



Assessment and Reporting

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Assessment, Recording and Reporting Policy

Context

Assessing student work is essential so that student strengths and weaknesses can be identified, effective planning can take place, realistic targets can be set, and maximum progress can be made. Whole school policy and practice seeks to provide an assessment framework, assessment activities, and assessment feedback that:

- is meaningful to students, parents and other stakeholders
- informs classroom practice and promotes progress
- is consistent and accurate
- allows for identification of students requiring intervention and support
- acknowledges personal or group achievement
- meets the legal requirements for assessing the National Curriculum or similar, and follows the protocols for assessing outcomes for relevant examination boards

Whole school assessment framework and activities

Data Collections

At key stage 3 and 4, data collections are completed by teaching staff according to the assessment calendar. These include students' **attainment/estimated grade** in each subject along with attitude to learning (ATL), behaviour (BEH) and homework (HWK) all graded 1-4 (with 1 being outstanding, 2 being good, 3 being needs improvement and 4 being a serious cause for concern).

The **target level/grade** is an aspirational level/grade that the student should be aiming to achieve at the end of the key stage. These are set centrally based on key stage 2 scores and attainment 8 estimates.

In addition, in most cases the **target level/grade** should be in line with, or occasionally even above, the Fischer Family Trust Rank 20 estimates as this is an aspirational measure which is similar to what was previously known as the FFT 'D' measure, and has considerable stretch and challenge built in.

The **estimated level/grade** is the level/grade that the teacher feels the student is likely to achieve at the relevant end point of their studies in the subject. The end point will most likely be the end of the key stage, but it may be at the end of the year for some subjects (e.g. where GCSE certification occurs at the end of Year 10).

Teachers also feed back on students' degree of effort, their behaviour, and their completion of extended learning tasks using a four point scale, where **1 = outstanding, 2 = good, 3 = needing improvement, 4 = cause for serious concern**. It would be expected that should a student be given a '3' in a particular area, that some form of intervention had already been initiated or was planned by the subject teacher. It would be expected that should a student be given a '4' in a particular area, that some form of intervention had been initiated by the subject teacher, and that further intervention may have been sought or was planned from other staff/teams within or external to the school (see appendix – **curriculum and pastoral intervention plan**).

KS3 and KS4 progress checks are sent home to parents. The most recent progress check data should inform personal progress interviews between the subject teacher and student, and should inform conversations on Performance Review Day between form tutor, student and parent, and on Parents' Evenings between subject teacher, student and parent.

At KS5, progress checks are completed by teaching staff according to the assessment calendar and contain estimated grade, attitude to learning (ATL) and meeting deadlines (DL). Estimated grade is based on the grade the student is predicted to achieve at the end of the course and ATL and DL are all graded 1-

4 (with 1 being outstanding, 2 being good, 3 being needs improvement and 4 being a serious cause for concern).

At the start of Year 12 the end of Key Stage **target grade** is set for courses based on Key Stage 4 average point scores using ALPS methodology.

Where prior data is not available for any student, a number of other approaches may be taken to establish appropriate targets. This may include using CAT assessments or internal assessments benchmarked against national standard. This uses the student's average GCSE points score to create subject specific targets and is set one grade above the value produced to introduce aspirational stretch. This target is agreed by the student and the form tutor following a discussion and may be amended, but only upwards, following this procedure. This target grade then stays with the student through both Year 12 and 13 but can be raised following positive student progress.

KS5 data collections are shared with students and sent home to parents according to the assessment calendar, additionally sharing information on a student's attitude to learning and ability to meet deadlines. These are followed up by discussions with the form tutor leading to agreed actions to help students progress.

Intervention

Progress against targets set is monitored throughout the Key Stage (e.g. by subject teachers, Subject Leaders, form tutors, HOH and Student Services).

A range of whole school intervention and support strategies targeting specific groups of KS3 and KS4 students are put in place as appropriate. These may take place at lunchtime or after school or in the school holidays.

Departmental teams and House teams are involved in the whole school intervention strategies, and they may also have additional subject specific and house specific intervention in place.

At KS5 the most recent progress check data should inform regular personal progress interviews and signal intervention between the Sixth Form leadership and form tutor team, Subject Leaders and/or teacher and student.

Any subject specific or house specific intervention plan should be included in the departmental/team handbook

Responsibilities

The Deputy Headteacher for Curriculum has overall responsibility for the development, monitoring and evaluation of the assessment procedures in the school.

Subject Leaders have responsibility for ensuring that a range of assessment strategies are used as an integral part of the teaching and learning process, that subject-based assessment objectives, examination board assessment objectives and National Curriculum criteria are met at all Key Stages and that data collected is moderated and checked for consistency.

All teaching staff have responsibility for employing assessment strategies that are appropriate to the age and ability of all students and to the particular method of assessment.

Subject Leaders' responsibilities

- Ensuring that assessment objectives and learning outcomes for each Scheme of Learning are clearly expressed

- Ensuring that all data required for the school's termly reporting cycle is provided by the dates stated in the assessment and reporting calendar
- Evaluating relevant assessment data in order to inform future departmental planning
- Monitoring and tracking students' progress within a Key Stage
- Ensuring that data collected is accurate e.g., sampling marksheets and or pieces of work produced by each member of the department
- Ensuring that appropriate feedback is being given to students about how they can improve performance
- Ensuring that moderation of work takes place
- Preparing their own departmental assessment policies in line with the school policy

Senior Leadership Team and Heads of House responsibilities

- Ensuring that records are kept of a student's personal achievements
- Evaluating relevant assessment data in order to identify target groups, reward achievements and tackle underachievement
- Monitoring and tracking the progress of students within a House group
- Ensuring that all form tutors are aware of the responsibilities they have in the weeks after a Data Collection in enabling students to set appropriate targets
- Individual subject teachers / form tutors responsibilities
- Completing, recording and discussing assessments with their students
- Using relevant assessment data in order to set appropriate student targets
- Using assessment as a means of informing future planning
- Use assessments to help plan for SEND students and contribute to annual reviews
- Reporting and recording the progress and achievements of each student
- Ensuring that all Data Collection deadlines are met on time and that data collected is accurate and feedback given to students about appropriate targets

Reporting to Parents and Parental Contact

Data Collection information is sent home according to the assessment calendar. In addition parents and students meet with subject teachers and form tutors annually at year group progress evenings. These are split over two evenings and appointments can be booked using our online booking system.

Departmental assessment activities

Departments must have a clear and systematic approach to collecting **formative and summative data** on student attainment across the key stages. Examples of such assessment mechanisms might include a departmental 'check point' task at the end of a topic, or tests with a shared mark scheme. The head of department should ensure that there are procedures for ensuring standardisation such as departmental moderation activities, or the sharing of levelled/graded exemplar work etc.

Formative data should also be used to directly inform teaching and learning within departments. The head of department and other subject leaders should ensure that the consistent use and continued development of **Assessment for Learning (AFL) strategies** is practiced and promoted within their teams.

The departmental mechanisms used to collect summative and formative data, and the departmental approach to using AFL in the classroom in their subject, should be clearly outlined in the departmental handbook.

Key

KS3 – Key stage 3 (years 7-9)

KS4 – Key stage 4 (years 10-11)

KS5 – Key stage 5 (years 12-13)

NC - National Curriculum

SLT - Senior Leadership Team

SEN - Special Educational Needs

Alps - Key Stage 5 data and target setting package

AS - Advanced Subsidiary (qualification)

HOH - Head of House

AFL -Assessment for Learning

DFE – Department for Education

JCQ – Joint Council for Qualifications

LA – Local authority

ERYC – East Riding of Yorkshire Council