

Assessment – Mastery Learning

Maplewell Hall School

A short guide



Last review: September 2019

Introduction

The following document establishes consistency in quality of teaching for mastery and assessment across the whole school. This guide aims to ensure that all children are provided with high quality learning experiences and should be read in conjunction with our Quality of Education - Teaching, Learning and Assessment Policy

Mastery Learning at Maplewell Hall School

At Maplewell, 'mastery' denotes a focus on achieving a deeper understanding of subject related topics, through problem-solving, questioning, encouraging deep thinking and using skills independently and consistently.

What is Mastery Learning?

- Providing different Curriculum pathways, students are able to move forward with their learning; being more secure in their knowledge, skills and abilities.
- Opportunity to revisit, apply learning and robustly address misconceptions is particularly beneficial for students with special educational needs, where retention of information can be more of a challenge.
- The DFE has advised to deepen an able child's knowledge and understanding rather than just moving on to the next year's objectives.

The 'Mastery' approach:

- All students are learning the same units, with emphasis on matching work to the needs of individual students.
- Teachers need to break subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.
- Students are expected to show they have mastered a certain unit before moving onto the next unit/topic.
- Our system of 'mastery' does offer the flexibility to move on and return to areas in need of development at a later date through our Dedicated Improvement Reflection Time (DIRT) programme.
- Formative and summative assessment play an integral role in the delivery of the 'mastery' system. These will highlight specific areas of strength and the need for development, accurately directing follow up DIRT activities.
- Students that do not successfully cover the curriculum at the required level are provided with interventions such as: small group discussions, after-school sessions, or homework so that they can reach the expected level.

Assessment

In lessons, at Maplewell Hall School, mastery assessment is completed across a range of activities. Through these assessments we come to know about the abilities and achievements of our students as well as the extent of their knowledge, skills and understanding. Assessment and feedback is used to advise students (and others) of their progress, their targets and how to close any achievement gaps that may exist.

Mastery assessment, recording, reporting and feedback is a continuous and on-going process and is part of the cycle of learning. As a school, we make use of both formative and summative assessment methods.

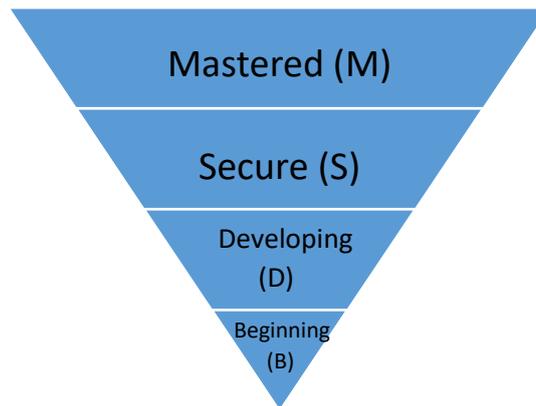
Aims of assessment:

Through the assessment process, we aim to gather information, which enables our teachers to:

- evaluate and record each student's attainment and progress
- identify individual students' strengths and weaknesses
- evaluate their teaching effectiveness
- plan future learning and teaching experiences
- match work to the needs of individual students and set appropriate individual targets and tasks for students.
- compare individual, class and school levels of attainment and progress using internal and external measures
- provide accurate information to parents and colleagues about the progress and development of each student which is consistent across the school
- ensure all students experience challenge and success
- recognise the whole range of students' achievements
- assist in diagnosing specific difficulties

Student progress

- Weekly, class teams review and work on students EHCP outcomes that are broken into small Individual Education Plan (IEP) targets. At the beginning of each half term, Senior Leaders review the progress made towards students EHCP outcomes.
- We are measuring the successful curriculum coverage. At the end of each block/unit of teaching, bespoke and subject specific in each department, students will be given an end of the block/unit/topic assessment. 70% - 80% of successful curriculum coverage within a block/unit/topic will indicate that a student is making good progress.
- Due to the subject specific nature of assessment, some subjects will also measure student progress towards specific curriculum content utilising the breakdown of assessment marks or **'footsteps'**:



Footsteps signify to what extent a pupil has understood, applied or performed the knowledge and skills taught in a block/unit/topic.

- In some subjects, curriculum content (statements) will be measured using the footsteps above.
- Mastered (M) would indicate that a pupil has achieved 100% of the curriculum content being assessed. Secure (S) would be 75%, Developing (D) would be 50% and Beginning (B) would be 25%. These statements also allow students and parents to understand to what extent, their child can and/or cannot do something.
- Students move forward at different paces.

Regular Assessment

All teachers will be responsible for the continuous assessment of students and for accurate and timely completion of markbooks.

Summative assessments will be signposted in schemes of work and it will cover all attainment targets appropriate to the block/unit/topic of work. The school will provide opportunities for summative examinations (e.g. mock exams in KS4) at least once a year for selected subjects, year groups or groups of students.

Different types of Assessment:

Summative assessment - Assessment of Learning

- It is used mainly to measure performance and identify a standard of student attainment.
- It is focused on outcomes.
- It is expressed as a percentage and/or grade
- Any assessment method which aims to establish whether learning has taken place or a target has been met is considered a summative assessment

Summative assessments are given periodically to determine, at a particular point in time, what students know and do not know. They also enable us to identify any gaps in learning, individually or collectively.

