



Kings' Academy Brune Park Principles of Assessment

We have been judicious in our balance between summative and formative assessment knowing that each, when used correctly, can support our students in knowledge acquisition and our teachers in their delivery.

Formative Assessment

Our aim is for teachers to continually seek affirmation about what their students have understood so that they can either move on, address misconceptions or pause, knowing that something can be revisited at a later date. In this sense, teachers are being responsive to the evidence their students are presenting. We also know that the almost constant process of checking for understanding is providing students with feedback, almost minute by minute.

Implementation

A number of core Kings' techniques exist to allow our teachers to gauge understanding in their classrooms: cold call, white boards, think, pair share and *do now* retrieval activities. All these activities engage students, giving teachers a stream of feedback regarding how well those students are assimilating new material or skills. These feel "low stakes" to our students but as teachers, we know how incredibly powerful they are. Additionally, these techniques operate in relatively small timescales, giving teachers a degree of repeatability meaning we can revisit material, even briefly, several times over. This supports students and their development of long term memory and fluency.

Summative Assessment

Getting the balance right

We value the importance of summative assessment but are clear that its purpose is to support learning, in alignment with our curriculum. At Key Stage 3, formal assessments take place once a term with less formal micro assessments placed as required. Year 9 core subjects complete summer term exams in the same manner as Key Stage 4 students. In Year 10, students complete termly standard questions, always in the correct exam format. Pre-public exams take place in Spring of Year 10, October of Year 11 and finally, February of Year 11.

As a driver for learning

We value summative assessments as an opportunity for students to test their knowledge and fluency in controlled conditions that replicate the sense of being in an exam hall. Assessments are closely marked and students are provided with detailed steps for improvement. Post assessment feedback lessons are carefully used by our teachers to correct misconceptions, with students being given the opportunity to repeat fundamental elements.



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An indicator for teachers

Our teachers use data from summative assessments to determine if any aspects need reteaching. Our teachers have the freedom, post assessment, to pause curriculum time if foundational knowledge has not been secured.

Reporting to parents

At Key Stage 3, teachers will use assessment data as part of determining whether a child is above, inline or below expected progress. This is reported to parents, alongside an attitude to learning grade. From Year 10 onwards, standard questions and pre-public exams are used to share current, predicted and target grades. Parents also receive formal written comments.

Preparation for next steps

Our aim is for students to be gradually immersed into exam technique so that by the Year 10 pre-public exam, resilience has been built and each subject's question styles have already been introduced. From the first assessment in Year 7, elements that prepare students for later end points and public exams are carefully introduced, in an age appropriate manner.

Alignment with curriculum

Assessments will give students the chance to test their knowledge and fluency on topics recently covered. As students move into Year 8, each assessment will contain elements that have not been taught in the weeks leading up to it. This is to expose students to the resilience involved in retrieving information from previous units and the usefulness of revision.