



Assessment Policy

Person responsible: Sherree Watkins-McGill

Date adopted: November 2019, November 2020, 19th November 2021

Date of next review: November 2022

Chair of Governors: Michael York

A handwritten signature in black ink, appearing to read 'M. York', is written over the name of the Chair of Governors.

Queensbury School

Assessment Policy

Introduction

Assessment at Queensbury School is a vital component in ensuring that high quality teaching and learning takes place throughout the school. Assessment focuses on measuring achievement and attainment for every student across every subject and year group and should be consistent, meaningful and manageable.

The main objectives for assessment are:

- Ensuring every student knows how well they are doing in each subject area and what they need to do in order to improve.
- Ensuring every teacher is equipped to make well-informed judgements about students' attainment and how they can plan to improve it.
- Ensuring every parent knows how well their child is doing, what they need to do in order to improve and how they can support their child in their learning.
- Ensuring that workload for teachers is sustainable and efficient, assessment informs the next steps in sequenced learning of the young person and aids staff in frame working and scaffolding the curriculum.

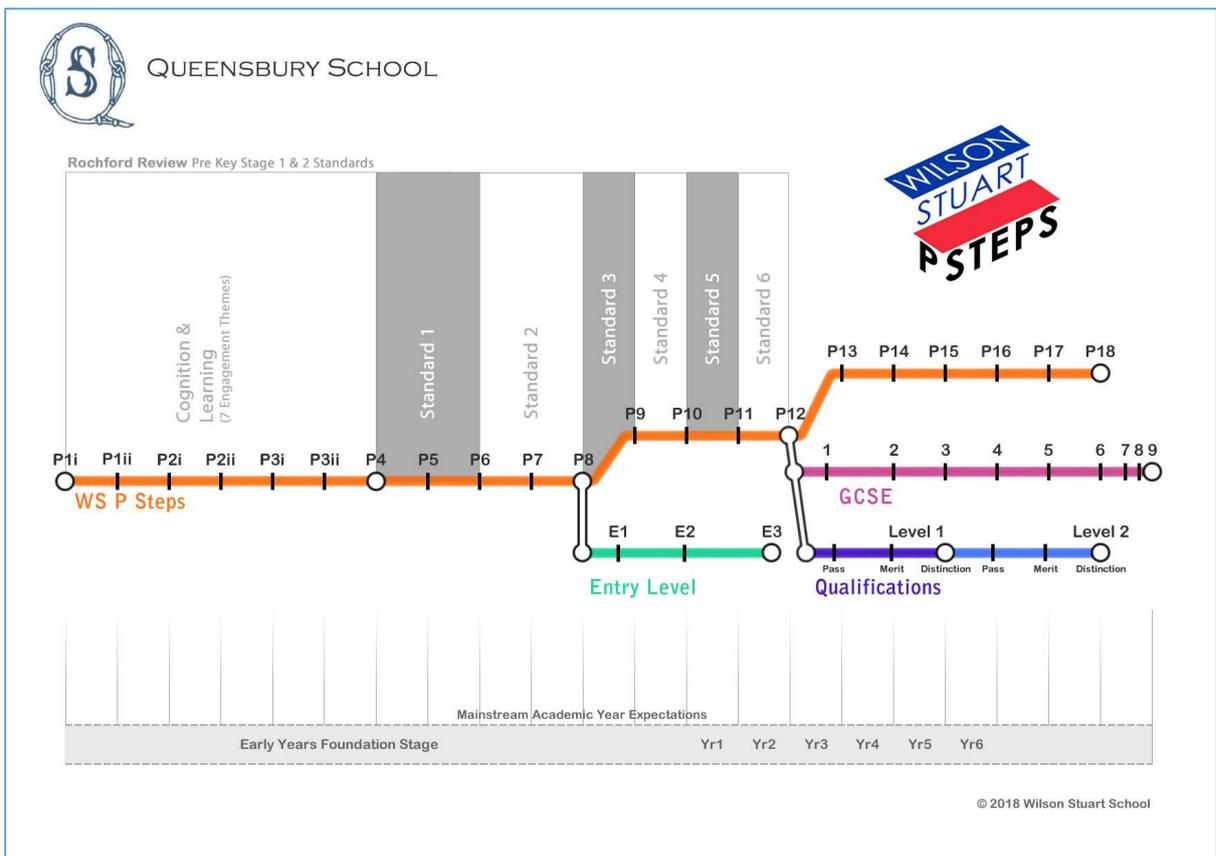
Assessment is integral to good teaching and learning. Assessment at Queensbury allows learners to show what they understand and can do, identifying both strengths and barriers to progress, informing Teachers' planning and enabling Interventions to be implemented in order to support progress and personalize teaching and learning.

