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# Assessment, Recording and Reporting Policy

Policy Under Review

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<b>Governors/Committee Meeting:</b>	Community & Extended Services
<b>Signature of Chair:</b>	<i>Usma Saeed</i>

## 1. PRINCIPLES

Assessment is an integral part of the learning process and is a vital aspect of teaching and learning in the classroom.

Assessment for Learning (formative assessment) and Assessment of Learning (summative assessment) are practiced in all subject areas of the school.

The purposes of assessment are:

- To inform both students and teachers as to where a student currently is.
- To set targets for individual students.
- To enable teachers to plan and prepare lessons so that all students can achieve their targets in the best possible way.
- To recognise, reward and raise achievement of all students.
- To give students, their parents and carers and other relevant agencies information on progress and attainment.

## 2. MANAGEMENT ROLES

- 2.1 A member of the Leadership Team is to be responsible to the Head teacher for the implementation of all Assessment and Reporting arrangements and works closely with DOL's/LOL's and subject leaders to enable them to carry out those parts of their role concerned with Assessment, Recording and Reporting.
- 2.2 DOL's/LOL's and subject leaders are responsible for monitoring the effective assessment of students by classroom teachers, using the agreed procedures for recording assessments. Each Subject area is responsible for identifying the criteria for assessment, within the statutory framework for subjects.
- 2.3 KS DOL's play a key role in using tracking and attainment data to monitor students in their year groups and to consider intervention when needed.
- 2.4 KS DOL's and tutors have a key role in retaining a curriculum overview of their students and ensuring that procedures for Reporting to Parents run efficiently and effectively.
- 2.5 All subject teachers are responsible for the assessment of students in their assigned classes. In making assessments teachers will be informed by the National Curriculum levels of attainment, APP, GCSE/equivalent grade criteria, AS grade criteria, schemes of work and subject area policies and guidelines by their subject leaders.

## 3 CURRICULAR PLANNING

- 3.1 Assessment cannot be seen in isolation from the curriculum. Its detail rests in the planning of the curriculum carried out by the leader of each subject area. All schemes of work will make reference to assessment items and/or opportunities, determined at the planning stage, which all subject members will follow. DOL's/LOL's and subject area leaders are responsible for ensuring that schemes of work contain assessment strategies which are carefully planned and explained. Assessment strategies should be capable of measuring how far individual students have understood learning objective(s) from the scheme of work. Students need to be aware of the criteria against which they are being assessed over a programme of study, and, where appropriate, in individual pieces of work. Assessment should reinforce positive achievement and show what students know, understand and can do.

## 4. AGREED PRACTICE IN ASSESSMENT

### 4.1 Assessment for Learning

The following Assessment for Learning strategies should be used throughout the school:

- Sharing learning objectives with students
- Helping students to know and recognise the standards they are aiming for
- Involving students in peer and self-assessment
- Providing meaningful feedback written and verbal which leads to students recognising their next steps and how to take them
- Promoting confidence that every student can improve
- Involving both teacher and students in reviewing and reflecting on assessment information

### 4.2 Assessment of Learning

The following Assessment of Learning takes place:

- i) Formally in the Hall:
  - AS exams
  - GCSE exams
  - Trial Y11 GCSE
  - Trial Y10 exams
  - KS3 testing (Y7, 8 and 9)
- ii) Formally in teaching spaces
  - Years 7, 8 and 9 teacher assessment
  - End of unit assessments and course work
  - Controlled tests
- iii) Diagnostic tests
  - CATs –Year 7 and Year 9 with catch up
  - Reading tests – annually for Years 7-11

All of the actions in 4.2 are indicated in the school calendar

### 4.2 Strategies to support Assessment For and Of Learning

Some examples are:

