

REVIEWED:

SEPTEMBER 2022

REVIEW DATE:

SEPTEMBER 2024



**ASSESSMENTS
POLICY**

DUIHS

Introduction

In 2020 the assessment structure was reviewed on the basis of (a) data, (b) assessment resources and (c) descriptors. Where Ks3 and year 9 was involved, data was found to be inconsistent and further investigation revealed a poor structure in assessments. As such, the decision was taken by SLT to review students in terms of ability and to seek external, accredited, approved and validated provisions to assess baselines for year 7s and graded abilities for 8-10. Data for year 11 is accepted where GCSE is concerned, as the criteria is dependent on the GCSE/iGCSE code and exam board. The decision was further pressed upon due to the 'study-gap' left by the Covid-related closure.

1. Baselines (and re-establishing levels 2020-21)

Initial Judgement

Every student is given a Baseline when they start at Darul Uloom. This Baseline is a graduated level generated from students' cognitive ability in Mathematics & English which is judged from the following;

- i. KS2 SAT results for all students (converted to a 9-1 level system)
- ii. KS2 TA for students who did not sit their KS2 SAT
- iii. **Online assessments provided by Hodder to validate and/or assign baselines (accredited)**

Where great discrepancy is observed in steps (i) and (ii) of the above, the baseline will be accepted from step iii.

Baseline Categorisation

There are three categorisations of baselines:

- i. **SAT based** (or one of the aforementioned steps): As nationally accepted forms of assessment, SAT scores will be accepted as appropriate baseline markers
- ii. **Independent:** Accepting that many of the subjects taught in DUIHS may not have been thoroughly, or at all, studied or grade in previous schools, baselines will be tested for in the case of ICT, Arabic, Creative Arts/Graphic Design and PE
- iii. **Average:** Science, Islamiyat, RS, Humanities and PHSCE baselines will be determined by an average of English and Math scores. This decision is based on the subjects' key components. English focuses on the ability to read, write, speak, listen and analyse effectively whilst Math relies on calculation, logic and analysis; skills that the aforementioned subjects all rely on for success. Science presents the anomaly of knowledge in this equation and therefore, the justification is the fact that students will have studied Science in previous years with the same or similar dedication to English and Math.

Finalisation and ratification of baseline:

To confirm the validity of above steps, and to establish the most accurate starting points in pupils' journeys, year 7 pupils (and new starters) will participate in baseline assessments in the third week of the school's new academic year, following the induction and integration weeks.

Pupils will be tested according to the assessment objectives and descriptors associated with their subjects. The assessments will not have a preparational period in order to allow an unfiltered understanding of the pupils, their learning styles and current abilities.

2. GCSE Target Grades

The expected progress grade is based upon 3 levels of progress which only indicates satisfactory progress; this grade is used to identify potential underachievement by students. Although the Expected progress grade is challenging for some students, it is not challenging enough for the more able students, therefore slight adjustments made to the Expected progress grade gives us a realistic but challenging Target grade for each student. The table below shows the comparison between Baseline- Expected progress grade – Target grade.

Baseline	Expected Progress Grade	Target Grade	Ambitious Target
5+	8+	9+	N/A
5	8	9	9+
5-	8-	9-	9+
4+	7+	8+	8+
4	7	8	9
4-	7-	8-	9-
3+	6+	7+	8+
3	6	7	8
3-	6-	7-	8-
2+	5+	6+	7+
2	5	6	7
2-	5-	6-	7-
1+	4+	5+	6+
1	4	5	6
1-	4-	5-	6-
TA	3+	4+	5+
TA	3	4	5
TA	3-	4-	5-

3. Data Collection

Data is collected twice a term for all year groups 7-11 in the form of a Forecast GCSE grade. This grade is a forecast made by subject teachers through a moderation of summative and formative assessments. Each input of data will determine whether the student is 'On-target', 'Below Target' or 'Above Target'.

4. Accuracy of Forecast Grades

In order for staff to accurately forecast what a student will achieve by the end of KS4 they must make use of progress charts. These progress charts are agreed within departments to show what the progress journey for each child should look like if they are to be on track to achieve their target grade.

