detentions regularly • Lacks focus • Disorganised • Poor behaviour and attendance • Never has equipment • Incorrect uniform

7.3. Rating for Professional Behaviour and Attendance will be set by the student's tutor, informed by discussion between the teaching team and in discussion with the student.

- 7.4. As a result of this process students will expect to have the following from Assessment points:
- An End of Year target grade
 - A current working at grade
 - A Predicted Grade
 - An ATL grade

Assessment and Marking at Post 16

This Assessment strategy specifically focuses on students in KS5 studying vocational UAL and RSL media qualifications in the Sixth Form (and Year 14).

The policy describes the assessment, recording, reporting and tracking system used in to monitor the levels of progress made by students in the Sixth Form.

Non UAL and RSL courses, such as GCSE Retakes and A Levels fall within the Key Stage 4 strategy.

7. Assessment Strategy principles

The policy is designed to

- Ensure that students in the Sixth Form are set clear targets
- Ensure there are processes for tracking student progress towards goals within their vocational studies.
- Enable timely interventions to ensure students cannot fall behind expected levels of progress
- Provide opportunities for staff to communicate student progress with all key stakeholders.

8. Initial Assessment

- 8.1. For **Post 16 students**, the baseline will be taken from the students ALPS score with the UAL qualification being mapped against the BTEC vocational benchmark. All other assessments will then be used to decide how to set the challenging target in conjunction with the subject lead, Director of Specialism and the Vice Principal of Learning and Achievement.
- 8.2. For **Post 16 students studying GCSE Retakes or A Levels**, the baseline will be taken from the students previous GCSE grading.
- 8.3. All teachers will have access to the results of the initial assessments. These results will inform the students target grade but also be an essential teaching tool for teachers to help with differentiation and it is expected this will be reflected in lesson planning.

9. Assessment Feedback

- 9.1. Due to the vocational nature of our qualifications – teaching staff are delivering consistent and ‘always on’ verbal feedback within the classroom and across formative assessments and tasks across the duration of the course. In short – this is day-to-day assessment, which provides a wide range of evidence of learning in specific contexts in order to shape the immediate next steps.
- 9.2. Students produce a regular ‘reflective log’ which is aligned with the marking principles of the Final Major Project and allows opportunities for self reflection and assessment – which is supported with student feedback.
- 9.3. Students use Canvas to receive regular idea of benchmarking of their work – particularly ‘final’ products which are aligned with “currently working towards a Pass/Merit/Distinction’ rubrics within the Canvas system. *For further detail refer to ‘6. Feedback via Canvas’.*

For further details on how UAL students are assessed within the ‘mastery model’– please see the following course documents:

- UAL Level 3 Diploma and Extended Diploma in Creative Practice: Art, Design and Communication (page 51)
https://www.arts.ac.uk/_data/assets/pdf_file/0022/305383/UAL558a-L3-DipandExtDip-Creative-Practice_05a.pdf

- UAL Level 3 Diploma and Extended Diploma in Creative Media Production and Technology (page 8)
https://www.arts.ac.uk/_data/assets/pdf_file/0018/14463/web-ready-Level-3-Diploma-and-Extended-Diploma-in-Creative-Media-Production-and-Technology-specification-v9.pdf
- UAL Level 4 Professional Diploma in Creative Enterprise (page 10)
https://www.arts.ac.uk/_data/assets/pdf_file/0023/305384/UAL558a-L4-ProfDipCreativeEnt_05a.pdf

For further details on how RSL Level 2 students assessed using 'majority and best fit' model – please see the following course document:

- RSL Level 2 Extended Certificate in Creative Digital Media (page 18)
<https://www.rslawards.com/download/10519/>

10. Assessment points and Target Setting

- 10.1. In the first half term at Global Academy sixth form - each student will be set targets of a 'Predicted Grade' for this the year for their UAL qualification using KS4 actual data. Once all the data has been collected, personalised targets will be set for each student by using GCSE APS.
- 9.2. Students without 5 x GCSEs at 4 or above will be placed in a one-year Creative Media Course working towards a Level 2 RSL qualification and will receive a target grade based on their GCSE grade.

