

Hurworth School Assessment, Recording and Reporting Policy

Accepted by: Board of Directors May 2010

Leadership Team Lead Reviewer: Assistant Head Teacher with responsibility for Assessment and Reporting

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Introduction

The school's policy on Assessment, Recording and Reporting Achievement is in accord with Government statutory requirements.

Aims of the Policy:

To provide a framework which:

- Enables teachers to use assessment to diagnose strengths and areas for development
- Enables teachers to evaluate the success of their own teaching
- Informs parents/carers about the progress their child is making
- Helps students to understand how they are performing and how to improve
- Meets statutory requirements regarding assessment, recording and reporting
- To maintain a record of what Non-Negotiable Knowledge a student knows, can remember and can apply, and in a form that is manageable, accurate, comprehensive and accessible to teachers and students
- Provides all stakeholders with effective benchmark data and achievable aspirational targets (KS4) that students are capable of attaining given the Quality First Teaching and support available from the staff at Hurworth School
- To facilitate progress in students' learning
- To provide guidance which allows each Department to develop its own assessment policy within the school framework
- To promote and implement a consistent approach to assessment
- To offer guidance on Assessment, Marking, Recording and Reporting procedures and practices
- To underline the importance of assessment and moderation procedures
- To inform staff of statutory requirements
- To detail specific staff responsibilities

Section 1 - The Principles of Assessment, Recording and Reporting:

- Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and learning opportunities. The main aim of the assessment process must be to facilitate progress in a student's learning.
- Assessment is an integral part of the Curriculum and a valuable formative and summative tool. Effective assessment provides:

- A knowledge of prior attainment
 - A statement of current attainment
 - A record of progress
 - A target for future performance
 - An acknowledgement of achievement and underachievement
 - Information on the students' readiness for future learning
 - Opportunities to evaluate the effectiveness of the teaching and learning methods employed
- To be at its most effective assessment should be a continual process and not an infrequent, purely summative exercise. Low stake assessments should be used regularly to assess what students know and can remember from lesson to lesson.
 - The outcomes of assessment inform our teaching methods, provide feedback on the subject specific and examination courses as well as indicate student progress.
 - On entering the school a student will be given a base-line assessment (Key Stage 2 scaled score or equivalent, teacher assessment, spelling and reading ages etc) to provide teachers with data on the strengths and weaknesses of each child and their actual cognitive ability.
 - We recognise the potential for assessment in developing a positive self-image in the student from positive and constructive feedback, and the feeling of success which encourages further study.

Assessment has a common procedure:

- Directs teacher judgements that are as valid and reliable as possible, consistent both within the school, and with subject specific/Exam Board standards
- Promotes a common interpretation of the subject specific/Exam Board grade descriptors across departments
- Gives teachers confidence in their professional judgement and skill
- Is fair and accessible to students

Assessment records:

- are written in accordance with departmental policies
- Assess student progress against subject/Exam Board criteria
- Must be easy to interpret, useful and manageable
- Results of assessment are reported in a way useful for students, teachers, parents/carers/carers and other interested parties
- Assessment gradually builds up into a profile for each student their school career
- Students are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self-assessment
- Departments use Key Stage 2 validated results and Teacher assessments to ensure student progress across Key Stage 3 and Key Stage 4

Section 2 - Definitions of Assessment

Guidelines

This policy sets out guidelines to achieve these aims, by setting assessment within the context of the learning process and outlining systems that inform stakeholders of targets and review progress and intervene where necessary.

Methods of Assessment

Assessment should form an integral part of classroom practice, allowing for clear objectives to be assessed, and prompting the discussion of progress with students.

What Students Should Know

Assessment should show students how much progress they have made towards securing the Non-Negotiable Knowledge within each subject at Key Stage 3 and meeting the objectives and criteria set by exam boards specifications at Key Stage 4. They should have opportunity to reflect on progress made in subject areas at key point throughout the academic year. This will allow them to appreciate what they have achieved and next steps to make further progress.

Assessment Criteria

Where appropriate, assessment should be related to descriptors or subject specific Non-Negotiable Knowledge at Key Stage 3 and GCSE or equivalent criteria at Key Stage 4.

Summative Data

Assessment needs to provide data about the progress students have made, for use in reporting to parents/carers and to meet statutory requirements.

Marking

The marking of work should recognise both achievement and effort and future targets to allow an ongoing dialogue between teacher and student. (Please see Marking Policy).

Be Positive

In all aspects of assessment, strengths are to be strongly acknowledged, and areas for development are to be identified in the context of what needs to be done to remedy them.

Recording

- There needs to be a record of what Non Negotiable Knowledge a student knows, can remember and can apply, and in a form that is manageable, accurate, comprehensive and accessible to teachers and students. Such records will form a basis for continuity and progression between Year Groups, teaching groups and Key Stages.

Individual Records

- Individual records will be kept of a student's achievement and progress. Such records might include mark books, Progress Review data (held on SIMS marksheets), Departmental tracking information, marking tokens, student record sheets, individual portfolios.

Monitoring Progress

- The termly progress check in Key Stage 3 requires the recording of a judgement for every student in every subject based against their agreed Non-Negotiable Knowledge. Staff will judge student's performance against the following criteria:
 - **Secure** (consistently working in line with expectations with very few gaps)
 - **Developing** (working in line with expectations with some gaps)
 - **Emerging** (working towards expectations with significant gaps)
- The Leadership Team, Raising Achievement Coordinators, Heads of Department and classroom teachers have their own roles and responsibilities to adhere to within the school system.
- At Key Stage 4 target grades will be reviewed regularly throughout Year 10 and Year 11.

