Assessment, Reporting and Target Setting Policy

Assessment

Assessment serves three fundamental purposes: -

1. To help students learn
2. To help teachers teach more effectively and to adopt a more personalised approach to the needs of their students, and
3. To provide relevant and accurate information about attainment for students, parents, teachers and others (e.g., to decide on student groupings or provide relevant careers advice).

Students' work will be acknowledged as frequently as possible and marked in detail at least every three weeks using constructive feedback as described above.

When setting periodic and transitional assessment tasks, assessment criteria should be shared with learners. In many cases learners will help to develop or formulate the assessment criteria. Assessments must be marked against agreed mark schemes – generated by the department, by Awarding Bodies or other appropriate agencies. Peer- and self-assessment should be used to ensure that learners know how to improve their work.

Assessments should be marked in line with the school's separate Marking Policy. Consistency in marking of assessments is imperative. Periodic and transitional assessments at each Key Stage should be moderated and standardised. The usual procedure is for relevant groups of staff to cross-moderate a sample of each other's assessments, and standardise the marks of the sample. Where necessary, staff should then adjust the marks of their own class set.

The nature of assessment should be regarded in two ways: -
- Assessment **for** learning (formative assessment): this involves the continuous use of classroom assessments to improve learning
- Assessment **of** learning (summative assessment): measures what learners know or can do at a particular point in time.

Assessment for Learning
The details of how and when formative assessment will take place are specified in all published schemes of work. Lesson planning will identify opportunities for mini-reviews during individual lessons.
To ensure that assessment is used to help students learn effectively, the following features will be evident in classroom practice.

Involving students in their learning.
Teachers will:
- Set Challenge Targets for each student that are aspirational but attainable (excluding Key Stage 3). They should be discussed with students and noted in exercise books and planners
- Explain the reasons for the lesson or activity and share the learning objectives and learning outcomes
- Share the specific assessment criteria with students and, as appropriate, parents; making sure that these criteria can be easily understood by all
- Help students to understand what they have done well and what they need to develop
- Show students how to use assessment criteria to assess their own work
- Provide regular opportunities for self and peer assessment
- Use effective questioning techniques to encourage discussion which give vital feedback on the current level of understanding

Modelling quality
Teachers will:
- Share examples of work with students so that they can see the standards they are aiming for
- Use examples of work to highlight the ways that assessment criteria are met
- Encourage students to review examples of work that do not meet the assessment criteria
- Include in their teaching, activities designed to model the necessary skills

Giving feedback to students on their work
This is an essential element in assessment for learning. Teachers will give regular, effective feedback to students that:
- Focuses on the task and learning objective, not presentation
- Indicates what is good, what needs correction and which aspects need further improvement
- Suggests the next steps students could take to improve their work
- Helps students to find alternative solutions
- Teachers will give students oral feedback whenever possible, since it is generally more effective than written feedback.

Self assessment and peer assessment
Students will be given opportunities on a routine basis to learn by assessing their own work and that of their peers. Students will be encouraged to:
- Reflect on their own work
- Identify the standard they are trying to achieve
- Think about how to bridge the gap between aspiration and achievement
- Take time to work problems out for themselves
- Consider a number of possible solutions before deciding on a course of action

Monitoring and Evaluation
Each student has a responsibility to:
- Record their targets for each subject
- Read and take note of feedback given by teachers

- To address the suggestions for improvement
- To ask for clarification where necessary
- To participate in self-evaluation; this includes noting down any instructions / guidance given

Teachers are important in this process as opportunities need to be planned into Schemes of Learning and assessment criteria shared with students in a suitable format. However, peers can be effective in taking on the role of critical friend and will inevitably enhance their own understanding as a result of this practice.

Assessment of Learning

Assessment Opportunities
The School will create formal summative assessment opportunities, such as internal examinations, at appropriate times of the year. Other summative assessments will be identified in subject Schemes of Learning. The attainment data will be used as the basis for monitoring student progress via the school's reporting system. The Staff Handbook contains an annual calendar of data collection deadlines for each year group.

Methods
Different kinds of assessment will be used by subject teachers, which will fit the purpose of the assessment and provide data which is valid, precise and reliable e.g. past questions used at GCSE should be marked using the relevant mark schemes and moderation of some of these tasks at subject level will ensure rigour.

Grading
At KS3, attainment will be assessed on an age-related GCSE numbered grading system (8-1), so that staff, students and parents only have one model to familiarise themselves with.

These age-related grades will refer to a student's position in the national/school performance distribution for their age group. These grades will not show what a student would get if they took a GCSE at that moment in time. So, for example, if a student gets a grade 6 in the summer of Yr7, it means we think they are on a trajectory to achieve a grade 6 in Year 11 if they continue at the same rate of progress. It does not mean that they could get a 6 if they sat a GCSE paper at that point. Staying at the same grade is making progress. Assessments get harder from term to term and year to year, so that a grade 6 in Yr8 represents a higher standard than a grade 6 in Yr7. The highest grade available in Year 7 & 8 will be an 8 – meaning that every student will still have the option of 'improving' their grade once they get to KS4.

At KS4, attainment will refer to GCSE (9-1) grades in most cases. Assessments in Years 12 and 13 will relate directly to the requirements and methodologies of the relevant awarding bodies. It is important that students have the opportunity to develop their understanding of the different grades and how to progress to the next one.

Standardised Work
Heads of Department are encouraged to keep portfolios of student work as exemplars of agreed assessment standards. These can be used to support Newly Qualified Teachers and ITT students. It is also useful evidence of procedures for Subject Reviews and will aid the completion of the Subject SEF.

Calendar
All arrangements for assessment, recording and reporting will be agreed by the Senior Leadership Team in consultation with teaching staff. It will be published in the School Calendar at the start of each academic year. For further information on Pre Public exams please refer to the school's exams policy.

At KS3: Formal summative assessments will be conducted three times per year – once in each of Terms 2, 4 & 6. These are the only pieces of work that will be graded. Departments can determine the exact format of these assessments, but they must be cumulative, e.g. Term 4's assessment will cover all work over Terms 1-4. The whole cohort will sit the same assessment, enabling the department to moderate & standardise. When setting assessments, Heads of Departments need to consider the 'Quality Model' where all students perform the same task or the 'Difficulty Model' where students answer a series of questions of increasing difficulty.

At KS4: Students work will be periodically assessed using GCSE grades. The timing and number of such assessments will vary from subject to subject but they are expected to be more frequent than at Key Stage 3. Assessments will take a number of forms: essays, controlled assessments, ISAs, practicals (e.g. PE or drama), end of topic tests, practice questions or papers, presentations.

At KS5: Students work will be regularly assessed using A Level, BTEC or Cambridge Technical grades. Assessments will take a number of forms: essays, coursework, end of topic tests, practice questions or papers, practicals (e.g. PE, drama, sciences) presentations.

Assessment Framework - Key Principles

General points
- Each subject should have a clear assessment schedule for each year. In line with the new curriculum, these will be reviewed. Initially they will be published on FP Online for staff viewing, and later, on the school website for parents to view. A common format for this will be developed.
- In general, subjects should be free to determine the nature and content of their assessments

Common elements across all assessments
- There should be agreed definitions for commonly used command words such as 'describe', 'explain', 'discuss' and 'evaluate.' These definitions should be shared with students so they are aware of the commonalities of language between assessments.
- Assessment criteria should be shared with, or developed by, students. Assessments should include an element of peer- or self-assessment (before teacher marking) or self-reflection (following teacher marking). Where appropriate, examples of good work (WAGOLL – What a Good One Look Likes) should be shared.
- There should be a common language of feedback. The use of WWW (What Went Well) and EBI (Even Better If) is already common across several departments, in many of our feeder schools, and in many teacher training institutions. This can, of course, be linked to target grades.

Common elements across some assessments
In general, the following should be present at least <u>once a year in every subject</u>:
- A significant amount of age-appropriate reading – selected by the students, or given to them by teachers.
- A clear focus on developing students' speaking and listening – e.g. through targeted pair or group work, formal debates, presentations etc.
- Clear expectations of extended writing – eg an elaborate, sustained, developed and detailed piece of work.
- A clear focus on developing students' independent learning skills – where students are expected to investigate, research, select, synthesise and evaluate information, or to investigate, articulate and solve a problem. Where appropriate, students should be able to set (with teacher guidance) their own questions or problems, or choose from a range of options.
- Clear opportunities for developing group or teamwork skills, where the outcome of the assessment will be demonstrably better when undertaken as a group, rather than as an individual.

Heads of Department will (within their subject areas):
- Support department members in the implementation of the Policy
- Ensure that their Assessment Policy is regularly reviewed and updated
- Plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness

- Establish agreed subject criteria for assessment and marking which conform to whole school guidelines
- Monitor the consistency of assessment and marking
- Ensure that assessment information is systematically recorded and appropriate information entered into Assessment Manager at each reporting deadline for each year group
- Analyse performance data, monitoring progress of students towards their targets throughout the year
- Agree their subject contribution to the assessment of cross-curricular themes
- Identify the INSET needs of their team
- Maintain a portfolio of assessed work to ensure consistency of standards
- Ensure that their Department meets the report deadlines and standards

Subject Teachers will:
- Gain the necessary expertise and knowledge about data analysis through training
- Ensure that students have a clear understanding of the assessment criteria (GCSE, AS/A2, BTEC and Cambridge Technical grades)
- Regularly assess and mark students' work employing a range of assessment styles
- Use the results of all assessments to monitor progress and plan future learning tasks which match student capabilities
- Motivate students by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time
- Celebrate success in meeting targets using the school's reward systems

Reporting

Assessment data should be collated. For all Key Stage 3 students, Staff are required to report the 'Current Attainment' (Age Related Grade), and 'Approach to Learning' three times a year. At year 9 and 10 staff are required to report 'Current Attainment (GCSE 9-1 grades), 'Challenge Target' and an 'Approach to Learning', three times a year. For years 11, 12 and 13, Staff are required to report the 'Current Attainment', 'Projected Attainment', 'Challenge Target' and 'Approach to Learning' four times a year. This assessment data is used to track, support and intervene with learners by departments, Houses and the school.

Progress information is reported to parents in a variety of formats:
- Internal 'Progress Reports' (3 per year for 7, 8, 9, 10 and 4 per year for 11, 12 and 13). These reports include academic progress data for all subjects, including approach to learning. Attendance and behaviour data is also included in all reports.
- A Parents Consultation Evening once per year
- The publication of GCSE, AS and A Level, BTEC and Cambridge Technical results statements

Progress information is reported internally in a variety of formats:
- Internal and public exam data is available for staff via the school's Go4Schools system, which provides information at a whole school, department and individual student level across all year groups. Information on Levels of Progress, performance against targets and against DfE Performance Measures can be accessed through Go4Schools
- At KS5 internal progress data is analysed via ALPS Connect system for the production of interim Monitoring Reports
- Internal Interim Progress Reports (IPRs) and Subject Interim Progress Reports (SIPRs) are produced for KS3 and KS4 after each data collection point. These outline progress of the cohort and key groups of students at a subject and class-by-class level

Approach to Learning Grades

Approach to Learning grades are directly linked to the School's ACHIEVE values (Ambitious, Collaborative, Happy, Integrity, Endurance, Versatility and Excellence), and are outlined below:

Outstanding: Displays an excellent attitude, ambition, sustained learning and demonstrates integrity. They are highly motivated, show endurance, and are versatile and happy in their approach to learning, making a full contribution.

Good: Consistent approach that enables good progress. They are motivated, make a positive contribution and demonstrate a high level of integrity. They show endurance and are versatile and happy in their approach to learning.

Requires Improvement: Does not always show ambition. Their approach can lead to disruption, lack of consideration and lack endurance in their learning. They struggle to work collaboratively and to try new approaches. Their work fails to meet expectations.

Cause for Concern: Consistently displays an approach that lacks ambition. They show a lack of integrity which leads to disruption and a lack of consideration. They do not demonstrate versatility or endurance and need prompting to engage and to work collaboratively. Their work rarely meets expectations.

Where a teacher has indicated that a student's approach to learning is not at least 'Good' they will also have given a reason. This should help parents to identify areas to work on with their sons and daughters. The school will use this information to identify and support underachieving students. One of five reasons will be given:

- Home Learning   The standard of home learning does not meet expectations and/or has not been completed on regular occasions, which is impeding progress.

- Behaviour   The student displays behaviour which is detrimental to their own and/or the progress and learning of others.

- Organisation   The student lacks the necessary levels of organisation and/or has failed to bring the required equipment to the lesson on regular occasions, which is impeding their progress.

- Effort & Concentration   The student does not make the required level of effort and/or contribution to the lesson, which is impeding their progress.

- Attendance   The student's progress is being impaired by low attendance (below 90% of lessons) and/or poor punctuality.

All internal progress data is collected via the Data and Admissions Manager.

Use of internal progress data:
- The AIMS team (AHT – Raising Achievement, AHT – Inclusion, AHT – Pastoral, Raising Achievement Manager, Pupil Premium Champion and SENCO) meet weekly to review support and intervention requirements for vulnerable children. From this, personalised support packages are created with either the Raising Achievement Mentor or Alternative Curriculum teams, or a combination of the two

- Heads of Department use Go4Schools and ALPS Connect to identify and track progress across their departments, at a cohort, sub-group, teaching group or individual student level, ensuring appropriate strategies are in place to maximise progress
- Senior Leadership use cohort and subject level data to identify strengths and focus areas in order to ensure correct support and interventions are in place.

Records
The School will keep a record of progress of each student, including a record of prior attainment from previous schools. Individual teachers will keep their own records of student achievement in their classes.

Target Setting

All students will have an Official Target for each Key Stage in every subject they are studying. At Key Stage 3 this Official Target will be referred to as an 'Expected Grade'. Official Targets will be based on prior attainment, unless there is no prior data for a student – in which case CATS projections will be used to inform targets.

At KS5, Official Targets are generated by ALPS, with the aim of ensuring students make progress that is at least in the top 25% nationally for Value-Added. At KS3 and KS4, until FFT data normalises, Official Targets will be based on KS2 scaled scores against expected GCSE grades. This methodology will still provide aspirational targets, but also provide more accessible targets for students. At KS3, 'Expected Grades' are tied into the Official KS4 target – ensuring consistency and continuity across both key stages. KS3 'Expected Grades' will only be made available to teachers and will not be published to parents and students.

Aside from Official Targets, every student at KS4 & KS5 will have a Challenge Target in every subject. Challenge Targets are designed to be aspirational but achievable. Teachers and students will discuss and agree these targets on an ongoing basis. Challenge Targets will be SMART (specific, measurable, achievable, relevant and time limited). The dialogue between teachers and students will ensure that all students have a clear understanding of what they need to do in order to meet their target. Challenge Targets will always be at least the same, but usually higher, than the current 'Working At' grade or level for each student.

Target Grades should be clearly recorded in students' exercise books, in order for the student, parent and teacher to see whether the student is on track.