- Marking of work (see marking and feedback policy)
- Verbal feedback to students
- Displays: compilations of work; performance work, success criteria, work annotated to show how to achieve a certain grade/level
- Records of prior attainment
- Recording of marks in teacher's mark/record book/progress maps/excel spreadsheets
- Summative assessment inputs 3x in KS3, 6x in Y10 and 5x in Y11
- Strategic responses to underachievement
- Mini Reports to parents
- Student self tracking of progress in Tutor time
- Setting an end of KS4, GCSE/equivalent potential Grade
- Setting an end of KS3 sub level potential based on 2 levels expected progress from SAT or first Assessment in Y7 input

- 4.3 It is essential that teachers are aware of and can use all assessment strategies whilst recognising that not all learning needs to be assessed.
- 4.4 Available assessments and records from KS2 are provided by the LA prior to the entry of the new Year Seven intake. This data is complemented by the results of a Cognitive Abilities Test (CAT); together these will inform subject planning, provide a baseline measure for the intake, and alert staff to the assistance some students will need in order to access the curriculum. Baseline Data is available in SIMs for every student in every subject they take.
- 4.5 Strategic Responses after every Summative Assessment are used as a means of curriculum monitoring for all year groups. These allow for a pastoral/curricular overview. DOLs/LOL's/subject leaders working with their subject teachers are responsible for the formal response within each Year Group/Class to ensure that opportunities to make progress are clear and implemented.
- 4.6 All year groups are to take examinations each year. School examinations prepare students for the skills needed in exams and allow for formal assessment opportunities. Each subject area is responsible for devising appropriate formal assessment opportunities at the time of the school examinations, which fit within the statutory framework and the published schemes of work.
- 4.7 At the end of each Key Stage teachers will make summative judgements in line with current statutory requirements. Teacher Assessments and GCSE equivalent Coursework Assessments will be consistent with a shared understanding of standards developed amongst colleagues through standardisation and moderation, as well as following guidance from QCA and examination boards.
- 4.8 At the end of KS3, students are set an aspirational GCSE Potential Grade in each subject. This grade is based on Teacher Assessments, FFT, D and CAT conversions. It is both a realistic and challenging potential and is shared with the student. Teachers have the opportunity to set a high potential but not lower it. Future assessments show the positive or negative residual between a student's current performance and their potential grade by traffic lighting data and specific software used in school.
- 4.9 An end of KS3 NC target sub level is set for all KS3 students. This is the National Curriculum sub level for all subjects to achieve by end of Year 9. SAT results determine those Core subjects starting points with 2 levels progress added. For all other subjects the first sub level input in Y7 is taken and 2 levels expected progress is added to that initial sub level.
- 4.10 Students record their own potentials (end of year in each of Y7, 8 and 9 and end of KS4 for the Y10 & Y11 students) and progress in their Student Planners after every summative input and set themselves strategies to ensure expected progress can be made. This is done with the support of their Tutor.

## **5. RECORD-KEEPING AND EVIDENCE**

- 5.1 All teachers have a subject/class electronic Progress maps to input in to in SIMs which identifies key pieces of work of formal assessment which informs summative assessment. They will also have their own basic record of marking for Class work/Homework/Coursework/AfL
- 5.2 The Examination Officer and Data Manager will update the tracking data and release in a shared and accessible area to all staff.
- 5.3 Headlines are produced and shared and acted upon by SLT/DOL/LOL and subject leaders
- 5.4 Individual student assessment data is available on SIMS.

5.5 Student tracking and baseline data is available on the shared drive for all teachers to see and use. NCP for KS3 and APP for KS4.

## **6. SUPPORT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS AND FOR BILINGUAL STUDENTS**

6.1 Students with special education needs will be assessed under the same systems as all other students, unless a specific system or instrument of assessment has been agreed with the Head of Faculty/Department and class teacher for an individual student. Students who are at School Action stage or above on the SEN Code of Practice will be following their Individual Education Plan which indicates targets to be achieved. Members of the Learning Support Department will work with subject specialists when formulating IEPs or making assessments and writing profiles.

