

ASSESSMENT, RECORDING AND REPORTING POLICY



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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy takes into consideration to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also complies with the statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

The purpose of assessment is to support learning and teaching and ensure students make at least expected progress, in line with their ability, from KS2 to 4. At Blythe Bridge High School, assessment is:

- Not unduly burdensome to teachers or pupils
- based on developing the key knowledge, skills and understanding required for success in our KS3, KS4 and KS5 curriculum
- based in the belief that practising recalling and applying knowledge is a good way to get better at doing it
- designed to encourage and motivate students to achieve their full potential by setting them challenging and achievable targets.
- a way to encourage students to take responsibility for their own learning through shared assessment practice and criteria.

- A support for the learning of every child by ensuring equality of academic opportunity through identification of, and provision for, students in specific groups e.g. students in receipt of pupil premium, those with a special educational need and those who arrived in school in Year 7 with KS2 results of below a scaled score of 100.
- A source of information for teachers' planning, enabling them to effectively differentiate and challenge all students.
- A means of gauging progress made in lessons, how far students are retaining what has been taught, diagnose strengths and areas for improvement, and enable future learning to be planned
- based on formative feedback and subsequent student response which allows all to succeed
- sometimes summative, in order to support ongoing formative feedback and prepare effectively for terminal linear examinations.
- a source of information that helps colleagues, staff, students and parents monitor progress towards final examinations.

4. Assessment approaches

At Blythe Bridge we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school assessment for learning, in-school assessment of learning and nationally standardised summative assessment. While each of the purposes of assessment applies to each individual act of assessment to a degree, here we describe the different approaches separately.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

One method of giving feedback is through marking

Ongoing marking

- (i) It is not possible or desirable to mark in detail every piece of work produced by every student.
- (ii) All teacher marking should be in red whereas self and peer assessment and students' responses to literacy errors and teacher progress comments in green.
- (iii) Students' books/folders/portfolios, however, should be marked at least once every two weeks. This should be less or more frequent depending upon the proportion of curriculum time for some subjects and the qualification.
- (iv) Written feedback should be regular, written in a way that students will understand and of a consistently high quality with individual targeted support, which is revisited and rechecked.
- (v) Written feedback should be focused on the learning objectives and planned learning outcomes of the lessons so that students can see the immediate relevance of comments.

- (vi) Feedback, whether written or oral, should relate to assessment criteria or key skills. Clear guidance should explain to students how to improve their level of attainment. Teachers should use comments, annotations or marks which are in line with their departmental marking policy.
- (vii) High quality written feedback should be an integral part of supporting students' underperformance and helping them to identify how to improve.
- (viii) There should be clear evidence of students' responses to feedback in green. These responses should be purposeful and indicate progress.
- (ix) Self and peer assessment should be used as a feedback method, identifiable as green pen marking, to develop independence and evaluative skills.
- (x) Marking for literacy should be present and identifiable through the use of red pen marking and its annotations should be in line with the literacy checklists. Students' corrections should be in green.
- (xi) Feedback should recognise effort and achievement.
- (xii) Good work and effort should be rewarded through the school's Behaviour for Learning Policy.

Detailed marking

- (xiii) The school follows a CPR policy for marking. Key pieces of work must be identified by the teacher in each assessment cycle for detailed marking to take place which provides summative evidence for deriving teacher assessments. At KS5 and 4, feedback to key pieces of work should relate to course-related criteria. At KS3, department descriptors should be used. The 'C' part of the feedback notes positive or general comments about the work; the 'R' part sets a student a task, question, or piece of advice to improve their application of their knowledge in this piece of work. The 'R' part is the student's response (completed in green pen).

Vocational courses

It is understood that for portfolio-based courses the balance between ongoing and detailed marking which best promotes excellent progress for students will be implemented.

Quizzing

Frequent 'low-stakes' quizzes provide a good way for students monitor how well they are retaining important knowledge, and also gives teachers a chance to emphasise important knowledge by including it in the quiz.

Whole-class feedback

Common misconceptions and common technical errors should be addressed with whole class feedback in a timely manner after students have completed work. This is also a good opportunity to share good examples of work.

