

# **ASSESSMENT, RECORDING AND REPORTING POLICY**

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Linked policy: Teaching & learning

## **ASSESSMENT, RECORDING AND REPORTING POLICY**

### **1. Rationale**

- 1.1 Our Assessment, Recording and Reporting policy is designed to provide a framework for monitoring and supporting the progress of individual pupils throughout their school career. It also underlines the school's commitment to regular, meaningful feedback and shared target setting as a means of motivating pupils and keeping them and their parents informed of progress.

### **2. Aims**

- To raise levels of achievement throughout the school.
- To keep pupils, parents and teachers informed about progress and actively involved in its promotion.
- To provide a framework which encourages pupils to be actively involved in discussions about achievement and future learning.
- To inform future teaching and learning strategies.
- To facilitate meaningful curriculum development and differentiation in the learning process.

### **3. Guidelines**

- Pupils are provided with regular and accurate feedback on their progress (i.e. through a combination of verbal comment, next step comments, test results, gradings and assessments).
- Departments are expected to share/moderate their assessments of key tasks on at least a half-termly basis and to adopt a variety of assessment strategies for their tasks.
- Appendix A provides guidance on the new KS4 grading system which we are using from years 7-11, and how these equate to the previous national assessment systems for KS3 and 4.

## 4. Target Setting

### School Target Grades

School targets are provided by the school data team. For students in Years 7 to 11:

- FFT20 (which uses national data sets to predict what the top 20% of performing students might achieve at GCSE in each subject, based upon their KS2 data) will be used to identify GCSE target grades for each student in each subject.
- These grades become the SCHOOL TARGET GRADE for each student in Years 10 and 11.
- For students in Years 7, 8 and 9, the FFT20 target grades are used in conjunction with LSCC's flight paths which track back through the years to identify a target grade for the end of that school year which would place that student on line to make strong progress.
- These School Target Grades are used to track students and to identify under-performance or concerns.

### **Student Target Setting**

At the beginning of the academic year, every teacher will have a learning conversation with each student in their class and discuss that student's own, personal STUDENT TARGET. The student decides on this target, guided and coached by their teacher:

- Teachers should discuss students' recent work (normally in September) and guide students on what grade they would like to achieve by the end of the year/course.
- No student should be told, "That is your target," and for it not to be discussed.
- Student Target Grades should not be lower than the School Target Grade in the vast majority of cases and, in many cases, will exceed this. If a student is not ambitious enough for their own progress, he/she should be encouraged and coached to raise their aspirations. If one student's target is below their School Target Grade, another in the same class must have a higher target by the same equivalence. Overall, the average Student Target Grade for any class will equal or exceed the average School Target Grade.
- All Student Targets are written onto assessment stickers on all books and these targets are sent home on the regular progress checks.

### **Target Setting for Sixth Form Students**

Aspirational 'ALPS' target grades are used for Years 12 and 13 students, which are based upon GCSE results. These will be aspirational targets for the end of each course, whether it be a one or two year course.

## 5. Reporting

- 5.1 Students and their parents are kept informed of progress through three or four progress checks a year. Progress checks consist of each student's current and forecast (predicted for the end of that year) grades plus scores for attitudes to learning in each of a student's subjects. These are colour-coded to highlight the importance of these qualities. The progress checks also contain 'next step' comments, which inform students and their parents how they can develop in each subject. An exemplar of a progress check is at Appendix C.
- 5.2 In addition to the progress checks, a Parents' Evening for each year group is calendared. All parents are invited into school to meet with subject teachers to discuss their child's progress, achievements and areas for improvement.
- 5.3 Year 7 students also have a Parents' Evening with tutors early in the year to see how their child has settled into school.