6.2 Within the procedures laid down in the Special Education Needs policy, subject teachers who suspect that students require additional support (whether in relation to behaviour, learning or marked aptitude) will refer them to the Learning Support Department, through their Head of Department, using the published system. The Learning Support Department will ascertain the appropriate means and level of support and seek to meet that need by resources within the school. The Learning Support Faculty and the designated Leadership Team member will begin the process of formal assessment of students in Y9, where it is felt that the resources of the school are inadequate to meet needs.

6.3 Using KS2 records made available by the LA which will be complemented by classroom observations and discussions with colleges, the ELD team will assess the language development of students at entry in Year 7 during the first two weeks of the Autumn Term and base their initial provision on their findings. Similar arrangements are made for Mid-Term Entrants. Students identified as Stage 1 English Learners can be withdrawn from mainstream lessons for concentrated help, other bilingual learners will receive in-class support. The decision on the support is personalised to the individual and curriculum design is altered to suit higher numbers of students that find it difficult to access the mainstream curriculum. The ELD team will work with subject specialists when formulating assessments and writing profiles. Each term ELD staff will work with subject staff to assess relevant students for the purposes of monitoring student progress and planning future provision.

## **7. PROVIDING MEANINGFUL FEEDBACK TO STUDENTS**

This will take place using the following methods: written feedback, oral feedback and peer and self-assessment. (also see marking & feedback policy)

All feedback should be constructive rather than only positive, identifying what the student has done well, what needs to be done to improve, and how to do it.

**7.1 Written Feedback (Marking)** is one of the ways of communicating attainment and progress to students.

### **7.1a Characteristics of Effective Written Feedback:**

- It is carried out promptly, regularly (when it is still relevant) and consistently
- It should highlight achievement in particular that relates to the Learning Objective and Success Criteria
- Advice on how to meet the targets should be given when needed (provide a scaffold for students when necessary)
- Students must be given opportunities to make the suggested improvements.

## 7.1b Expectations of Written Feedback:

In addition to using the characteristics of effective written feedback it is expected that:

- Spelling, punctuation and grammar should be marked by all staff as this is a vital tool in all subjects and is assessed within many different GCSEs. It is not necessary to correct every error and it may be appropriate to draw attention to one particular error, or to concentrate on one particular paragraph. Necessary points about spelling, punctuation and grammar should be seen by the student as aids to their communication
- A common approach should be used for marking both class work and homework
- The only attainment marks given should either be National Curriculum sub Levels at KS3 or GCSE/equivalent fine grades at KS4
- In general attainment levels/grades should be given for a specific purpose, and at certain times decided by the DOL/LOL/subject leader.
- Moderation of team levelling and grading is the responsibility of the subject DOL/LOL/Leader. This is supported by a calendared directed meeting time each term. This is also to be used for Work Scrutiny to support the moderation.
- It is important that regular diagnostic/in depth marking takes place although it is acknowledged that this cannot be the case for all work marked
- DOL/LOL/subject leaders are responsible for monitoring the written feedback given to students within their teams.

## 7.2 Oral Feedback

Should be valued as much as written feedback and should follow many of the same guidelines as for written feedback.

- Teacher's comments to students should focus on the learning objective and success criteria
- It does however, provide an invaluable opportunity for teacher-student discussion from which students can then record actions for further consideration
- It is also invaluable in praising students and giving them confidence to further develop their learning

## 7.3 Peer and Self Assessment

Should be used at appropriate times by all staff and the benefits of Peer and Self Assessment are:

- Opportunities are given to students to talk about what they have learnt, and what they have found difficult, using the learning objectives as a focus
- Encourages students to work/discuss together, focusing upon how to improve
- Can ask students to explain the steps in their thinking
- Gives students time to reflect on their learning
- Aids in finding the next learning steps

## 7.4 The Reward Policy

This is directly linked to providing meaningful Feedback. Students should be awarded a subject commendation whenever a member of staff feels that it is deserved.

