

ASSESSMENT, RECORDING AND REPORTING POLICY

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Rationale

The purpose of assessment is to support learning and teaching by identifying what they know and can do, and what they do not know and cannot do. It should also strive to diagnose the way that students have structured the knowledge in their minds and what strategies they are employing to apply their knowledge. In Key Stage 4 and 5 it should also attempt to monitor students' progress against the national standards represented by the qualifications that they plan to gain and to compare this progress against expectations. Assessment should be focused on how much of our curriculum students know rather than just compared against external criteria.

Assessment should:

- be based on developing the key knowledge, skills and understanding required for success learning our curriculum.
- encourage and motivate students to achieve their full potential by setting them challenging but achievable 'next steps'.
- engender in students a sense of responsibility for their own learning through shared assessment practice and criteria.
- support 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.
- inform teachers' planning and enable them to effectively differentiate and challenge all students.
- enable teachers and students to gauge progress made in lessons, how far the curriculum has been learned, diagnose strengths and areas for improvement, and enable future learning to be planned.
- is based heavily upon formative feedback and subsequent student response which allows all to succeed.
- incorporates periodic summative assessment to support ongoing formative feedback and prepare effectively for terminal linear examinations.

- provide colleagues, students and parents with reliable information to monitor progress towards end of Key Stage targets.

1. Baselines and assessment

The philosophy of formal assessment outlined here must be taken as a small part of a much wider agenda that seeks to monitor and diagnose students in their mastery of our curriculum. The aim is to support our teachers, parents and students in understanding their own development and progress, encouraging them to set high standards for their own achievements.

Individual Student Baselines:

Each student's KS2 prior attainment (in maths, reading and GPS) along with our own verbal and non-verbal reasoning tests will form the basis for assigning them a baseline for each subject. There is also the option of including a subject specific element in the baseline which is particularly valuable in practical subjects.

Each term students are assessed in all subjects and a 'line of best fit' is generated based on the baselines and the student's cumulative assessment score in that subject over the last 12 months. This then allows us to calculate a residual for each student and we use this as the basis for defining their progress as: Outstanding, Very Good, Good, Expected, Below Expected Progress, Well Below Expected Progress or Seriously Below Expected Progress.

In Year 10 and 11 targets will be differentiated for each subject and will be based on FFT50. This should provide realistic, but challenging targets for students to attain, but will also reflect the different level of challenge different subjects provide 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.

2. Types of assessment

Assessment may be:

Diagnostic - establishing the strengths and areas for improvement of individual students, at the start of a course of study, to maximise potential and reduce difficulties, and thereafter to identify problems.

- (a) Summative – *Assessment of Learning* – providing information on a student's attainment, usually at key points in a course of study and at the end, against recognised criteria.

- (b) Formative – *Assessment for Learning* – The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

3. Other information

As part of the school's Key Stage 3 lessons, Year 7 and Year 8 students complete two Access Reading Tests. These tests are undertaken in the autumn and summer

terms. The test measures students' ability regarding literal comprehension, vocabulary, inference and text analysis. A reading age, standardised score and percentile is then generated. These results inform intervention, differentiation and support for each student.

The school uses SISRA (a diagnostic data analysing tool) which all staff can access to support Teaching and Learning. After terminal KS4 exams, SISRA produce a 'SPI' (Subject Progress Index) which gives an early indication of how each student, subject or class has performed in relation to national data on progress that year.

Assessment cycle

The school assessment cycle comprises three main cycles, each of approximately on terms' duration. These are referred to as the autumn, spring, and summer cycles. At the end of each cycle, curriculum leaders submit assessment data into SIMS.net.

4. Teacher assessment data

At the end of each cycle, teachers submit a predicted grade for Years 10-13 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). They are the numerates / grades that students are most likely to obtain at the end of the course based on cumulative assessment evidence, work ethic and completion rates gathered 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. 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. Part of the quality assurance process for assessments is to check that the predicted grades are aligned with the ongoing assessment data across the cohort.

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.

Teachers will use data to identify the higher and lower ability students in a cohort/group/class, differentiate and personalise learning to meet individual needs. This information should be shared with students and parents, in appropriate ways, to support the communication of progress.

5. Formative assessment – marking & written feedback

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 intended curriculum and the 'big questions' of the recent lessons so that students can see the immediate relevance of comments.
- (vi) Feedback, whether written or oral, should relate to how much of our curriculum students know and are able to apply. Clear guidance should help students to improve their knowledge, understanding or strategies.. Teachers should use comments, annotations or marks which are line with their departmental marking policy.