With the aid of these KS2-KS4 progress charts, departments can accurately use their **current assessment data** to generate a Forecast grade for each individual student. An example progress chart is shown below:

B.Line	7AU	7SP	7SM	8AU	8SP	8SM	9AU	9SP	9SM	10 AU	10SP	10SM	11 AU	11SP	Ks4 Target
6+	6+	7-	7	7	7+	8-	8-	8	8+	8+	9-	9	9	9	9+
6	6	6+	7-	7-	7	7+	7+	8-	8	8	8+	9-	9-	9-	9
6-	6-	6	6+	6+	7-	7	7	7+	8-	8-	8	8+	8+	8+	9-
5+	5+	6-	6	6	6+	7-	7-	7	7+	7+	8-	8	8	8	8+
5	5	5+	6-	6-	6	6+	6+	7-	7	7	7+	8-	8-	8-	8
5-	5-	5	5+	5+	6-	6	6	6+	7-	7-	7	7+	7+	7+	8-
4+	4+	5-	5	5	5+	6-	6-	6	6+	6+	7-	7	7	7	7+
4	4	4+	5-	5-	5	5+	5+	6-	6	6	6+	7-	7-	7-	7
4-	4-	4	4+	4+	5-	5	5	5+	6-	6-	6	6+	6+	6+	7-
3+	3+	4-	4	4	4+	5-	5-	5	5+	5+	6-	6	6	6	6+
3	3	3+	4-	4-	4	4+	4+	5-	5	5	5+	6-	6-	6-	6
3-	3-	3	3+	3+	4-	4	4	4+	5-	5-	5	5+	5+	5+	6-
2+	2+	3-	3	3	3+	4-	4-	4	4+	4+	5-	5	5	5	5+
2	2	2+	3-	3-	3	3+	3+	4-	4	4	4+	5-	5-	5-	5
2-	2-	2	2+	2+	3-	3	3	3+	4-	4-	4	4+	4+	4+	5-
1+	1+	2-	2	2	2+	3-	3-	3	3+	3+	4-	4	4	4	4+
1	1	1+	2-	2-	2	2+	2+	3-	3	3	3+	4-	4-	4-	4
1-	1-	1	1+	1+	2-	2	2	2+	3-	3-	3	3+	3+	3+	4-

5. Using Progress Charts

Example – Let us suppose a student has a baseline of 2+ in this subject (English) and he is in Year 8. He will therefore have a Ks4 target grade of 5+ provided he ended year 7 on 3. If he attains in his Spring end-of-term assessment a 3-, then we can use the progress chart above to determine his forecast grade. Moving across from 2+, if the student continues this rate of progress, he/she is on a forecast grade of 5+. The formulaic validity of this charting matrix is derived from an analysis of demographic review over a 5-year GCSE attainment and progress evaluation, and national comparisons, and will be reviewed every three years to meet adjustments of boundaries, thresholds and other changes.

6. Assessments

Normally, each class will undergo three formalised summative assessments a year (two in year 11) – one at the end of the first term, one at the end of the second and a final exam at the end of the last. EOT Autumn and EOY will be presented by report to parents via HUBmis. The assessments will correlate with the schemes of work/subject overviews. Grades will be assigned using descriptors scaled on a gradient 9-1 structure (e.g., of level '6', '6+' is the highest, '6' is mid achievement and '6-' is lowest). Thresholds will vary between year groups, with assessments being set to allow scoring according to a maximum grade cap. Where students are higher ability and demonstrate progressive capacity, achieving the highest 'challenge grade' will precedent a need for them to attempt an examination of a higher rank – i.e., of a higher threshold subject to a higher age group. However, subject practitioners host the discretionary right to increase the capacities in any year group with effective rationale. For instance, if most, if not all, year 7 pupils are already capable of a '3+' attainment in during the summer assessment, it is advised that the exam thresholds are increased to 4/4+. Year 10 and 11 thresholds are ill-advised, as mocks should be reflective of true-exam-scenarios.

