

# Year 7

## Assessment Framework 2022-23



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## Oasis Academy Brislington Assessment Framework

### Assessment at Brislington

#### **Our assessment principles have a range of purposes:**

- For Curriculum Leaders, Student Progress Leaders and Teachers to use the data accumulated to inform intervention, change and implement strategy for school improvement
- For teachers to use the data accumulated to inform change in practice, planning and intervention in order to support rapid progress.
- For the Academy to have clarity over the current outcomes and projected outcomes of the academies
- For the Academy to draw accurate comparisons, trajectories and patterns between other academies within the MAT

“Better information can inform better decisions, and better decisions can lead to better learning. And if that’s not the most valuable outcome, what is?”

#### **Our assessment structures are designed for purpose:**

Purpose is the most important of the four pillars of great assessment. We must know what we want to measure and why, in order to select the right tool to achieve our purpose.

1. The construct: What is the specific knowledge, skill or understanding (drawn from the curriculum) that we intend to assess?
2. The end use: What do we want to do - the interpretation, the decision or action - with the information generated by the assessment process?
3. The best tool: What and when is the most appropriate, effective, and efficient way to assess in this instance?

#### **Assessment everyday:**

At Oasis Brislington we assess the learning of our students in every lesson. This formative assessment enables responsive teaching so that our curriculum routes, learning sequences can be adjusted based on the knowledge our students hold, and reteaching can take place to close knowledge gaps. Examples of our everyday assessment are as follows:

- Do now quiz - Q+A
- Exit Tickets
- Live marking while circulating (identifying common errors)
- Questioning students / discussion
- Using ‘formative’ / whiteboards
- Homework (e.g. Seneca / Forms Quiz)

### **Variety of monitored assessment methods:**

As you can see from the framework below, we also use a variety of different assessment methods whereby we track student performance. These assessments are used to assign student current forecast grades and to enable us to identify underperformance relative to a student's baseline assessment (Year 6 SATs or Year 7 baselines 2020 / 2021). The variety of methods are coded though please use the following summary:

KQ – Knowledge Quiz – These are quizzes completed in class though are directly linked to a shared section of the knowledge organiser.

ER – Extended Response – These are assessments of a student's ability to write for an extended period.

SSA – Specific Skills Assessment – These assessments are designed to assess a specific skill within a qualification.

Ex / SA – Exam Style / Summative Assessment – These are traditional exam paper-based assessments

MCQ – Multiple Choice Quiz – These quizzes are designed to assess knowledge.

### **Response to assessment data:**

Following an assessment, we will endeavour to close the identified knowledge gaps. An outline of this process is as follows:







