

CAMBOURNE VILLAGE COLLEGE ASSESSMENT PROCEDURE	
Date of Last Review:	December 2024
Date of Next Review:	December 2026
Responsible Officer:	Deputy Principal: Quality of Education

Aims and Principles

At Cambourne Village College we aim to ensure that pupil attainment is of the highest standard through high quality teaching. Effective assessment and feedback are integral to this process.

The effectiveness of assessment is determined by: it helping pupils to progress; teachers being able to make reliable and valid judgements about their understanding; and it not placing undue pressure on staff or pupils.

Research tends to distinguish between summative assessment that measures a pupil's understanding at a particular point in time, often in the form of a grade or level, and formative assessment that aims to provide constructive feedback to a pupil about how they can improve.

School and department leaders will undertake quality assurance processes to ensure that assessment is reliable and valid. This will include standardisation and moderation of assessment.

School leaders outline clear expectations in relation to the reporting of data. This process will be both meaningful and manageable. This allows for a two-week marking window following any assessment windows calendared at school level (eg. Mock Examinations). This will, where relevant, be in accordance with the Trust Common Assessment framework.

The following procedure outlines how assessment and feedback are carried out at Cambourne Village College, with each department having clear procedures suited to their discipline.

1) Assessment is undertaken by teachers to determine and develop learning:

A variety of assessment tools and approaches are used, which enable teachers to make judgements about pupils' understanding. To teach effectively, and to secure pupils' learning, teachers need to be clear whether [all] pupils have learned what was intended. Assessment necessarily therefore informs teaching and planning, with teachers adapting their approach in lessons, and their upcoming teaching sequence, in order to secure learning.

Assessment will necessarily, therefore, take place within lessons. It may take the form of, for example, verbal questioning, quizzing, evaluation of task completion.

Assessment will also take place based on submitted student work, coherently to inform judgements about pupils' understanding, including over time. Opportunities for assessment will be identified and highlighted in schemes of work and in lesson plans.

Cognitive science demonstrates that low-stakes testing of recall is a useful tool in securing long-term understanding and memorisation – that is to say, assessment can lead directly to improvements in learning. Thus, teachers will use assessment deliberately to review, recap and secure key knowledge over time.

2) Feedback is given that pupils understand, and, as a result of which, progress:

Formative feedback needs to be accessible to pupils and to lead to improvement and development. It is widely acknowledged that there are a variety of methods that can be effective, and that it does not need to be given on

an individual level – research and case-studies have shown that whole-class feedback, with no personalised written comments, can be harnessed to great effect. There is therefore no prescribed whole-school approach to the way that feedback should be given. Key principles, however, are that pupils should understand the feedback they are given, and that it should lead to improved future learning or performance.

There will be many cases in which formative feedback is given verbally – and, indeed, this is often shown to have greater efficacy than written comments – and therefore there will be no visible record. However, it is expected that pupils will be able to articulate how their teachers’ feedback helps them to improve.

3) Assessment informs judgements that are usefully shared with pupils and parents/carers:

Summative (and predictive) judgements will be made about pupils’ learning and attainment that will be shared with pupils and parents. This needs to be intelligible and timely in order for it to be useful.

We aim that parents and pupils understand what the judgements that teachers make about their understanding and abilities mean, and that they can inform key decisions.

Our mechanism for communicating these judgements is BromCom, in accordance with our reporting schedule.

Key Stage 3

At Key Stage 3, each department ascribes a ‘Base Band’ to each pupil, based on the skills and understanding demonstrated by that pupil, usually taking account of a range of information and outcomes (for example, Fischer Family Trust (FFT) analysis of SATs results and/or CAT scores; Reading Ages). This is relative to age-related criteria of performance, and indicates a pupil’s attainment in relation to a normal distribution of a typical cohort of pupils. It is broadly possible to make estimates about a pupil’s likely trajectory to Key Stage 4 outcomes (see below), should they be examined in that subject, from this base band.

It is rare that a pupil’s Base Band would be changed, as it captures the attainment of a pupil upon joining the school, and is the point from which pupils’ progress is measured. We aim that parents will understand that ‘Good Progress’ is indicated by a pupil’s ‘Current Band’ aligning with their Base Band, as the improvement is accounted for in the curriculum progression and the increasing stringency of assessment criteria.

We aim that pupils and parents understand this model of progress, and understand what the judgements communicated at reporting stages, and at each assessment point, indicate about a pupil’s attainment relative to age-related expectation. We also anticipate that this information is useful in informing, for example, Options choices, when a pupil’s relative strengths will typically be taken into account.

Key Stage 4

At Key Stage 4, each department ascribes a ‘Target Grade’ to each pupil, again based on the skills and understanding demonstrated by that pupil, usually taking account of a range of information and outcomes (including cross-referencing FFT benchmarks). This is expressed as, ‘the grade [or outcome] with which everyone would be happy’ – that is, pupils, parents, teachers, department and school leaders, and the Trust and external agencies: all would deem it to be a successful outcome.

Pupils’ progress is then measured against that Target Grade, in terms of the likelihood of it being achieved (or exceeded). In Year 11, departments ascribe to each pupil a ‘Projected Grade,’ which articulates the teacher’s judgement of the most likely outcome for that pupil, taking into account a range of information and assessments, including, but not limited to, Mock Examination performance. These will be reviewed and, where necessary, revised, as the course progresses.

We aim that pupils and parents understand the implications of Target and Projected Grades, and can use these to make well-informed decisions about Post-16 applications, as well as about the pupil’s approach to their study

more generally.

Key Stage 5

At Key Stage 5, each subject determines a Target Grade for each student, based primarily on their performance at Key Stage 4. Students' progress is then measured against that Target Grade, in terms of the likelihood of it being achieved (or exceeded).

Projected Grades are, again, an articulation of the subject teachers' judgement of the most likely outcome for that student, taking into account a range of information and assessments, including, but not limited to, Mock Examination performance. These will be reviewed and, where necessary, revised, as the course progresses.

'Best Case' Grades are determined as the best possible grade it is estimated that a student can achieve, with all conditions optimal. They are primarily for the use of UCAS, or other Post-18 provider services. As with Projected Grades, these will be reviewed and, where necessary, revised, as the course progresses. Best Case Grades may be in line with Projected Grades, or higher, but they may fall below Target Grades.

As at Key Stage 4, we aim that pupils and parents understand the implications of Target, Projected, and Best Case Grades, and can use these to make well-informed decisions, including about Higher Education and other Post-18 applications, as well as about the student's approach to their study more generally.

At all Key Stages, it is important that pupils understand the criteria against which they will be assessed, in order to meet them. Teachers will therefore share criteria and Assessment Objectives, in intelligible and accessible ways, often asking pupils themselves to engage with these in assessment of their own (self-) and others' (peer-) work. Marking work against these criteria and Assessment Objectives will be one method of determining pupils' current and projected attainment. Pupils will be able to articulate what they need to do or improve in order better to satisfy these.

4) Assessment informs judgements that school leaders, and others, interrogate and act upon:

Assessment is used to inform actions that are taken by the department, school leadership, and Trust.

At all key stages, the approach to expected pupil progress, as outlined above, enables careful evaluation and, in turn, appropriate actions. Teachers' assessment of pupils' attainment forms an articulation of which pupils are and are not progressing in line with expectation, and in which curriculum areas. This will be analysed by pupil group (for instance, gender, disadvantage and SEND) as well as at an individual level.

Possible actions may properly include: targeted intervention; curriculum re-design or re-sequencing; triangulation of data with evaluation of teaching.

5) Regular assessment of pupils' reading ability informs teaching across all disciplines:

Pupils' 'Reading Age' is determined through external assessment (which takes account of decoding, fluency and comprehension). This information is communicated with all teachers via BromCom, who use it to inform their teaching and resources. Additionally, teachers are able to make judgements about pupils' disciplinary literacy, to ensure best practice in supporting reading and access to texts within lessons.

Coherent, robust action is taken where assessment shows that a pupil's Reading Age falls significantly below their chronological age.

Appendix A – Reporting Schedule

Reports to Parents/Carers	Year Group(s)	Data Required
Autumn 1	12	Attitudinal Data
Autumn 2	11	Full + Projections
Autumn 2	7 & 10	Attitudinal
Autumn 2	8 & 9	Full
Spring 1	12	Full
Spring 1	10	Full (Including Targets)
Spring 2	7 & 11	Full
Summer 1	10	Full (NOT projections)
Summer 2	7-10	Full (Including Tutor)
Summer 2	12	Full & Projection

Appendix B – KS3 Assessment Bands and Progress Judgements

At KS3, current attainment is centrally recorded, and formally shared with pupils as one of five bands: Emerging, Developing, Secure, Advanced, Exceptional. The bands represent the complexity of understanding demonstrated by pupils, and are derived from a normal distribution of a notionally average year group, with most pupils working within the Secure band, and the appropriate tailing off on either side, towards Exceptional and Emerging.

Departments use their own models for marking assessments, and judging attainment, as is best suited to their subjects. Where attainment is formally shared, these judgements are mapped onto the appropriate band.

A very small number of pupils are said to be “Not Accessing the Mainstream Curriculum” (NAMC). These are pupils who are following schemes of work that sit below the main schemes of work for a particular year group. Non-core subjects will record attainment simply as NAMC, with level of progress indicated in formal reports via the progress statement. Core subjects are better placed to record attainment using sub-categories: N1 to N3, with subject specific criteria for each category allowing for a more detailed recording of individual pupil attainment.

Although we do not subscribe to a “flight path” model of predicting, or measuring, progress, KS3 bands can be broadly mapped on to estimated GCSE Grades:

Baseband	Estimated GCSE Grades
Exceptional	8-9
Advanced	7-8
Secure	4-6
Developing	3-4
Emerging	2-3
N Levels/NAMC	1

As pupils progress through Years 7 – 9, courses are designed so that their content gets progressively more difficult. If a pupil continues to work well with this increased level of difficulty, they will remain working *within the same band*.

The progress statement reported to parents reflects a pupil's progress using the following criteria:

Excellent Progress	Pupil is working above their base band, or is very close to doing so.
Good Progress	Pupil is working within their base band.
Less than Expected Progress	Pupil is at risk of working below their base band, or is working at the very top of the band below.
Cause for Concern	Pupil is working below their base band.

Appendix B – KS4 and KS5 Assessment and Progress Judgements

At KS4, attainment is measured with reference to the grading scheme of the relevant qualification, using Target Grades, Projected Grades, and progress towards the Target Grade, as described above. At KS5, a Best Case Grade is also attributed to students.

The progress statement reported to parents reflects a pupil's progress using the following criteria:

Excellent Progress	Pupil may exceed their teacher Target Grade.
Good Progress	Pupil is likely to achieve their teacher Target Grade.
Less than Expected Progress	Pupil is at risk of not achieving their teacher Target Grade.
Cause for Concern	Pupil is highly unlikely to achieve their teacher Target Grade and/or is likely to achieve more than a grade below it.