- 5.4 Year 9 and 11 each have an Options' Evening where they can discuss with subject staff the suitability of the courses on offer for their child at Key Stage 4/5. These Options' Evenings are also supported by interviews with a member of the Senior Leadership Team. Parents are invited to attend these evening events and interviews.
- 5.5 The successes achieved by our pupils are recognised and celebrated by verbal and written comments, postcards, reports, merits, certificates and trophies – in both a personal and a public domain.
- 5.6 All Year 11 pupils are provided with a comprehensive Record of Achievement when they leave school.
- 5.7 Students are expected to keep a record of their progress checks in their student planners for reference.

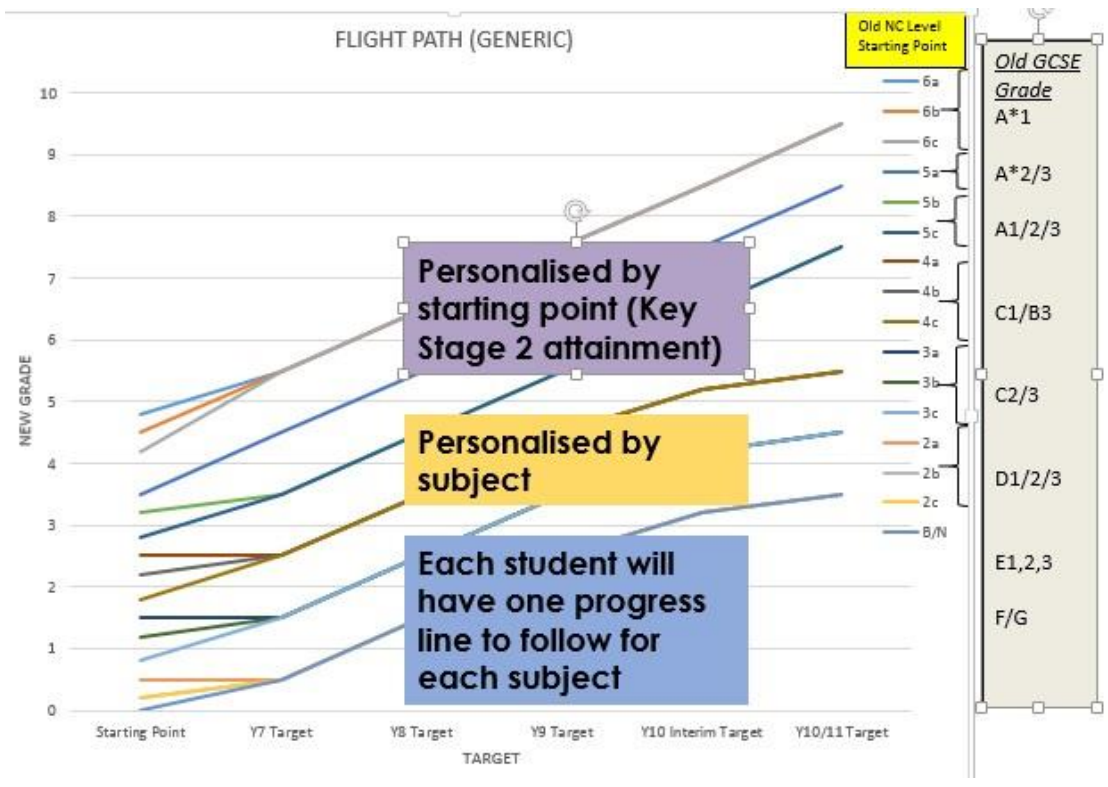
## **6. Monitoring & Intervention**

- 6.1 Systems of records are maintained which enable us to monitor and analyse progress over a period of time. Data collections three or four times per year from the teachers show us how pupils are progressing towards their targets.
- 6.2 Following each set of data collections, the Head Teacher, Deputy Head Teacher i/c Data & Assessment, the SENDCo, the relevant HOY and the Key Stage Co-ordinators for Maths, English and Science meet to discuss possible interventions for any under-achieving students in these areas. These are known as 'RAG' meetings.
- 6.3 In addition to this, all teachers and Heads of Faculty analyse the data after each Progress Check and consider key under-achievers and interventions through a process known as GRAPS (Group Raising Achievement Plans). These are scrutinised by Heads of Year and SLT/Line Managers to diagnose any areas of concern and to decide on any further appropriate interventions (e.g. parental engagement, alternative teaching styles/methods, 1 to 1 tuition, report cards, mentoring, etc.)
- 6.4 The extended leadership team and the senior leadership team have a responsibility for monitoring the quality of the school's assessment procedures.

Appendix A NEW GRADING SYSTEM

Old KS3 Levels	Old Letter GCSE Grades	New Number Grades
10	A*1	9.8 9.5 9.2
9	A*2 A*3	8.8 8.5 8.2
8 a 8	A1 A2 A3	7.8 7.5 7.2
8c 7 a	B1 B2	6.8 6.5 6.2
7 b 7c	B3 C1	5.8 5.5 5.2
6 a 6	C2 C3	4.8 4.5 4.2
5 a 5	D1 D2 D3	3.8 3.5 3.2
5 c 4	E1 E2 E3	2.8 2.5 2.2
4 c 3	F / G	1.8 1.5 1.2
3 c 2 a	U	0

Appendix B FIGHT PATHS



## Appendix C PROGRESS CHECK EXAMPLE

**STUDENT NAME:** Charlie Brown

**TUTOR GROUP:** 9F

SUBJECT	TARGET GRADE	CURRENT GRADE	FORECAST GRADE	ATTITUDE TO LEARNING		NEXT STEP COMMENTS
				APPLICATION	ORGANISATION	
English Language	5	4.5	4.8	2	2	Charlie needs to focus on varying sentences in his writing and reading formal, non-fiction texts out of school.
English Literature	5	4.5	4.8	2	2	
Mathematics	4	4.2	4.5	1	2	Charlie is making good progress and should strive to check his answers and show working more clearly.
Biology	5	4.5	5.8	2	2	Charlie is clearly interested in bio-diversity and should work on organising his notes more carefully.
Chemistry	4	3.8	4.5	1	2	Charlie generally works well and should continue to learn the periodic table and key concepts around chemical properties.
Physics	4	4.5	5.2	1	1	Charlie has demonstrated a keen, inquisitive mind and should extend his knowledge of the laws of motion.
History	6	4.2	5.2	2	3	Charlie needs to remember his homework and justify his argument in his analytical writing with facts and case studies.
Spanish	4	3.2	4.2	2	2	Charlie needs to learn his tenses and practice informal conversation to gain more confidence in speaking activities.
P.E.	6	6.5	7.2	2	1	Charlie has a good attitude and should focus on learning the main muscle groups to prepare for GCSE P.E.
R.E.	6	5.8	6.5	1	1	Charlie has demonstrated a good grounding in ethical frameworks and moral reasoning and should continue to develop his knowledge and understanding of alternative moral frameworks.
D.T.	6	6.5	7.2	1	1	Charlie should continue his enthusiastic and diligent approach and focus on learning key terminology for the written exam.

### KEY:




- The 'Target Grade' is based upon a student's potential to achieve by the end of this year or the end of the Key Stage (in the case of GCSE students), based upon how students with a similar ability level on entry to the school perform nationally.

- The 'Current Grade' is a student's actual grade as assessed now.

- The 'Forecast Grade' is the estimated grade that a teacher believes a student will reach at the end of the year or Key Stage if he/she continues to work at his/her present rate.

- 'Application' is an indication of a student's attention, effort level and attitude in class; 'Organisation' is a reflection of a student's ability to work independently, organise his/her notes and work and to complete homework and/or coursework.

1 = Excellent;    2 = Good;    3 = Satisfactory;    4 = Poor;    5 = Serious Concern;

	Significantly above target
	Above target
	On target
	Just below target
	Significantly below target

Reported grades are broken down into 3 sub-grades to give more detail:

.2 = just into a grade

.5 = secure and solidly working at this grade

.8 = showing elements of the grade above