## 8. ARRANGEMENTS FOR REPORTING TO PARENTS

- 8.1 Individual student Mini Reports are prepared termly. These are prepared by the Data manager. In KS3 it identifies progress from one sub level input to the next and traffic lights' progress/no progress/regression with the sub level difference. They are posted out at the nearest opportunity from when the Summative assessment data has been inputted. The Mini report is posted out with a supporting letter explaining the language and terminology used. They are also given to parents/carers at the Parents Evening.

The Mini Report gives parents information about how their son/daughter is progressing in terms of both attainment and learning behaviours. Teachers use a four point Effort and Homework (EH) scale to identify those Learning Behaviours. The Summative Assessment compares the student's current sub Level/ fine Grade with their end of year (KS3) (and national standards) and end of KS sub Level/ fine Grade respectively. For attainment in Key Stage 3 teachers give students a National Curriculum sub level for attainment (divided into a, b and c) whereas in Key Stage 4 a GCSE fine grade/equivalent is given. These levels and grades should be decided by the teacher as a result of class work, home works assessments and examinations (when recently sat).

- 8.2 Form tutors write a statement once a year which focuses upon achievement across the curriculum and the personal and social skills based around the ECM agenda which impinge upon students' achievement. Learning mentors make a written report on the Statement and School Action Plus students that they work with. ELD department write reports on the students they support in a range of lessons. These are quality assured by SL/KS DOL Parents also receive an Attendance & Punctuality registration certificate that is up to date. Teacher staff of the specific year group are issued with the 'progress map' for each of their teaching groups related to the specific year group parents evening to share the achievements of each student through the year.

Attainment, behaviour, progress, attendance and punctuality are all available on the VLE for parents to see in 'real time'.

## 9. USING ASSESSMENT FOR SCHOOL IMPROVEMENT

All teams in the school will use assessment information to evaluate provision and ensure that our expectations are appropriate for all students. Variations in performance whether by grouping, by different subjects etc, will continue to be areas for close attention. We will continue to use CATs to examine our cohort ability in Y7 and Y9 and look at our value-added progress in relation to student baseline data. Newly released benchmark data will allow a finer comparison to be made between our students with those in similar schools elsewhere both nationally and locally. Year on year trends will also be considered closely.

Form tutors will receive their data after every input (KS3 three times a year, Y10 six times and Y11 five times a year) and support them in using the data to create strategies for further improvement, tracking progress in every subject recorded in their planners.

All DOL/LOL/subject leader will receive progress data in KS3 and Predicted v Potential data in KS4 for the school's headlines and for their subject. Software packages will be shared with the leaders to be able to visualise their subject / year group inputs and that of other subjects for comparison the support reducing in subject and in school variation. Those leaders need to strategically respond formally to their subjects inputs identifying students and their interventions (for KS3 over a term and for KS4 over half term). These are recorded and saved in a shared area for all to access.

Progress maps for every subject and every class should have clearly identified work that is being used for formative assessment. The map also shows base line data, Summative Assessments and EH data so subject teachers can constantly review progress requirements to aid the planning of teaching and learning.

SLT scrutinise each set of data headlines and challenge their Line management leaders where progress is not being made and look to create extra curriculum/staffing/timetable provision where possible to support and work towards expected outcomes..

## 10. Exam Review

In the Autumn term the Head teacher and SLT subject/KS link will conduct separate Results Review meetings with each DOL/LOL/subject leader. These meetings focus upon public examination results and assessment information. The outcomes for each of the groupings who have taken the exam will be scrutinised. The Subject/KS leader will need to analyse their results and complete a grid of responses. The grid is partially completed by the Data & Examinations officer. Software now available will be used to visualise the outcomes but commentary is still required. Targets for each subject and year group being taught that subject, will be set using expected progress measures, FFTD & TA conversion ranges. We will also consider how to act upon the issues which emerge. The targets set contribute to whole school statutory targets and requirements.

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