

Assessment at Stratford upon Avon School



Overview

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Assessment at SuAS is designed to provide a rigorous means of monitoring student progress and whether students are on track to meet or exceed targets and to further check the security, breadth and depth of knowledge and understanding of students in the classroom and throughout the year.

How do we formally assess?

Alongside the day to formative assessment of progress encountered in the classroom and student work – we also have a rigorous structure of formal assessment throughout the School Year:

- 6 Formal graded assessments for each subject area – Year 10-11, including a terminal examination in all subjects.
- 3 Formal assessments for each subject area in years 7, 8 and 9.
- Additional Pre-Public Examinations (PPE/"mocks") for Years 10-11, completed in conditions intended to replicate external examinations (Hall, seating, invigilation etc.)
- 6th form requires regular after school assessments that will be formally graded.
- All subjects may run further assessments in the year – specific details can be found on the curriculum information pages.

The table below gives a summary of the formal assessment points.

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7		ALL		ALL		ALL
8		ALL		ALL		ALL
9		ALL		ALL		ALL + End of year
10	All	All	All	All	All	PPE
11	All	All	PPE	All	Exams	Exams
12	All	All	All	All	PPE	All
13	All	All	PPE	All	Exams	Exams

All= all subjects; PPE= "mock exams"; Exams = external examinations

What sort of assessment grading do we use?

Specific pages of information for each year group can be found on this part of the website. For the younger years we divide the students into bands B1-B5. For the later years our grading system reflects the new national GCSE structures of 1-9.

Year	2019-20
7	Bands 1-5
8	Bands 1-5
9	Bands 1-5
10	Grade 9-1
11	Grade 9-1
12	A-E all subjects
13	A*-E all subjects

Do we use flightpaths for student targets?

We do set targets for all students based on their prior performance at Key Stage 2 as on average this is a reliable guide to likely final achievement in Year 11, however this can never be a completely rigid model. It is important to remember that student progress is often non-linear and as such expecting any individual to conform to a fixed flight path of progress across 5 years of education is unrealistic. In the younger years (7-9) we compare their progress within their cohort band based on their attainment on entry.

In Years 10 and 11 we set students bespoke targets for the end of their GCSE courses, specific to each student and each subject. While they will be informed by the Key Stage 2 performance, other factors are included to account for progress made in Years 7-9 and other influences on performance to ensure that they are appropriately stretching for each individual.

How do we respond to formal assessment?

Subject areas moderate and quality assure the grades introduced onto the system – with whole school quality assurance to check consistency across subjects. These assessments alongside homeworks and classwork form a "Current attainment" grade – which is used for comparison with a students' target grade. This permits Curriculum and Progress Leaders to monitor and plan support strategies to ensure students are able to meet or exceed their expected progress. The all live grades are recorded on [MCAS](#) and can be accessed at any time.

Please see individual year sheets for more specific information about each year group.