



**DRIFFIELD
SCHOOL
& SIXTH FORM**

Assessment and Reporting

Version 1.1

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Name of Responsible Committee/Individual:

Local Governing Body

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Related Documents:

Assessment, Recording and Reporting Policy

Context

Assessing student work is essential to ensure that strengths and areas for development can be identified and effective feedback can be provided to students. 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
- informs future curriculum planning
- 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

Departmental assessment activities

Departments must have a clear and systematic approach to collecting 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 Subject Leader should ensure that there are procedures for standardisation such as departmental moderation activities, or the sharing of levelled/graded exemplar work etc.

Assessment, whether summative or formative, and any data it produces, should be used to directly inform teaching and learning within departments and inform future curriculum planning. Subject Leaders should ensure that the consistent use of assessment strategies is practiced and promoted within their teams and that appropriate, evidence-informed CPD, relating to assessment, is provided on an ongoing basis.

Feedback should be provided using the methods agreed (and at the frequency agreed) within the trust wide subject specific marking policies. This feedback will be delivered in a variety of forms including but not limited to whole class, verbal, or personalised written feedback.

Data Collections

At Key Stage 3, 4 and 5, data collections are completed by teaching staff according to the Quality Assurance Calendar. For each year group there are two data collections per academic year.

At Key Stage 3, the data collected includes teachers providing students with a progress descriptor along with Attitude to Learning grades.

The progress descriptor is a judgement made by the teacher, of the progress made by a student in that subject area, in relation to the student's starting point (above expected +, as expected =, and below expected -). The progress descriptor is a holistic judgement based on everything teachers know about their students and are not driven solely by assessment results.

Attitude to Learning grades are issued for 'classroom' and 'organisation' and these are graded on a four point scale, where 1 = Exceeding, 2 = Engaging, 3 = Coasting and 4 = Disengaging (see Appendix A for full details of Attitude to Learning grades and descriptors).

At Key Stage 4 and 5 the data collected includes teachers providing students with an estimated grade in each subject along with Attitude to Learning grades.

The estimated grade is a professional judgement about the grade that the teacher expects a student to achieve at the end of their A Level, GCSE or vocational course. A Level courses are graded A*-E, GCSE courses are graded 9-1 and vocational or BTEC courses are graded using the relevant criteria. The estimated grade is a holistic judgement based on everything teachers know about their students and are not driven solely by assessment results.

The Attitude to Learning grades issued at Key Stage 4 are the same as those for Key Stage 3 (see appendix A).

The Attitude to Learning grades issued at Key Stage 5 are for 'attitude to learning' and 'deadlines' and are both graded on a four point scale. For attitude to learning, 1 = outstanding, 2 = good, 3 = some cause for concern and 4= cause for serious concern. For deadlines, 1 = all work handed in on time, 2 = most work handed in on time, 3 = work is mostly late and 4 = work is often not handed in (see Appendix B for full details of Key Stage 5 attitude to learning and deadline grades and descriptors).

Reporting to Parents

Data collection information is sent home in the form of progress reports following each data collection. In addition, parents/carers and students have the opportunity to meet with subject teachers annually, either in person or remotely (this is reviewed every year) at year group progress evenings. Appointments for these evenings can be booked using our online booking system.

Key Stage 3 and 4 progress reports contain an achievement table sharing all of the information collected in the most recent data collection (see data collections above). They also contain further student information on attendance, behaviour for learning, and prior attainment e.g. Key Stage 2 scaled scores and Cognitive Ability Test scores (See Appendix C progress report FAQ page for details). Key Stage 3 and 4 progress reports also contain a GCSE chances graph (see Appendix C) to give parents/carers and students an approximate indication of what the student is likely to achieve at GCSE.

Key Stage 5 reports contain a performance summary table sharing all of the information collected in the most recent data collection (see data collections above). In addition to this data, there is also a target grade for the student.

Intervention

Student progress and attitude to learning is monitored throughout the key stage (e.g. by subject teachers, Subject Leaders, form tutors, Heads of House and Heads of Year).

A range of intervention and support strategies targeting specific individuals or groups of students are put in place as appropriate. Wave 1 classroom interventions are regularly reviewed by Subject Leaders with the teachers in their departments. Other interventions may take place at lunchtime, after school or in the school holidays.

At Key Stage 5 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.

Responsibilities

The Deputy Headteacher for Curriculum and Standards 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.

Appendix A – Key Stage 3 and 4 progress report FAQ page

Frequently Asked Questions (FAQs)

As we have changed the way that our reports look, please find below some answers to frequently asked questions which will hopefully explain the reasons for some of the changes we have made.

What are the different Cognitive Abilities Tests (CATs)?