The assessments should be **CUMULATIVE**, just like GCSE. They should assess all material done in the year so far. This will also encourage learning of earlier work and avoid grade fluctuations. The summer assessment should assess content covered throughout the whole year.

Recommended level (min) thresholds per assessment/year				
Assessment	Year 7	Year 8	Year 9	Year 10
End-of-Autumn: Expected	1	2-	2+	4-
End-of-Autumn: Mid-range	1+	2	3-	4
End-of-Autumn: Challenge	2-	2+	3	4+
End-of-Spring: Expected	1+	2	3-	5-
End-of-Spring: Mid-range	2-	2+	3	5
End-of-Spring: Challenge	2	3-	3+	5+
End-of-Year: Expected	3-	3+	4	6-
End-of-Year: Mid-range	3	4-	4+	6
End-of-Year: Challenge	3+	4	5-	6+

A practitioner is discretionally in a position to insist on higher thresholds, provided accurate measurement of progress and pupils aptitudes are taken, and appropriate rationale is provided. In the case where exceptional standards seem apparent, where, for example, a pupil is exceeding his age-based thresholds, teachers are encouraged to examine the pupil on a higher threshold. This may mean, for example, a year 8 pupil who is maximising marks to attain a level 4 during the End-of-Year assessments, should be provided the opportunity to attempt a paper based on the year 9, End-of-Autumn thresholds.

Additionally, Year 11 will also take a total of 3-mock examination as per JCQ requirements. This data will be used and retained for progress reporting and for the establishment of predicted grades.

Post-Covid Closure statement: With a several gaps caused by the lockdown in 2020 and in early-2021, students undertook additional checkpoint assessments - one at the end of the opening month and one prior to the end of the first half-term to determine shortcomings (see step iii. of section 1 above). Further decisions regarding assessments during the Winter 2020/21 Lockdown is to be determined following awaited government decisions. Current assessments are difficult to validate and thus, progress will be monitored through an accumulation of moderated and marked tasks set through the Google Classroom. Using its algorithms, an average score will stand in substitute for progress-grades. Upon return, the intention is to administer a new checkpoint assessment

English (20/21 Year 11) Block C		Stream Classwork People Grades									
Sort by last name		6, 20... 1 - Ripti...	Nov 9, 2020 06/11 - Descripti...	Nov 2, 2020 23/10 - Speech...	Oct 15, 20... 07/10 - Evaluatin...	Oct 3, 2020 28/09 - Consequ...	Oct 1, 2020 24/09 - Question...	No due date 21/09 - Using...	Sep 21, 20... 15/09 - Am 1...	Sep 14, 20... 10/09 - Photo?	Sep 18, 20... Summer Assignm...
Class average			N/A	26.33	4.41	N/A	5	9.12	49.63		
Student 1	0	___/40 Done late	Turned in Done late	31 Done late	Not assigned	5 Done late	5 Done late	13 Done late	27.65		
Student 2	0	___/40 Done late	Turned in Done late	19 Done late	Not assigned	7 Done late	7 Done late	10	0		
Student 3	ing	Missing	Missing	Missing	Not assigned	Missing	Missing	Missing	Missing	Missing	
Student 4	0 late	___/40 Done late	Turned in Done late	29 Done late	Not assigned	1 Done late	6 Done late	6 Done late	47		
Student 5	0 late	___/40 Done late	Turned in Done late	___/40 Done late	Not assigned	8 Done late	8/8 Done late	16 Done late	70 Resubmitted		
Student 6	ing	Missing	Missing	___/40 Done late	Missing	___/8 Done late	0 Done late	Missing	___/125 Done late		

Year 11, with their GCSEs upcoming, will be reviewed earlier than other year groups starting with strict measures set in place to administer online mock examinations. Using English as a starting point, the following strategy has been and will be adopted where necessary to collate evidence and determine progress and predicted grades (further to Ofqual's decision to eliminate examinations for a second year in-a-row):