GCSE Average Point Score	UAL Baseline Grade
4 > 4.88	PASS
4.88 > 6.22	MERIT
6.22 +	DISTINCTION

- 9.3. In Year 13 – the target grade at start of term will be based on their mid-point UAL grade received in the Year 12 FMP.
- 9.4. These will be reviewed by the Media Department and revised as required based on discussion between Pathway Leads and SLT – particularly for internal students who undertook the UAL Level 2 qualification and have a demonstrated history of success in creative media production. These baseline grades will be uploaded to Arbor and shared with students

10. Tracking Student Progress

- 10.1. Progress for each student will be measured **termly** by Pathway Teachers, Pathway Leads and the Director of Specialism under the direction of the Principal.
- 10.2. In each subject, students will each be RAG rated based on their current progress and predicted expected progress.
- 10.3. Student progress should also be reviewed and flagged earlier if a subject teacher has concerns about the progress of any student.
- 10.4. All students will be given a '**Currently Working At**' - Denotes what grade a student is likely to get should they continue to work at the level they currently are, not the grade they would get if they were to be assessed at that point and a '**Attitude to Learning Grade**'
- 10.5. Due to the mastery model of the UAL qualification's - this will be based on a teacher's knowledge of the cohort, their attendance and punctuality, any grades available from completed assignments and, most significantly, the teacher's professional judgement.
- 10.6. The Attitude to Learning Grade will use the same scale as Key Stage 4 and based on a rating of 1-4.

11. Recording and Communicating Progress

- 11.1. Global Academy Sixth Form will report KS5 student progress and attainment to students and parents on a **termly** basis. The report will include details on current attainment, predicted/target grades, details of ATL score and attendance. This form of periodic assessment - gives a clear profile of students' achievements across each subject and informs and shapes future planning and improvement targets.

	Year 12	Year 13	Year 14
Autumn Term	Reports released w/c 13 th December	Reports released w/c 13 th December	Reports released w/c 13 th December
Spring Term	Reports released w/c 28 th March	Reports released w/c 28 th March	Reports released w/c 28 th March
Summer Term	No report – FMP grade will be shared with the students/parents in September and included on Y13 Autumn Term report.*	No report – FMP grade released in August (A Level Results Day)	No report – FMP grade released in August

- 11.2. Outside of the three data drop points – there will be termly updates to inform parents about what their child is studying and how they can support them.
- 11.3. In addition - there will also be an opportunity in the Spring Term for parents to meet with KS5 / Pathway teachers for a formal virtual discussion on progress. At large – this is focused around transitional assessment, where these judgements and insights can be more formally shared between students, parents and teachers at transitional points between years. In Year 13 – this has a focus on preparation for next stages – eg. University or where appropriate, careers advice and guidance.

12. Interventions

Following the analysis of individual student progress, interventions will be made where:

- students are missing expected targets
- students are highlighted as being at risk for missing expected targets.
- students are regularly exceeding expected targets (stretch and challenge intervention)

Should any students demonstrate considerable evidence of missing expected targets and a low ATL score – a learning conversation will take place between Pathway Leads, SLT, the student and parent in which a discussion on the suitability of the course and **ultimately a review on their place** at Global Academy in particular within the **first half term of Year 12**.

Where an intervention is required (positive or negative) – teachers will engage with parents either by email, a phone call or arranging an in-person meeting at the Academy or on Teams/Zoom.

13. Quality Assurance Process

- 13.1. All assessment will go through a quality assurance process. In Media all work must be marked by the main delivery teacher with grades and feedback recorded on a formative feedback form or summative spotlight report. The nominated internal verifier for the course will then moderate a 10% sample of the grading and feedback against the student work to ensure consistency and accuracy. The final stage will be an external moderation of the sample with the delivery teacher grades and feedback and the internal verifier commentary. For further guidance see the Quality Assurance Policy.
- 13.2. All KS5 teachers undergo regular Continuous Professional Development training and take part in an “assessment standardisation” process each term run by the Head of KS5 curriculum. This ensures a clear and consistent approach to assessment across the department.