Monitoring

- Underperformance and barriers to learning are to be identified promptly, through the regular monitoring process. Raising Achievement Coordinators and Heads of Department will identify underachievement and support, guide and lead support strategies to raise individual students' performance.

Evaluating

- Test and examination results will be analysed and findings used to improve the quality of teaching and learning. The quality of assessment needs to be monitored frequently by Heads of Department and the Leadership Team. It maybe that student perceptions can also be sampled.

Formative assessment

- Assessment **for** Learning happens continuously in the classroom through low stake checking of what students know and what students can remember; a student needs to know where they are and understand not only where they want to be but also how to "fill the gap". This involves both the teacher and the student in a process of continual reflection and review about **progress**. When teachers and peers provide quality feedback, students are empowered to take the appropriate action. Teachers adjust their plans in response to formative assessment.

Summative Assessment - Teacher Assessment (TA)

- Assessment **of** Learning is carried out at the end of a unit or year or Key Stage or when a student is leaving the school to make judgements about students' **performance** in relation to national standards and the Non-Negotiable knowledge identified by departments for Key Stage 3 students. TA is based on GCSE grades or equivalent throughout Key Stage 4. Teachers use standardisation and moderation meetings as an important quality assurance opportunity.

Summative Assessment – Class and School Based Tests and GCSE exams

- Assessment **of** Learning provides a standard 'snapshot' of attainment
- A student's **performance** is described in relation to the national standards at Key Stage 4 – GCSE or equivalent grades. At Key Stage 3 students' performance will be described in relation how successful a student has been in securing Non-Negotiable Knowledge in each subject. Student performance will be described as **Secure, Developing or Emerging** dependent on the level of knowledge students can remember, retrieve and apply in a particular subject.

See appendix 1 – Checklist on how to find evidence of the effective use of assessment for learning.

Section 3 - Information/Advice for Staff

- The regular assessment of students' progress is an integral part of good and effective teaching/learning in the classroom.

Departments need to:

- Use the programme(s) of study to agree/identify opportunities for assessment;
- Plan a variety of learning experiences for students in Medium Term Plans so that there is a good balance throughout the course and within individual lessons;
- Consider carefully the nature of the tasks set. To have a positive effect on the standards of students' achievement, an appropriate level of work needs to be provided with more challenge in terms of Non-Negotiable Knowledge for more able students, and opportunities for reinforcement of Non-Negotiable Knowledge for the less able;
- Provide questions and tasks which probe students' grasp of the material being studied;
- Devise tasks which consolidate understanding and which require application of Non-Negotiable Knowledge within new contexts.
- Utilise a range of low stake assessment techniques so that students are challenged to show the extent of understanding (***See checklist appendix 1***)
- Increase the range of opportunities for carrying out continuous assessment by:
 - i. Good classroom organisation which encourages students to work independently
 - ii. Effective use of support teachers and other adults in the classroom;
 - iii. Classroom experiences which arise from a wide range of Quality First Teaching activities

- Have clear and high expectations of students' performance and provide them with understandable assessment criteria so that they are clear about what they need to learn;
- Ensure that account is taken of students' attainment on entry in Year 7.
- Ensure that procedures and practices adopted for assessing students' progress are not too time-consuming

Section 4 - Monitoring and Follow-Up Procedures

Several different systems are employed to monitor the effectiveness of this policy and the degree to which it is being implemented:

- Regular monitoring in line with the school monitoring systems is undertaken by each Head of Department to ensure that all staff within their department are adhering to Departmental Assessment Policies. This is evidenced to the Leadership Team through the Department verification meetings.
- Each department through Progress Review Meetings discuss student progress and those students who may require further support in their learning.
- Departments regularly discuss and evaluate Medium Term Plans. This allows teachers to share good practice and especially discuss issues related to assessment/recording and reporting.

Section 5 - Recording Assessments

Methods of Recording:

One single, prescriptive system for recording cannot be imposed on all Departments. However, since records need to be passed on to new teachers and schools the mark book alone will not suffice. Departments should utilise departmental and whole school tracking systems in addition to individual mark books.

Formal reports are completed for each student following data collection periods to offer a summative statement to parents/carers and to satisfy statutory requirements. These reports also comment refer ClassCharts data within specific subject areas and generally across the school. ClassCharts records conduct points with regard to effort, classwork, ILTs and conduct within and outside of the classroom setting.

The records identify individual students' achievements against identified Non-Negotiable Knowledge at Key Stage 3 and attainment targets at Key Stage 4. This information is used for mentoring individual students.

Student rewards and achievements in all areas are recorded centrally on ClassCharts and on SIMS when appropriate.

Section 6 - Reporting to Parents/carers

Statutory Requirements:

Schools must send parents/carers at least one written report every school year and notify them as to the arrangements for discussion of those reports.

The required minimum of information to be reported includes:-

- The student's progress in all National Curriculum subjects studied together with Religious Studies. Details here must draw attention to strengths and particular achievements together with any targets for development.
- Details of a student's general progress. This should be an overview of the student's academic progress; her/his conduct; their contribution to the life of the school; and any special achievements during the year.
- A record of attendance.
- The student's subject specific assessment and public exam results.

A report to a student's new school must be completed and contain:

- The student's National Curriculum assessment results for Key Stage 1 and 2, where available.
- The teacher's assessments of the student's progress against identified Non-Negotiable Knowledge (Key Stage 3) or attainment targets (Key Stage 4) in the core and non-core subjects (KS4 only), where available
- Any examination results

This information must be sent within 15 days of the student ceasing to be registered at the old school, unless the new school is not known. In this case it should be sent within 15 school days of any request from the student's new school.

Section 7 - