

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

4.1

All students in KS3 and 4 are given Progress Targets, which are ambitious and achievable. They are currently based on the National Curriculum levels awarded at the end of KS2 and will become based on their replacement – standardised scores for literacy and numeracy awarded at the end of KS2. A target for the end of KS4 in every subject is worked out in line with national guidelines, setting targets which equate to all students achieving GCSE grades that equal or exceed the the national expectations.

4.2

These targets are broken down into 'Flight Paths' which have been worked out using the performance of similar ability students who have made good progress between KS2 and 4 nationally (see Appendix B). We recognise that students do not necessarily make linear progress in all subjects and have therefore used this data to produce flight path patterns which then allow us to create an end of year target between Years 7 to 9 to allow us to track whether students are significantly below target, below target, on target, above target or significantly above target. This information is colour coded to make reporting and monitoring more visual and effective.

5. Reporting

- 5.1 Students and their parents are kept informed of progress through three progress checks a year. Progress checks consist of graphs mapping each student's progress in each subject, against their targets, and tables detailing their current grades/levels, forecast grades/levels and scores for attitudes to learning in

each of the students' subjects. They also contain 'next step' comments informing how the student can improve further (see Appendix C).

- 5.2 In addition to the progress checks and full reports 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 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 Following the publication of progress checks, students causing concern will be allocated a Success Mentor so that they can discuss their progress. The success mentor may set some learning targets or areas to prioritise on the basis of the progress checks or full report. Students are expected to keep a record of their progress checks in their student planners for reference.

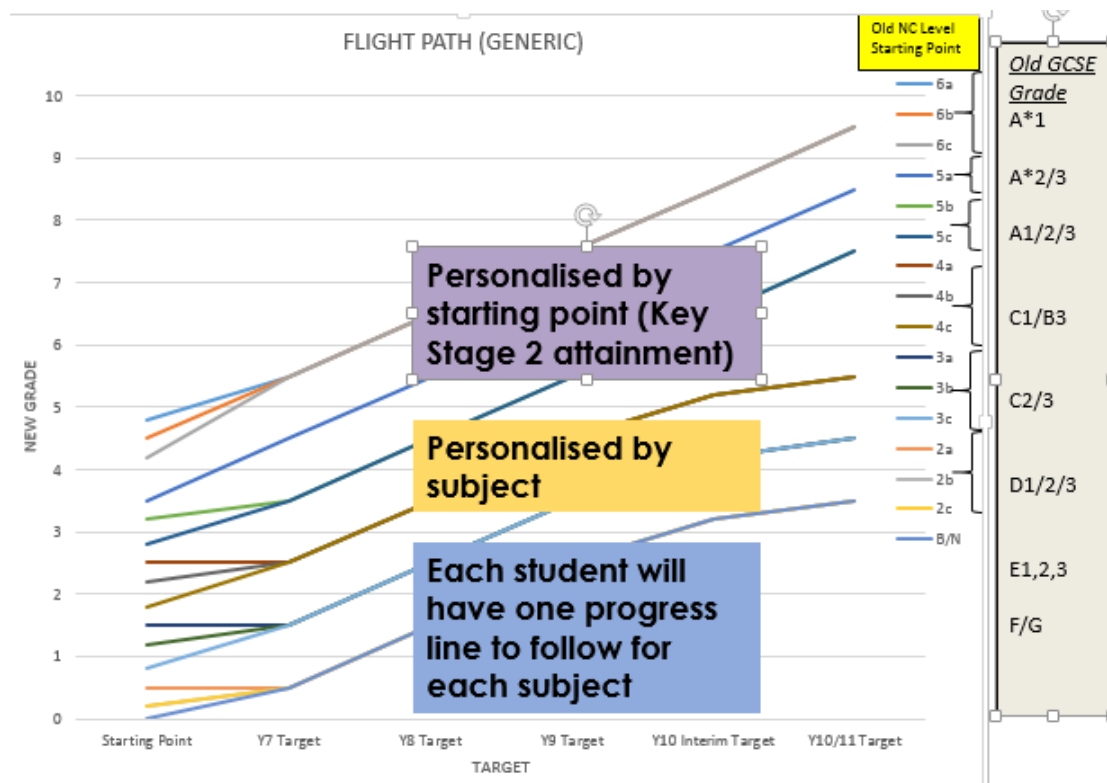
6. Monitoring & Intervention

- 6.1 Systems of records are maintained which enable us to monitor and analyse progress over a period of time. Data collections three times per year from the teachers show us how pupils are progressing towards their targets.
- 6.1 Following each set of data collections the Head Teacher, Deputy Head Teacher i/c Data & Assessment, the SENCO, the relevant HOY and the Key Stage Co-ordinators for Maths, English and Science meet to discuss possible interventions for any underachieving students in these areas. These are known as 'RAG' meetings.
- 6.2 In addition to this Heads of Faculty and the Heads of Year scrutinise the data relevant to their faculty/year with a member of the Senior Leadership Team to diagnose any areas of concern and to decide on any appropriate interventions (e.g. parental engagement, alternative teaching styles/methods, 1 to1 tuition, report cards, mentoring etc)
- 6.3 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
8a 8b	A1 A2 A3	7.8 7.5 7.2
8c 7a	B1 B2	6.8 6.5 6.2
7b 7c	B3 C1	5.8 5.5 5.2
6a 6b 6c	C2 C3	4.8 4.5 4.2
5a 5b	D1 D2 D3	3.8 3.5 3.2
5c 4a 4b	E1 E2 E3	2.8 2.5 2.2
4c 3a 3b	F / G	1.8 1.5 1.2
3c 2a 2b 2c	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	C	C2	B3	2	2	Charlie is clearly interested in bio-diversity and should work on organising his notes more carefully.
Chemistry	C	D1	C2	1	2	Charlie generally works well and should continue to learn the periodic table and key concepts around chemical properties.
Physics	C	C3	C2	1	1	Charlie has demonstrated a keen, inquisitive mind and should extend his knowledge of the laws of motion.
History	B	D3	D1	2	3	Charlie needs to remember his homework and justify his argument in his analytical writing with facts and case studies.
Spanish	C	D3	D1	2	2	Charlie needs to learn his tenses and practice informal conversation to gain more confidence in speaking activities.
P.E.	B	B2	A3	2	1	Charlie has a good attitude and should focus on learning the main muscle groups t prepare for GCSE P.E.
R.E.	B	C1	B2	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.	C	B2	A3	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.

The pages that follow contain graphs which illustrate the trajectory of a student's learning progress against where he/she should be, for each subject.

	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