Some examples of summative assessment include:

- External exam (e.g. GCSE)
- Internal exams (e.g. End of the unit/block/topic tests)
- End of the term exam

Formative assessment - Assessment for Learning

- Because it is on-going and happens during the learning, it is crucial progression.
- It supports learning through identifying difficulties, providing feedback and setting future learning priorities.
- Essentially, it is the process of finding out where learners are in their learning journey, where they need to go and how best to get there.
- It is acceptable for teachers to move away from schemes of work where it is clear students' learning, in a particular area, needs to be reinforced or re-visited. These adjustments help to ensure students achieve targeted learning goals within a set time frame
- Assessment for Learning:
 - is part of effective planning
 - focuses on how students learn
 - is central to classroom practice
 - recognises all educational achievement
 - helps learners know how to improve ○ is sensitive, constructive and fosters motivation

Self and Peer Assessment

All teachers will provide regular opportunities for self-assessment and peer assessment. These may include:

- student self-assessment
- peer assessment

Whole school assessment: Minimum expectation

The frequency and quantity of summative assessments will be subject specific and relate closely to the curriculum and long term plan for the subject. Some subjects will have more than 3 assessments per year. Below is a guide to the minimum amount of summative assessments expected in every subject.

In Key stage 3, 4 and 5

- At least three summative assessments per year – one per term.

For all key stages

Evidence of summative assessments should be kept until the end of key stage and stored in a folder.

- Individual departments may decide when assessments take place. Assessments, however, must be completed and marks recorded on Go4Shools.

- Formative assessments (Comprehensive Marking) completed in exercise books/workbooks. Next Steps/Even Better If are required which will contribute to the learning and progress of students.
- The outcome of assessments completed by pupils should be feedback (written or verbal) in order for them to know, and understand, the progress they are making, their next steps and to help inform them of how they can continue to improve.
- Summative assessments will also inform subject staff as to where there are gaps in students' knowledge and understanding.

Record - Tracking student progress

All staff have access to Go4Schools mark sheets for their allocated classes. These mark sheets will include information regarding prior attainment, ASD, PPG, LAC and other student groups. All staff are responsible for ensuring that the mark sheet entries are kept up to date to allow for data snapshots throughout the year. The results of these assessments will be available for all teachers, students and parents to see.

Mark sheets will include the following information:

- All assessment titles which have been carried out in the half term, in line with the school policy
- Description of assessments
- An accurate current grade. This is the grade the students' are currently working at which is calculated automatically from the assessment grades entered. For Key stage 3 this is displayed as a percentage of successful curriculum coverage.
- For Key Stage 4 students, the current grade will be made by professional judgement based on the summative assessments given throughout the year. This may include mock exams. These judgements will be moderated following the quality assurance procedures mentioned above.

Setting targets

All Key Stage 3 pupils are given a target of 75%.

Key Stage 4 pupils are given an End of KS4 target based on our 'Basket of Assessments'. This target indicates the minimum grade we expect a pupil to get by the end of year 11.

- All students are expected to successfully cover at least 70% of the taught curriculum.
- If a student successfully covers at least 70 % of the curriculum by the end of each academic year they are considered to be making at least good progress and indicates that they should achieve their end of KS4 target by the end of Year 11.
- These levels form the basis of progress analysis and allow for interventions to be directed where needed and inform future curriculum planning and whole school strategy.
- The residuals on Go4schools have been formatted to track student progress towards a set target:

Indication of students' progress on Go4school in KS3		
Walking	Less than 70%	Successfully covering less than 70 % of the curriculum.
	Less than 40%	This is 'flagged' in red, (consider reviewing if a child is on the right pathway of curriculum)
Jogging	Between 70% and 80%	Jogging indicates that a pupil is making good progress. This is the minimum expectation for all pupils.
Running	Above 80%	
Indication of students' progress on Go4school in KS4		
Off Track		
Working Towards KS4 Target		
On Track		For KS4 Target minimum target.
Hit Target		Hit KS4 minimum target.
Exceeding KS4 Target		

KS4:

- The statements will accurately reflect where a pupil is on their journey through Key Stage 4. For example, we expect a pupil starting Y10 will be further away from their target than a Y11 pupil at the end of the year.
- Progression targets will be calculated to develop the minimum target a student should make by the end of Year 11.
- Student progress in relation to targets will also be updated each time summative assessment is recorded – teacher judgement, in class test or mock exam. This will enable SLT, subject Leaders and all teachers to monitor student progress on a regular basis.
- School reports on progress towards these targets 3 times a year (October/N, January, and May/June)
- Teacher assessment level reporting dates are planned to coincide with core subject meetings to allow for moderation of marks and subject tracking by core Subject Heads. These also fit in with Parents Evening to allow for up to date progress and meaningful targets to be communicated to parents.
- Each half term a monitoring 'snapshot' of all mark books are taken by the examinations officer, this is a part of MHS reporting system.
- All teachers are accountable for their students' progress.