

# **ASSESSMENT, RECORDING AND REPORTING POLICY**

Issued: February, 2014

Reviewed: February 2015, February 2016, February 2017, February 2018, June 2019

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.

### 1.2 Aims

- To raise levels of aspiration and 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 their achievement and future learning.
- To inform future teaching and learning strategies, support and intervention.
- To facilitate meaningful curriculum development and differentiation in the learning process.

### 1.3 Guidelines

- Pupils are provided with regular and accurate feedback on their progress (i.e. through a combination of verbal comments, progress check comments, test results, grades and assessments).
- Departments are expected to share and 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.
- Where the context of a student has influenced a student's FFT 20 target, making it lower, we adjust the target upwards to ensure we have the same high expectations of all students from the same starting point.
- These grades become the SCHOOL TARGET GRADE for each student in Years 10 and 11. We annually check whether it is more appropriate to use an FFT 5 target for high performing subjects.
- For students in Years 7, 8 and 9, the FFT20 target grades are used to track back through the years to identify a target grade for the end of that school year which would place that student on track to make strong progress.
- There is a probability that students can achieve higher than their FFT target, to ensure students and parents are aspirational for their achievement, end of year 11 aspirational target grade bands are reported to parents in years 7 and 8 progress checks. See Appendix B
- These School Target Grades are used to track student progress and to identify underperformance or concerns so that appropriate support and intervention can be planned and put in place.

##### **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 (FFT20) 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.
- A student target grade may only be lower than the school target grade through discussion and agreement with the SENDCo and/or SLT responsible for data and assessment.
- All Student Targets (Year 9, 10 and 11) and Target Grade Bands (Year 7 and 8) 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 progress checks a year. In year 7 and 8 Progress checks consist of each student's current and forecast (predicted for the end of that year) grades in Maths, English and Science plus scores for attitudes to learning and organisation in each of a student's subjects. These are colour-coded to highlight the importance of these qualities. Two out of the three progress checks also contain comments, which inform students and their parents about what they have done well and how they can develop in each subject. An exemplar of a progress check is at Appendix B.

In year 9, 10 and 11 Progress checks consist of a Student's target, current and forecast grade in each subject plus attitude to learning and organisation scores. Two out of the three progress checks also contain comments, which inform students and their parents about what they have done well and 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. Time is given during a tutor period for students to review their progress check and set their own targets based on the feedback.

## **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, SLT i/c Data & Assessment, Raising Standards Lead (RSL), SENDCo, relevant HOY and subject leads review the data. A Horsforth quadrant is produced to evaluate student progress against average application scores.

6.3 In year 10 and 11, all teachers identify no more than 5 students who would benefit from further support in class after each progress check. The teacher records the planned interventions on SIMs in a process known as GRAPS (Group Raising Achievement Plan).

6.4 In year 7, 8 and 9 teachers in Maths, English and Science identify no more than 5 students who would benefit from further support in class after each progress check. The teacher records the planned interventions on SIMs in a process known as GRAPS (Group Raising Achievement Plan). A Head of Department may request teachers to focus on a specific group of students, as identified by the data at a subject level.

6.5 Teachers, Heads of Faculty and Heads of Year analyse the data after each Progress Check and consider key under-achievers or groups of underachievers and plan appropriate intervention.

6.6 The Head of Year, Assistant SENDCo, EHWP lead and SLT i/c data and assessment meet to plan support, mentoring and intervention outside of the classroom for students who have below expected average application score and have made lower than expected progress (red Horsforth quadrant students).

6.7 The Raising Standard Lead (RSL), meets HoF and HoD after the last progress check in year 10 and after every progress check in year 11 to ensure intervention is targeted at the correct students and co-ordinated across all subjects in year 11. These meetings are scheduled in the whole school monitoring calendar. Appendix E.

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: Year 7 Progress Check Autumn Term – December 2018



**Student Name 7L**

**Attendance: 100.0%**

**Achievement Points: 20**

**Behaviour Points: 7**

Year Group Average: 96.95%

Year Group Average: 28.4

Year Group Average: 3.2

**The Greater the Attendance – The Greater the Achievement.** Students with over 95% attendance achieve 1 GCSE grade higher on average. Attendance matters.

Subject	Current Grade	End of year Forecast	Y11 Target Grade	Attitude to Learning		Teacher Comment
				Application	Organisation	
English	1.2	1.5	5	3	2	Teacher comment for English
Mathematics	1.5	2.2	4	2	2	Teacher comment for Maths
Science	0.8	1.2	4	4	4	Teacher comment for Science

### Non-core Subjects and Target Grades

Each student has an end of year 11 target grade for their non-core subjects. This is based on their Key Stage 2 National Test results. These targets are aspirational and students have a high probability of achieving and exceeding them through hard work and effort.

<b>Key Stage 2 Average Score for Reading and Maths</b>	100.00
--	--------

Key Stage 2 Average Score	Year 11 Target Grades
112 – 120	7 – 9
109 - 111	6 – 8
106 - 107	5 – 7
98.5- 105	4 – 6
93 – 98	3 – 5
<92	2 - 4

Subject	Application	Organisation	Teacher Comment
Art	4	3	Teacher comment for Art
Drama	3	1	Teacher comment for Drama
French	4	3	Teacher comment for French
Geography	4	4	Teacher comment for Geography
History	4	2	Teacher comment for History
ICT	4	3	Teacher comment for ICT
Music	2	2	Teacher comment for Music
PE	2	2	Teacher comment for PE
RE	4	3	Teacher comment for RE
Technology	3	4	Teacher comment for Technology

**Information:**

The **Year 11 Target Grade** is based upon a student's Key Stage 2 National Test Results. It should be looked on as a goal to be achieved or exceeded.

The **Current Grade** is a student's actual grade as assessed now, based upon classwork, homework and recent assessments.

The **Forecast Grade** is the estimated grade that a teacher believes a student will reach at the end of the year 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 readiness to learn, completion of homework/coursework e.g. fully equipped and on time.

**Key: Application and Organisation**

	Excellent	Good	Satisfactory	Poor	Serious Concern					
<b>GCSE and KS3 Grade Comparison Chart</b>										
New GCSE number grades	9	8	7	6	5	4	3	2	1	0
Old GCSE letter grades	A**	A*	A	B	B/C	C	D	E	F/G	U

## Appendix C: Year 10 Progress Check Spring Term - February 2019



**Amber Anone 10I**

**Attendance: 91.9%**

Year Group Average: %

**Achievement Points: 46**

Year Group Average:

**Behaviour Points: 1**

Year Group Average:

**The Greater the Attendance – The Greater the Achievement.** 90% attendance equals four whole weeks of lessons missed. Five years at 90% attendance is half a year missed! 17 school days missed in a year is shown to equate to a GCSE grade drop in achievement.

Subject	Current Grade	Forecast Grade	Y11 Target Grade	Attitude to Learning		Next Step
				Application	Organisation	
English Language	5.5	6	6	3	2	Focus on the question and what skill you are being asked to use. Ensure you are familiar with English terminology and use this when appropriate. Use Spellzone to improve both your spelling and your range of vocabulary.
English Literature	4.8	5	7	3	2	Develop your answers by considering how the writer presents their characters: what methods do they use? What is the effect on the audience/reader of these methods?
Mathematics	1.8	3	4	3	2	Amber needs to ensure that she completes as much work as possible to check her understanding of each topic. Clear and full notes are important revision tools.
Science Trilogy	4.5	4	4	2	2	Practice exam questions as part of your revision. They are on the AQA Trilogy Science website along with the mark schemes. This would help focus thoughts and ideas and is excellent revision. Try to complete just one or two a week if revision is a struggle, more if you can.
Art	4.8	5	5	3	3	Look to refine your work through attention to detail. Base adaptations on careful observation, consider line shape and form really carefully.
Drama	5.5	6	6	1	1	Practical: You are an amazing and talented actor Amber and put you all into everything. Well done. When working on your devised piece, try to consider how you can use drama techniques creatively.

History	5.2	6	7	2	2	Amber has done very well in class and has displayed a very positive approach to her learning. It has been great to see her enjoy the course so far and the quality of work in her book is very good.
Music	4.2	4	5	1	1	Amber continues to work really well. It is now attention to detail and accuracy in her work that will secure her the higher marks. As we work more on the set works of the Haydn and the Santana she should listen to them as much as she can so that they are really familiar to her. Well done Amber, good work so far.
PE Core						Due to staff absence we are unable to provide a personalised comment this time. However, we would encourage your child to take part in physical activity at extra-curricular clubs or outside of school. This is invaluable to support both their physical and mental well-being through Key Stage 4.
RE	4.5	6	6	2	3	Has demonstrated a positive attitude in lessons, shown through hard work and contributing thoughtfully to discussions. She can improve by making sure written and verbal answers include a wide range of specific, technical knowledge about different beliefs and practices.

**Information:**

The **Target Grade** is based upon a student's potential to achieve by the end of their course. It should be looked on as a goal but not a limiting factor.

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 their course 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.

Attitude to learning – Application and organisation										
1: Excellent		2: Good			3: Satisfactory			4: Poor		5: Serious Concern
GCSE Comparison Chart										
New GCSE number grades	9	8	7	6	5	4	3	2	1	0
Old GCSE letter grades	A**	A*	A	B	B/C	C	D	E	F/G	U

## Appendix D

### Parental Contact Year 7 – 11, 2019 - 2020

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<p>Tutor Evening            PC with comments            Bring your grown up to Maths, English and Science events.            Parents' Evening            Data Update            KS 3 Revision Evening            PC with comments</p>	<p>PC with comments            Data Update            Parents' Evening            KS 3 Revision Evening            PC with comments</p>	<p>PC with comments            Parents' Evening            Data Update            KS 4 Options Evening            Options Interviews            PC with comments</p>	<p>GCSE Success Evening            PC with comments            Data Update            Parents' Evening            PC with comments            KS 4 Revision Evening</p>	<p>GCSE Success Evening and Yr 10 Mock Results            PC with comments            Yr 11 Mock Results            KS 5 Options Evening            Parents' Evening            PC with comments            KS 4 Revision Evening</p>
9	5	6	6	7

### Monitoring Calendar 2019-20

Version 1	AUTUMN 1 (7 WEEKS)							AUTUMN 2 (7 1/2 WEEKS)							SPRING 1 (6 WEEKS)						SPRING 2 (5 WEEKS)					SUMMER 1 (6 WEEKS)						SUMMER 2 (7 1/2 WEEKS)									
Week Beg.	3.09	9.09	16.09	23.09	30.09	7.10	14.10	28.10	4.11	11.11	18.11	25.11	2.12	9.12	16.12	6.01	13.01	20.01	27.01	3.02	10.02	24.02	2.03	9.03	16.03	23.03	14.04	21.04	28.04	4.05	11.05	18.05	0.06	8.06	15.06	22.06	29.06	6.07	13.07	20.07	
YEAR 7				Student targets to be entered on SIMS (FFT 20+)																																					
YEAR 8																																									
YEAR 9																																									
YEAR 10																																									
YEAR 11																																									
YEARS 12 & 13																																									