

Assessing student progress

Below is a summary of our approach to assessing and monitoring students to support them in achieving their potential.

Assessment for Learning

We assess students each lesson via a wide range of strategies, including targeted question and answer sessions, looking at their class work, homework tasks and low stakes tests/quizzes. This allows us to establish where students are in their learning in between formal tests, where they need to go next and how to get them there. It also means we can give students feedback about what they are doing well and address any misconceptions so that they don't build up.

Formal Assessment

In addition to ongoing assessment in lessons, curriculum teams set a minimum of one significant standardised piece of work once per half-term up until the final term of year 11 where the focus is on preparing students for the external exams.

In Year 11, students sit mock exams in all subjects in November and then again in March. These mocks are scheduled and roomed centrally by the exams team, and subject areas set full exam papers as practice for the summer exams. All mock exams take place in school under the same conditions as the external Year 11 exams. Mock papers are marked with a common mark scheme and grade boundaries are used to determine grades, as happens when students sit their GCSE exams.

PINS

PINS is our method for giving feedback for assessments, including mock exams. This allows teachers to make students aware of what they can do well and provide guidance on what they can do to improve.

Students will receive feedback in the following format for all subjects:

P	P = Positives What the student has done well
I	I = Improvements What the student needs to do to improve
N	N = Next steps An <i>action</i> or <i>activity</i> completed by the student using a red pen. Examples: <ul style="list-style-type: none">• A re-draft, correction or edit• A further practice question• An extension task
S	S = Student response Evidence that the student has completed their next steps task

Intervention

In Year 11, we run an extensive intervention programme. The timing, quantity and nature of intervention will vary to suit students' individual needs, but all Year 11 students will be involved in some small group intervention work with subject specialists at some point in the year. For students who work well independently and are making good progress, this opportunity to seek clarity on a personalised level is still useful.