Assessment System – Solar & WS P Steps

Queensbury School has recently implemented a new Assessment System in order to ensure effective and consistent assessment, recording and reporting across the school. This system - SOLAR – uses the Wilson Stuart P Steps continuum in order to assess students in Key Stages 3 & 4 and Future Steps to assess students in Key Stage 5. This system incorporates the original P Levels at the lower end and stretches up to the new mainstream National Curriculum

enabling us to challenge every student, in all subjects across the school, regardless of ability.

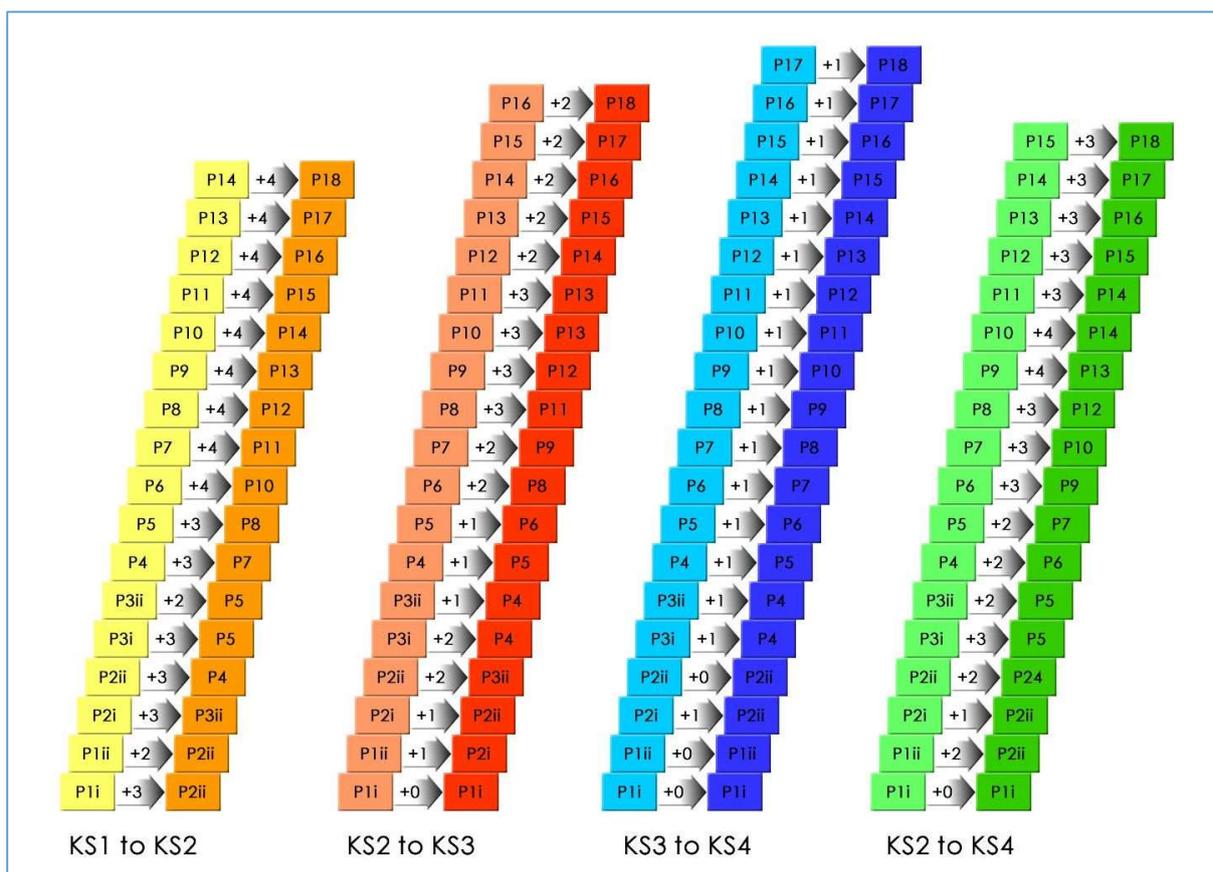
Baseline assessments establish an accurate baseline for students within their first half term at Queensbury. Targets are set following baselining. Ongoing assessments are then made in relation to past performance and targets. Students' achievements are recorded electronically using SOLAR and annotated evidence is uploaded onto each students' individual assessment page. SOLAR Descriptor sheets are displayed in the front of all students' books, so that students are clear about what they need to achieve in order to progress in each subject. Assessment is rigorous, based on reliable judgements about how learners are doing in each subject, related to national standards.