There are four different CAT tests: non verbal (problem solving using pictures and diagrams), quantitative (numerical skills), spatial (solving problems in 3D and verbal (reasoning using words). The scores of each test contribute to the CAT average.

What are chances tables and chances graphs?

We have looked at what historically, students with similar prior attainment to your child has gone on to achieve at GCSE, both at a national and school level. We have then calculated approximate percentage chances of your child achieving each grade at GCSE and represented these in a table and a graph.

Why are you sharing these chances tables and graphs with us?

To give parents and students an approximate indication of what students are likely to achieve at GCSE. A student with higher prior attainment is more likely to achieve higher grades at GCSE. However, we hope that these graphs and charts show what is possible through hard work and that all students can achieve well. We hope that they are more motivational than individual target grades.

How accurate are the chances tables and graphs?

They are purely an approximate guide, and the chances of achieving different grades at GCSE can be affected by a number of factors, including attendance, attitude to learning and behaviour. These chances will vary from subject to subject too (for example, a strong performance on the quantitative CAT would indicate a stronger performance in maths-based subjects). Also, if your child felt like they under performed on the CATs, the chances tables and graphs will be less accurate for them. We recognise that students are individuals and these chances are based on historical data and are to be used as a rough guide only.

I've noticed that the percentage chances for some of the grades are zero. Does this mean that my child cannot achieve these grades? Does it mean that no students with a similar prior attainment have achieved these grades?

No. The percentage chances are rounded to the nearest whole number, so although the number of students historically achieving these grades is small, it is still possible for your child to achieve these grades.

What does the achievement table show for individual subjects?

This shows how your child's teachers think they are currently achieving, based on their prior attainment. It shows if they are achieving as expected, better than expected or below expected, in each subject.

Appendix B – Key stage 3 and 4 Attitude to learning grades and descriptors

Attitude to Learning Grades

Lessons This is about how students engage with learning in their lessons		Organisation This is about how students are prepared for their learning, such as bringing the right equipment and completing homework	
1 Exceeding	<ul style="list-style-type: none"> • Always fully engaged in lessons • Always takes an active part • Appetite for learning & loves challenge • Shows resilience • Seeks to succeed 	1 Exceeding	<ul style="list-style-type: none"> • Homework always completed to an excellent standard • Always fully equipped • Work shows you they above and beyond • Always takes pride in their work.
2 Engaging	<ul style="list-style-type: none"> • Committed to working hard • Attempts challenge to match expected progress • Active contributor • Tasks are completed to a good standard 	2 Engaging	<ul style="list-style-type: none"> • Homework completed to a good standard • Fully equipped most of the time • Takes pride in their work
3 Coasting	<ul style="list-style-type: none"> • Occasionally off task • Sometimes completes minimum amount of work • Resists greater challenge • Occasionally contributes 	3 Coasting	<ul style="list-style-type: none"> • Sometime does not hand in homework • Homework is rushed or incomplete • Has basic equipment but not subject specific equipment
4 Disengaging	<ul style="list-style-type: none"> • Regularly off task • Rarely completes work • Rarely contributes 	4 Disengaging	<ul style="list-style-type: none"> • Regularly has no basic equipment • Regularly does not complete homework

Appendix C - Key stage 5 Attitude to learning grades and descriptors

Attitude to Learning Grades:

Attitude to learning These are graded 1, 2, 3 or 4, with a grade 1 indicating that your child has adopted a very positive and pleasing attitude to their school life.		Deadlines These are graded 1, 2, 3, or 4, with a grade 1 indicating that your child has handed in all pieces of work on time	
Grade	Typical behaviours seen:	Grade	Typical behaviours seen:
1 Outstanding	<ul style="list-style-type: none"> • Always fully engaged in lessons • Always takes an active part • Appetite for learning & loves challenge • Shows resilience • Seeks to succeed 	1 Outstanding	<ul style="list-style-type: none"> • All work handed in on time • Homework always completed to an excellent standard • Work shows you they above and beyond • Always takes pride in their work.
2 Good	<ul style="list-style-type: none"> • Committed to working hard • Attempts challenge to match expected progress • Active contributor • Tasks are completed to a good standard 	2 Good	<ul style="list-style-type: none"> • Most work handed in on time • Homework mostly completed to a good standard • Often takes pride in their work
3 Some cause for concern	<ul style="list-style-type: none"> • Occasionally off task • Sometimes completes minimum amount of work • Resists greater challenge • Occasionally contributes 	3 Some cause for concern	<ul style="list-style-type: none"> • Work is mostly late • Sometime does not hand in homework • Homework is rushed or incomplete
4 Cause for serious concern	<ul style="list-style-type: none"> • Regularly off task • Rarely completes work • Rarely contributes 	4 Cause for serious concern	<ul style="list-style-type: none"> • Work not often handed in • Regularly does not complete homework