4.2 In-school assessment of learning

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

All departments have their own assessment of learning policies which outline how assessment of learning takes place in their department. Most have 'summative' assessments three times a year, or

else do smaller-scale assessment six times per year. All such assessments should take account of incline of difficulty, an appropriate balance of select and supply questions, and should include some element that covers learning earlier than the most recent material in order to monitor and promote 'storage strength' as well as 'retrieval strength'. All departments' policies outline when assessments happen and how the outcomes of these assessments are used.

Each department has also set out how the outcomes of these assessments will be used to enhance learning in the future by enabling students and staff to identify gaps in learning, in the curriculum and in teaching.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

In order to avoid unnecessary workload, data is only collected three times a year. At the end of each cycle, teachers submit a cumulative teacher assessment for Years 7-13 into SIMS.net for each student. This is in the form of a grade that reflects the grading system of that subject in its final assessment (9-1 for GCSEs, D*-P for BTECS, A*-E for A levels). Each grade will also be modified by a '-', '=', or '+' to indicate how secure they are within that grade. Student work or performance must therefore be evaluated against curriculum descriptors developed within departments which are linked to the national curriculum and examination specifications. The precise methods for calculating this performance on the basis of assessments must be fully set out in each department's Assessment of Learning policy. This supports Assessment for Learning by enabling students to establish the link between their performance and the teacher assessment.

From the summer assessment point in Year 10 through to the end of Year 11, in spring and summer of Year 12 and through Year 13, teachers will be asked to make teacher predictions. These are the numerates / grades that students are most likely to obtain at the end of the course based on cumulative assessment evidence and work ethic of the student up to the point of reporting. This will enable departmental and whole school intervention to be planned. As the end of the course approaches, teacher forecasts are expected to become increasingly accurate and be in line with actual results.

This data is used for the following purposes:

For curriculum leaders, senior leaders and governors to identify variations in progress in sub-groups and teaching groups

To report on the progress of students to the Curriculum and Impact Committee of the governors

To monitor progress towards whole school targets

To adjust the curriculum across the school and within subjects

To plan interventions where adjustments to teaching and learning or the curriculum would not have timely enough outcomes

To report on progress to parents and students

To enable students to plan their independent learning more effectively

6. Reporting to parents

We have designed the reporting process to maximise the impact and clarity of the information while minimising the workload for staff. In Years 7-11, parents receive two standard reports during the school year. The data entered at each assessment cycle for each subject will be converted to report on the student's progress in relation to their allocated tier.

KEY

+3	Outstanding progress
+	Exceptional progress
+1	Good progress
0	Expected progress
-1	Below expected progress
-2	Well below expected progress
-3	Seriously below expected progress

The standard report shows all subjects, progress (reported as a word) and attitudinal data per subject (effort, behaviour and homework scores).

In Year 11 the reports also contain the grade predicted by the teacher in all subjects.

1	= Outstanding
2	= Good
3	= Requires improvement
4	= Requires significant improvement

KS5 use the above scores for the following criteria:

- (a) – ability to meet deadlines,
- (b) – ability to work independently,
- (c) – attendance and punctuality,
- (d) – attitude to learning and teaching, using the above 1-4 scale.

The report also contains extended comments by the students' form tutor commenting on students; academic strengths and weaknesses, attitude and ethos. There is also a briefer set of comments from the students' head of year, and finally a handwritten comment by the headteacher.

The report also contains the students' percentage absence from school sessions so far that year and their average behaviour score for the school year so far.

Once a year parents also receive an exam report based on the main assessment of the year which highlight students' specific strengths and weaknesses as displayed in that assessment. Teachers are free to add specific comments where called for, but in order to make the process more efficient, curriculum leaders have produced comment banks related to subjects' main assessment objectives.

Progress Evenings

There is one Progress Evening per year group per calendar year for parents/carers to meet individual subject teachers. They are spread across the academic year, the dates of which are detailed on the school calendar. All teachers responsible for classes in the designated year group are present to communicate and feedback to parents. A member of the Leadership Team is on duty during each Progress Evening to answer specific parental queries. During Progress Evening, a register is taken to monitor attendance and feedback on the event is provided via a questionnaire to gather information on assessment, recording and reporting. Where concerns are raised, the Heads of House are responsible for contacting parents.