Target Setting

The WS P Steps system has a built in Target Setting facility which enables Teachers to predict where a student should be in each subject area, dependent upon their age and starting points. This enables Teachers to set challenging annual targets, with students aiming to reach their projected end of Key Stage expectations. This also helps Staff, students and parents to understand what we expect of our students in order to ensure excellent progress.

Targets are set for the end of each term, the end of each year and end of each Key Stage. Students falling behind or needing additional support will be referred to our Heads of Faculties and Intervention Support Team who will support the students with strategies in order to keep progress on track. Where students have made exceptional progress and exceeded their aspirational target these will be adjusted accordingly.



Data Analysis

The SOLAR Assessment system is also used for Data Analysis. Progress information is inputted by Teachers and then at three points during the year (October – February – June) we will use the assessment data in SOLAR for

analysis. The Teachers, Heads of Faculties and the Senior Leadership Team then monitor each students' progress and attainment.

This data analysis within SOLAR checks students' progress against the school expectations; Targets set for Term, End of Year and End of Key Stage. Students' progress is rag-rated against national expectations and enables intervention strategies to be implemented for those students not on course to achieve their target.

Moderation & Monitoring

Regular internal Moderation Meetings are held with all Staff in order to moderate Baselines and ensure continuity and progression. External Moderation Meetings are also attended by Heads of Faculties and Teaching Staff. Progress Meetings between Heads of Faculties and the Senior Leadership Team are held termly in order to discuss Faculty progress, data and interventions. The strengths and development areas for each Faculty; as identified by the Data Analysis; are explored and Heads of Faculties indicate any Intervention Strategies to be implemented in order to address any issues raised. These meetings are essential in ensuring consistent judgements are made across the school and in enabling the tracking of progress and the evaluation of the impact of teaching and learning.



Matrix Report

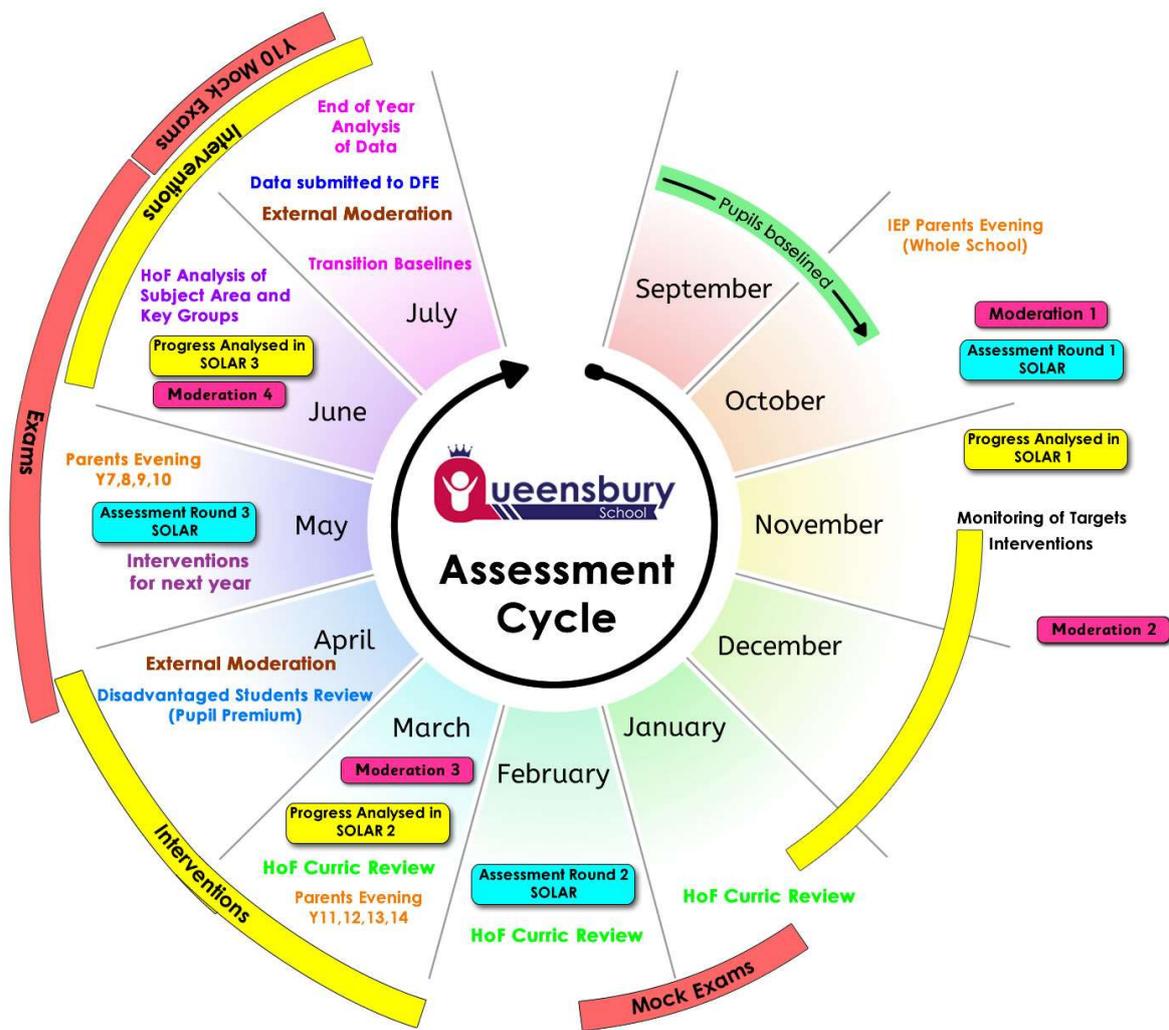
for 38 pupils, generated at 11:47 09/11/2021 by Sherree Watkins

Year Groups: Year 9,

Subject	Below Target	Just Below Target	On Target	Exceeded Target
WS P Steps (KS3 KS4) Literacy - Communication, Vocabulary, Grammar and Punctuation	32%	42%	18%	8%
WS P Steps (KS3 KS4) Literacy - Reading	16%	29%	44%	11%
WS P Steps (KS3 KS4) Literacy - Writing	11%	21%	50%	18%

Assessment Cycle

The Queensbury Assessment Cycle, highlighting the schedule of Baselining, assessing progress, Moderation, Data Analysis, monitoring of targets and Interventions has been created to ensure all stakeholders are aware of the various elements of Assessment and when these take place throughout the school year.



Data Analysis is reported termly to the LGB and the School Improvement Partner. A Progress & Achievement Data Report is also compiled and reported annually. A summary of students' progress and attainment is available on the school website.