Wapping High School Assessment Policy
Policy Date: September 2022
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The Education Endowment Foundation (EEF) summarises the purpose of assessment into three distinct categories:

1) Assessment empowers students, motivates them to learn new things and to strengthen their memory
2) Assessment informs school-led decision making
3) Assessment informs classroom teaching

At Wapping High School we have grown a culture of high quality and appropriate assessment matching carefully to our well-constructed curriculum. Assessment happens at a 'granular' level building towards rigorous summative assessment points throughout the year.

Granular Assessment
Students receive regular low-stake assessment in lessons across the curriculum. These pieces of short assessment target the specific knowledge and understanding of distinct topics, empowering students with information on what they know and what they need to learn. The data generated from this form of assessment is not recorded but is used to inform responsive teaching. More details can be found in our Responsive Teaching policy.

Topic and Project Assessment
Assessments are carefully positioned throughout the year by subject leaders to best fit the subject curriculum being delivered. The regularity, length of time and form of the assessment is bespoke to the subject and is decided upon by the subject leader. A blend of open-book and closed-book assessment is encouraged based on findings within educational research that open-book assessment has a positive impact on closing the gap between disadvantaged and non-disadvantaged, and on student wellbeing. The data recorded from these points of assessment is used at a departmental level to inform curriculum development and mid-term planning.

End of Year Assessment
All students complete a series of closed-book assessments to gather accurate data on their final pathway / grade and their progress throughout the year. Assessments are designed to be appropriate for each age group and to assess a wide range of knowledge, application and skill. The data collected informs whole school planning and feeds into the quality assurance of the school.

Mock Examinations
At the end of year 10, all students complete a mock experience week which is designed to provide students with a taster of the two mock examination weeks in year 11. In year 10, students sit shorter papers that have been designed with the rigour of a GCSE paper whilst only focussing on the topics taught up to that point. In year 11, students complete a mock week in November and in March. During these weeks, students complete full GCSE papers. All mock examinations are marked in accordance with GCSE mark schemes or other moderated success criteria.

Key Stage 3 Grading

At Wapping High School we have designed our own grading and reporting system using four pathways which take students on a journey to the GCSE grades used in Key Stage 4. Each pathway is broken down into three equally wide sub-pathways using a +/- system. This extra level of detail empowers all stakeholders with more precise data on progress, achievement and next steps.

Developing Pathway: supports students with the key skills required to be successful across the curriculum.
The Bronze Pathway: takes students towards GCSE grade 3 and 4
The Silver Pathway: takes students towards GCSE grade 5 and 6
The Gold Pathway: takes students towards GCSE grade 7, 8 and 9

Teachers use the vocabulary of pathways during their delivery of lessons, when giving verbal and written feedback to students and when reporting to parents and carers. To ensure high accuracy of grading and consistency across the school we use subject-specific success criteria tables and a whole-school indicative grade conversion map. See Appendix A and Appendix B.

Key Stage 4 Grading

From the start of year 10, we use the nationally recognised 1-9 GCSE grades, breaking each grade down into three equally wide sub-grades using a +/- system. Work is moderated across the department to ensure consistency and where necessary is blind marked.

Reporting Progress and Achievement

We know that progress happens gradually over time. When reporting progress and achievement at the end of each module we ensure that multiple points of evidence are used to inform accurate data.

Key Stage 4: The maximum increment of progress that can be reported in a term is set at one whole grade except in exceptional circumstances, mitigating the risk of reporting inflated grades.

Key Stage 3: Movement across pathways is more difficult as the level of challenge within each pathway increases with age group. The maximum increment of progress that can be reported in a term is set at two sub-pathways. See Appendix A.

Appendix A: KS3 Indicative Grade Conversion Map

Year 7	Year 8	Year 9	Year 10	Year 11
9+	9+	9+	9+	9+
9	9	9	9	9
9-	9-	9-	9-	9-
8+	8+	8+	8+	8+
8	8	8	8	8
8-	8-	8-	8-	8-
7+	7+	7+	7+	7+
7	7	7	7	7
7-	7-	7- (Gold+)	7-	7-
6+	6+	6+ (Gold+)	6+	6+
6	6	6 (Gold)	6	6
6-	6-	6- (Gold-)	6-	6-
5+	5+ (Gold+)	5+ (Gold-)	5+	5+
5	5 (Gold)	5 (Silver+)	5	5
5-	5- (Gold)	5- (Silver+)	5-	5-
4+ (Gold+)	4+ (Gold-)	4+ (Silver)	4+	4+
4 (Gold)	4 (Silver+)	4 (Silver-)	4	4
4- (Gold-)	4- (Silver)	4- (Silver-)	4-	4-
3+ (Siver+)	3+ (Silver)	3+ (Bronze+)	3+	3+
3 (Silver)	3 (Silver-)	3 (Bronze+)	3	3
3- (Silver-)	3- (Bronze+)	3- (Bronze)	3-	3-
2+ (Bronze+)	2+ (Bronze)	2+ (Bronze-)	2+	2+
2 (Bronze)	2 (Bronze)	2 (Bronze-)	2	2
2- (Bronze-)	2- (Bronze-)	2- (Developing +)	2-	2-
1+ (Developing +)	1+ (Developing +)	1+ (Developing)	1+	1+
1 (Developing)	1 (Developing)	1 (Developing)	1	1
1- (Developing -)	1- (Developing -)	1- (Developing -)	1-	1-

