



## Rank Order Assessment -Frequently Asked Questions

### What is rank order assessment?

Rank order assessment is the process that we use to assess how well students know the content in our knowledge organisers. This is the backbone of our curriculum. The knowledge that is in the knowledge organisers is **constantly** referred to in lessons, so these assessments not only assess effort at home, but also effort at school.

### Why are we carrying out rank order assessment?

A wide range of high performing schools across the country use rank order assessment. This includes Northampton Academy, Lambeth Academy and Magna Academy. They have all been in the top 1% of the country for progress. In addition, Gloucester Academy and Holmleigh Park (GLT schools) also use Rank Order Assessment. We know that this system will give us the opportunity to celebrate hard work, progress and attainment. We know this system will lead to excellent outcomes at GCSE. GCSE grade boundaries are based on Rank Order, so we want to share this information with parents so they are aware how their child is progressing in lower years too, so they can support them to be successful. We also know that this system makes it very straightforward to understand if their child is making progress or not. We will issue reports to all families indicating student ranking in their subjects. At the end of the next unit the reports will always show how much progress each child has made.

### Why are we grouping students by their attainment score?

There is no cap on aspirations. The students are taught the same curriculum regardless of their group. We group students so we can ensure that the right level of additional support can be provided. The only difference is how we can scaffold the lesson so that it is appropriate for the group. All students receive high quality teaching and can make the same progress. All teachers at Blaise High School believe that every child can achieve the same level. We don't view any groups as better or worse than others

### Is it true that you are sticking the ranking up for everyone to see?

We considered this, however with many thanks to feedback from parents we have decided not to. We expect that children will share their ranking with their peers, however this will not be stuck up.

### How will the students feel being a lower group?

We believe that all children can succeed at Blaise High School. Being in a lower group means we can give children the **right** level of support to ensure that they have the very best chance of success. We believe that every single child in the school is capable of achieving well on these assessments. We believe there is no ceiling on what students can achieve, regardless of external factors. We will work closely with any child or family who are upset with a child's ranking and ensure that they are clear on what to do to improve. We **expect** there to be movement across the



year, and don't believe that any child is worse purely by virtue of the group they are in. Each child is as important to us as the next.

### **Does the bottom set mean they have 'failed'?**

No one in the bottom group will have failed either in our eyes, or in the communication with our students. We don't consider any groups 'low ability' or 'high ability,' rather the students are grouped by attainment. How well the students attain is dependent on their hard work both in class and at home.

### **Can students move groups?**

There will be movement. Students will be assessed three times in a regular academic year, and we expect that students will move both up and down, and that this will be completely normal.

### **How is the score decided?**

We add together the scores in each subject together. This means that it reflects how students have performed in all subjects. We double weight Maths and English scores as this reflects how student progress is assessed at GCSE. Students also have more curriculum time dedicated to these subjects.

### **Why have you created seating plans which are set by attainment?**

Teachers have always given careful thought to where students sit in a classroom. Seating plans have always been determined by where students need the most support, they have always been closer to the teacher. The seating plans mean that those students who need most support are closest to the teacher, so are the first to get support during the 'You Do' phase of the lesson. If there is a need pertaining to SEND then we will ensure that we have that support in place, including the correct seating according to their need. This is in place on Pupil Passports. We don't share seating positions with other students in the class. We will constantly review the seating arrangements, if it is not working for a student, for whatever reason, we will move them.

### **Will students be bullied or made fun of if they are in lower groups?**

We already set students in subjects. We would treat any instances of bullying or unkindness really seriously, and we will teach the students in assemblies how to respond to the ranking announcements.

### **Not every student can be in the top group, does this mean some students miss out?**

Every student has access to the same quality teaching and the same curriculum which is centrally planned. The challenge for students is to improve their individual position. We celebrate the success and progress of each student and do not place greater emphasis on being in Group 1.

### **How can students improve their score and get support?**

Excellent attendance is the most important factor in improving outcomes. Students may wish to complete additional pages of self-quizzing to ensure that they confidently know the key words and vocabulary in their Knowledge Organisers. We run a homework club in the library each day from 3-3.30pm which is staffed by our teaching team and TAs to provide additional support.

### **What do the knowledge organiser assessments look like?**

Here is an example of the assessment format. Students will need to write the correct piece of information in each box. Questions are taken directly from the knowledge organisers. The knowledge in the knowledge organisers is constantly referred to in lessons and revisited for homework. All definitions are taken directly from the knowledge organiser so students can practise in advance.

Question	Piece of information	Definition
1		The unit for energy
2		An energy resource that cannot be replaced and will be used up
3		An energy resource that can be replaced and will not run out
4		Non-renewable energy resources formed over millions of years. E.g coal and oil
5		The unit for power
6		Energy cannot be created or destroyed, only transferred between stores
7		Filled when an object is warmed up, such as when you heat water in a kettle
8		Filled when an object speeds up, for example when a car accelerates
9		Filled when an object is raised, for example, climbing a ladder
10		Becoming spread out wastefully