- (vii) There should be clear evidence of students' responses to feedback in green. These responses should be purposeful and indicate progress.
- (viii) Self and peer assessment should be used as a feedback method, identifiable as green pen marking, to develop independence and evaluative skills.
- (ix) 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.
- (x) Good work and effort should be rewarded through the school's Behaviour for Learning Policy.

Detailed marking

- (xi) The school follows a CPR policy for marking. Key pieces of work must be identified in each assessment cycle for detailed marking to take place which provides summative evidence for deriving teacher assessments.

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.

6. Homework

All homework completed by students must be checked, discussed or marked in a manner that validates students' efforts for completing it and is able to feedback effectively how successful they have been (Homework timetables for each year group are distributed at the beginning of every year indicating the frequency by which homework should be set).

An extended assignment which effectively develops students' skills as independent learners broadens the curriculum and offers opportunities for students to learn further could act as one key piece of work for detailed marking.

Examples of good practice which support formative assessment:

1. Sharing curriculum content documents and knowledge organisers with students which are referred to regularly throughout a course.
2. Providing students with self-review sheets which are used at the start of a unit of work/project/cycle, are used by students and referred to regularly.
3. Modelling exemplar work with students, so they know what to aim for, and providing ongoing feedback during a task/project with reference to it (supports visual learners)
4. Self- and peer-assessment: students mark their own or each other's work against criteria in green which is made accessible and tailored to the task.
5. Students writing brief notes on how to do better next time after they receive oral feedback
6. Students responding to written feedback at the start of a lesson referred to as DIRT.
7. Communicating to students, at the beginning of a cycle, the key pieces of work which will be used for detailed marking and feedback.
8. Informing students of their teacher assessments submitted to SIMS. Whilst reminding/reinforcing how they were derived.
9. Recording progress in planners and exercise-book stickers which aids recall, self-reflection and supports learning conversations with different members of staff.

8. Code of presentation for handwritten work

The following aims to reduce the number of comments that teachers have to make on issues of presentation.

1. Each written piece of work should contain:
 - A title and date.
 - A homework label where applicable.
2. The date and title should be underlined, using a ruler.
3. All writing should be in blue or black pen.

4. All diagrams to be in pencil.
5. Each piece of work to be ruled off with a ruler when completed.
6. Errors should be crossed out once, using a ruler. Correcting fluid is not to be used.
7. SPAG mistakes are to be corrected according to literacy guidelines.
8. Students should write in their neatest handwriting.

9. Code of presentation for ICT-produced work

Electronic documents should contain the following:

In the Header section

- Top Left “Blythe Bridge High School & Sixth Form”
- Top Right “Forename Surname”

In the Footer section

- Bottom Left “Filename & Path”
- Bottom Right “Page number”

Font

- Times New Roman, Arial or similar
- Size: No larger than 14, ideally 12.
- No WordArt for headings

Paragraphs

- Paragraphs not indented
- Blank line between paragraphs

10. Reporting to parents

The data entered at each assessment cycle for each subject will be converted to report on the student’s progress in relation to their baseline.

Parents receive reports twice a year which are distributed according to year groups across the academic year.

The reports for KS3 and 4 show all subjects, progress (reported as a word) and attitudinal data per subject (behaviour for learning and homework scores).

- 0 = Outstanding
- 1 = Good
- 2 = Requires improvement
- 3 = 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 reports also contain comments on the students progress from their form tutor, their head of year and (in one of the two reports) the headteacher

In the wake of annual examinations, students also receive a ‘strengths and weaknesses’ report that gives them a specific commentary on what elements of our curriculum they showed some mastery of (‘what went well’) and which areas they should focus on next.

Teachers are able to use comment banks for this process at KS3 and KS4 to ensure that they provide:

- Comments which describe the students’ strengths and achievements.
- Comments which explain how students can improve and move their learning forward.

Key Stage 3, 4 and 5

Teachers follow the Assessment, Recording & Reporting calendar for the reports schedule and progress evenings.

11. Progress Evenings

There is one Progress Evening per year group per calendar year for parents/carers to meet individual subject teachers. They normally take place after a report has been sent out and 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. The deputy headteacher (curriculum) is on duty during each Progress Evening to answer specific queries and deal with technical issues. During Progress Evening, a register is taken to monitor attendance. Where concerns are raised, the Heads of Year 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.

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.