Appendix B:
Examples of KS3 Success Criteria (Science)

	Developing	**Bronze**	**Silver**	**Gold**
Recall	Recall some basic facts.\n\nUse simple key words correctly.	Recall a wide range of scientific facts	Recall a wide range of scientific facts about most topics.	can recall key facts in almost all areas of science.
Apply	rarely use theories to explain events.\n\nThey rarely use data to support evidence and claims.	Usually use theories to explain events and processes\n\nThey sometimes use data to support evidence and claims	Very often uses theories to explain events/processes in new contexts.\n\nOften uses data to support evidence and claims in great details.	They always use theories to explain events and can apply knowledge to new contexts.\n\nAlways uses data to support evidence in great detail.
Analyse	They can sometimes use data to develop arguments and explanations.\n\nThey don't often use and dissect data to draw their own conclusions.	They can use data to develop arguments and explanations.\n\nThey try to use data to draw on their own conclusions and can spot anomalies.	They almost always use data to develop detailed arguments and explanations.\n\nThey give detailed and data-driven conclusions and know how to identify and work with anomalies.	They always use data to develop detailed arguments and explanations.\n\nThey give detailed data-driven conclusions and understand anomalies and can evaluate data.
Scientific literacy	They can sometimes use units correctly.	They can use units correctly sometimes and sentences are coherent and flow.	They almost always use correct units and can sometimes convert.	They always use units correctly and can convert appropriately.

Application of DBSG descriptors

These descriptors should be used as a guideline only for KS3. Specific grade descriptors should be built into each topic so that students and teachers are able to assess work appropriately.

Examples of KS3 Success Criteria (Geography)

	Developing	**Bronze**	**Silver**	**Gold**
Knowledge	Recall some basic facts. Use simple key words correctly.	Recall a wide range of geographical facts.	Recall a wide range of geographical facts about most topics.	Can recall key facts in almost all areas of geography.
Geographical processes	Students rarely used geographical processes in their answers. They are unlikely to correctly identify processes.	Students are able to name geographical processes in their answers, however explanations are likely to be incomplete or vague.	Students often use processes to explain their answers. Explanations of geographical processes are clear, relevant and detailed.	Students use geographical processes where relevant in their answers. Gold level students are able to explain how different processes are interconnected or influence other aspects of geography.
Application	Students are sometimes able to identify the geography from sources or figures. They don't elaborate or infer from this identification.	Students can accurately identify the geography from a source or figure. Sometimes they can draw simple inferences from this.	Students are almost always able to make geographical inferences from sources or figures. They give detailed explanations based on these. Students are sometimes able to link these to their own knowledge.	Students are regularly able to draw complex geographical inferences from sources and figures. They are able to synthesise these findings with their own knowledge to give a balanced answer based on the question.
Place/ Space	Students have little idea of where places are and what it would be like in a particular space.	Students are sometimes able to describe the location of a place using simple terms (such as knowing which continent a country is located within).	Students are generally able to locate places with a good level of accuracy. Students can generally describe what spaces are like or explain aspects of their character.	Students can locate spaces using a range of indicators. Students are able to give a sense of a space using a range of aspects about a given place including both physical and human characteristics.
Skills	Students can	Students can select	Students can use a	Students can

	sometimes complete basic skills tasks. (E.G. can find the range of a set of data).	the appropriate skill to apply to a question.	variety of skills to investigate questions and issues.	select, adapt and use a variety of skills and techniques to investigate questions.

Examples of KS3 Success Criteria (English)

	Developing	Bronze	Silver	Gold
Recall	Recall basic events / ideas of the story, extract or poem.	They can recall some specific straightforward information	They can recall relevant information from the text.	They recall and retrieve key events / key ideas and key quotations relevant to any theme / argument / character.
Apply	They rarely use evidence from the text to support their points. They can rarely understand the deeper meanings. They rarely use subject terminology to show meaning.	They usually use textual evidence to support their points. They can make simple inferences	They make effective use of quotations and recognise the relevant information from the text. Very often they explain the different layers of meaning	They are able to make focused arguments on key ideas/themes using textual evidence judiously. They always explore the different layers of meaning and present original interpretations. (Plus) They are able to synthesise key information and so consider wider implications of events or ideas in the text.
Analyse	They can sometimes identify key words to explain how a character is presented.	They are beginning to deconstruct key words or ideas to show understanding.	They are able to provide detailed explanation of how language and structural techniques are used by the writer to contribute to the overall effect. .	They are able to use subject terminology to develop detailed arguments and explanations. They are able to explain writers' craft and be able to articulate the effect on the reader in a great detail. They can demonstrate knowledge on social, historical, cultural contexts of texts and their impact on understanding.

Literacy	They can use tier one successfully.	Secure use of tier 1 words and occasional use of tier 2 words.	Secure use of tier 2 (may require some support to learn new words) and sound use of tier 3 vocabulary.	Secure and confident use of tier two and three in their verbal and written responses.