



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

Progress Checks

E-portal facilitates the collection, processing, distribution and reporting of relevant student assessment data.

At key stage 3 and 4, progress checks are completed by teaching staff three times per year (once per term). These include students' **current attainment**, **target level/grade** and **estimated level/grade** in each subject.

Current attainment is the level or grade that the student is working at at the point of the data collection.

The **target level/grade** is an aspirational level/grade that the student should be aiming to achieve. **When setting the target level/grade staff should be mindful that the target level/grade must always be higher than the current attainment, and must always be in line with or higher than the estimated level/grade.**

In addition, in most cases the **target level/grade** should be in line with, or occasionally even above, the Fischer (GA). Fischer GA (or Grade Above), 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. In the core subjects the **target level/grade** is most likely to be in line with, or above, Fischer (GA). In other subjects, such as those which are heavily practical for example, the Fischer (GA) may be less relevant and reliable, but it should still be borne in mind as a guide when setting the **target level/grade**.

NB starting in September 2014 and in subsequent years, targets will be set for students in Years 7-11 using a levels of progress model.

In September 2014 Y11 students will be set targets by subject teachers using the existing methodology- outlined above - to ensure continuity.

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 (eg where GCSE certification occurs at the end of Year 10).

There is also an opportunity for teachers to make a brief EBI (Even Better If) comment re student progress as part of the progress check at KS3 and 4.

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 every 5 weeks. Teaching staff feed back on **target grade**, and **estimated grade**.

At the start of Year 12 the end of Key Stage **target grade** is set using the Level 3 Value Added Ready Reckoner. 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.

The **estimated grade** is the grade that the teacher feels the student is likely to achieve at the relevant end point of their studies in the subject.

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

Personal Progress Interviews

Personal progress interviews should be used regularly across the key stages by subject teachers as a way of ensuring the one to one contact and relevant personalised feedback that the students value, and which promotes progress. Heads of department and other subject leaders should determine when during the academic year personal progress interviews should take place in their subject, and 'calendar' them accordingly. Heads of department should agree the most appropriate method for recording the interviews with their team e.g. a note in the teacher's planner, a written comment from the student in an ROA or similar, or completion of a simple departmental proforma.

The timing of personal progress interviews, the method of recording and a system for monitoring, should be clearly outlined in the departmental handbook.

Intervention

Progress against targets set is monitored throughout the Key Stage (e.g. by subject teachers, HODs, 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

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, HOD and/or teacher and student.

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

The role of the SLT link in supporting intervention

With the HOD/subject leaders/HOH – the SLT link should be involved in on-going scrutiny of student performance. This includes using SISRA following each progress check to identify underachievement and intervene as appropriate. The SLT link should also support the HOD/subject leaders/HOH in using RAISE on line and the Autumn Package to identify underachievement and target intervention as appropriate. ***From September 2014 transition matrices will also be available for all staff for each teaching group in KS4 and 4 to support the monitoring of student progress and target intervention accordingly.***

Reporting to Parents and Parental Contact

All progress check information is sent home. In addition parents and students meet with subject teachers and form tutors annually at year group parents' evenings and during Performance Review Day. Performance Review Day is an annual calendared event during which students and parents of students in years 7-10 meet with form tutors who have the oversight of the students' general progress, for feedback. PRD also serves to build on the relationship forged at the Year 6 induction evening, and to strengthen the home-school partnership and the role of the form tutor as the first point of contact for a student for the extent of the student's school career.

Departmental assessment activities

Departments must have a clear and systematic approach to collecting **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.