

## Ofsted Assessment Statement

Assessment policy within SPTA academies is being developed in line with national requirements over the next few years and it is in a process of transition.

Levels for reporting attainment and progress are not used in the new National Curriculum that came into force for maintained schools in September 2014. Instead, there is a single attainment target for each subject at each key stage. Schools are able to introduce their own approaches to formative and summative assessment in order to support pupil attainment and progression.

SPTA secondary academies met as a group at their Secondary Assessment Conference in September 2014. At that conference the following decisions were made:

2014/15 Academies will use a transitional assessment policy based on levels and sub-levels taking into account the revised national curriculum programmes of study and their increased rigour, particularly in English and maths.

A cross academy working group has been established to develop a coherent and consistent whole group policy for assessment in Key Stages 3 and 4 for full implementation from September 2016 which reflects both the new National Curriculum and the new GCSEs within a progressive structure.

All SPTA secondary academies will adopt the same assessment framework across Key Stages 3 and 4, although the manner of its implementation may vary from academy to academy.

All SPTA secondary academies will use assessment manager within SIMS as their data collection system.

All SPTA secondary academies will use SISRA Analytics as their data analysis system.

2015/16 Possible continuation of the transitional assessment policy or a full or partial implementation of the new assessment policy.

2016/17 Full implementation of the new SPTA Key Stage 3 and 4 assessment policy.

As a group, the SPTA has decided to remain in the short term with an assessment system based on National Curriculum levels.

- In the academic years 2014/15 and 2015/16 Year 7 students will still have their National Curriculum attainment at the end of Key Stage 2 reported in terms of levels and sub levels.
- Staff within academies are fully conversant with the language of levels and sub levels and applying it consistently in both formative and summative assessment.
- There is still a lack of clarity about the changes to curriculum and assessment that will be implemented over the next five years.

The SPTA recognises that it will not be possible to retain a level-based assessment system over time as it will need to change to take into account confirmed, future curriculum developments as they are fully implemented:

- The new assessment system should take into account the new Key Stage 2 assessments that will be sat by Year 6 students in summer 2016.
- The new assessment system should take into account the new GCSEs and their 9 to 1 grading structure that do not come into effect for the first cohort of subjects until summer 2017.
- The new assessment system should take into account the expected progress of pupils from their new Key Stage 2 benchmark to the new GCSEs.