There are Year 7 - 12/13 Year Ahead Evenings in September to provide parents with the opportunity to meet up with form tutors to discuss their transition.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

8.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in all subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

9. Target setting

The philosophy of target setting must be taken as a small part of a much wider AfL, personalisation and achievement agenda. The aim is to support our students in understanding their own development and progress, encouraging them to set high standards for their achievements in relation to their prior attainment.

Individual Student Tiers:

Each student's KS2 prior attainment will form the basis for assigning them to a tier which represents the level of attainment by that student from KS2 to KS4 if they were to make good progress. So a student assigned to tier 5 is expected to reach a numerate of a 5 by the end of Y11. However, this 'tier' is emphatically for the use of staff in KS3 and not to be used in discussions with students, which should be focussed on specific strengths, weaknesses and next steps.

Students have KS2 start point data based on formal assessments at the end of Year 6 and an average of these is calculated to inform a Year 7 student's Tier. This Tier is the same for all subjects in Years 7-9 and is calculated on the basis that a similar proportion of students nationally will gain GCSE outcomes at each grade for the foreseeable future.

However, as national Attainment 8 data is published each year, it might be appropriate to modify Tiers to reflect changing national standards.

In Year 10 and 11 Tiers will be differentiated for each subject and will be based on FFT20. This should provide realistic, but challenging targets for students to attain, but will also reflect the different level of challenge different subjects proved them with them given their KS2 level of attainment in maths and English.

Students in KS5 are given differentiated Tiers based on their prior attainment at KS4 and are calculated using the DfE's 'Ready Reckoner'. They are set at a level for each subject where achieving the Tier grade will give them a positive value added outcome, Again, this should give them realistic but challenging targets.

Targets should be reviewed regularly as part of an ongoing AfL dialogue. Targets will be communicated with the students from KS4 and may be increased to reflect the progress made over KS3 and appropriately challenge the students.

Whole School Targets:

Whole school targets are set for KS4 and KS5 based on the current accountability measures. These are set and agreed with governors.

10. Monitoring

This policy will be reviewed annually by the relevant member of the senior team and the Curriculum and Impact Committee of the governors. At every review, the policy will be shared with the governing board.

Compliance with this policy will be monitored through line management processes and through the book scrutinies and impact review processes of the school.

APPENDIX 1

Attitudinal data guidelines:

Outstanding – For students who consistently work well in lessons all of the time. Their excellent attitudes to learning have a strong, positive impact on their progress. Classwork is completed with attention to detail and pride. All homeworks are handed in on time. The students love the challenge of learning and are resilient to failure. They display very high levels of engagement, courtesy, collaboration and co-operation in lessons. The students may take lesson content further and show initiative. They are eager to know how to improve and capitalise on opportunities to do so. They participate fully in their learning, both independently and with other students, at all times. Behaviour is consistently exemplary.

Good – For students who work well at most times. Their attitudes to learning have a strong, positive impact on their progress. Classwork is completed to a good standard and generally well presented. Homework is nearly always completed on time and to a good standard. The students are keen learners and want to find out more and they are developing the capacity to learn from their mistakes. The students display good levels of engagement and are typically considerate, respectful and courteous in lessons. They participate fully in their learning, both independently and with other students, at most times. Behaviour is consistently good.

Requires improvement – For students who can work well but regularly need input from the teacher to stay focused and on task. Their attitudes to learning have some impact on their progress. The students may answer direct questions but not always be fully engaged in the learning. Classwork may be brief, occasionally incomplete, and demonstrate less concern for detail or presentation. Homework is not always handed in on time neither is it to a good standard in terms of content and presentation. The students are sometimes responsible for behaviour that distracts the teacher from teaching and other students from learning. The students frequently forget to bring the correct equipment to the lesson.

Requires significant improvement – For students who regularly do not make an acceptable effort to improve their performance. Their attitudes to learning have a negative impact on their progress. The students may need regular input from the teacher due to a frequent lack of concentration and often display a lack of engagement. They may be persistently late for lessons. Homework has been late or not completed on a number of occasions and if it has been, the quality does not meet expectations. The students are responsible more often than not for behaviour that distracts the teacher from teaching and other students from learning. The students may show a lack of respect for others including the teacher and rebut requests to rectify their conduct. They frequently forget to bring the correct equipment to the lesson.