- Students will set-up a camera to record them for the duration of the mock examination whilst they await its release
- Upon release of the exam, students will download the exam papers and prepare as they have been trained for through end-of-term assessments
- They will begin their exams at the allocated time
- Upon completion, they will reveal each page of their exams to the camera and conclude
- Within 30 minutes of concluding their exams they will scan the pages of their exam scripts and upload it to the submission point
- The upload of papers will be succeeded by upload of the recordings
- The papers are then to be secured and either delivered or posted to a secured and sanctioned point at the school when it is safe to do
- This will be graded by the subject-specialist

- **Assessment Construction and Standardization**

All assessments must be in place for all subjects and all year groups and all courses within a year group. The construction of the tests must mirror actual GCSE criteria and similar for Ks3. Each subject will adhere to a level-description approved and ratified by the curriculum leader(s), and a corresponding strategy to provide accurate levels. This will involve the validated and professional discretion of expert practitioners and may involve the acquisition and/or consultation of accredited external services. Assessments must be standardised across the Year Group and moderated to ensure exact application of marking criteria.

- **Use of Target and Forecast Grades**

All staff should ensure that all data entry points (HUBmis) have up-to-date target grades in them, forecast grades and areas of improvement for each of the 3 cycles of data collection.

- **Assessment Data entry (Data Collection) / Report writing**

Each teacher will log their data directly into the school HUBmis system by navigating to the correct selection point. Each terms teachers are required to provide a level to each student for their respective subjects based on formative assessments over the term. Autumn and Summer End-of-term assessment levels need to be accompanied with report-elements that include (i) judgement of progress marked by 'A' for outstanding progress, 'B' for on-target progress and 'C' for inadequate progress, (iii) three targets that instruct students specifically on necessary development. (Guides and tutorials provided (a) during induction for new-starters, (b) during training, (c) prior to each assessment by relevant heads of department and (d) upon request).

English
(English 10)

Teachers:
Mr A Ali

Student Name	Current Level	Target
	6-	Select an Option
	7	Select an Option
	7-	Select an Option
	6+	Select an Option
	6	Select an Option
	6-	Select an Option
	4-	Select an Option
	5-	Select an Option
	6-	Select an Option
	7-	Select an Option
	5-	Select an Option

Mr A Ali

Target 1

Utilise the PEEE structure to

Target 2

Write your comments here...

Target 3

Write your comments here...

- **Data Usage**

Full data will be accessible to school staff members, and pupil-specific data will be accessible by relevant parents/guardians and the pupils regarding whom each data concerns. The data will be analysed to devise plans and interventions for pupils. Such interventions will involve parental involvement, recommendations for tuition, in-school boosters, holiday-schools (winter / summer), learning profile constructions, and all other manners of evaluative practice. Teachers will have access to, and will be expected to use data to plan strategies and, where necessary, supplement the subject/lesson planning process.

ENGLISH		YEAR 7			YEAR 8			YEAR 9			YEAR 10			YEAR 11		EOY TARGET (BASED ON BASELINE)	GCSE EXPECTED (BASED ON BASELINE)	AMBITIOUS TARGET		
		BASELINE	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN				SPRING	
#	Year	Student Name	BASELINE	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	EOY TARGET (BASED ON BASELINE)	GCSE EXPECTED (BASED ON BASELINE)	AMBITIOUS TARGET
0	7		1+	2-	2-													2+	5-	6-
0	7		1	2	2+													2	4+	5+
0	7		2	2+	3-													3	5+	6+
0	7		2	2+	2+													3	5+	6+
0	7		2+	3-	3-													3+	6-	7-
0	7		2-	2-	2													3-	5	6
0	7		2-	2	2													3-	5	6
0	7		1	1+	2-													2	4+	5+
0	7		2	2+	2+													3	5+	6+
0	7		1+	2	2+													2+	5-	6-
0	7		2-	2	2+													3-	5	6
0	7		1	2-	2													2	4+	5+
0	7		2-	2	2													3-	5	6

In addition, learning outcomes should be based on end of year target grades (or accordingly for low/high achieving students), and the range of target grades within the teaching group must be stated on lesson plans required for observations.

7. External Examinations

For external examinations, JCQ guidelines will be adhered to. In the event of changes or upgrades, the Darul Uloom contingency plan will be adhered to. (See Exams Policy)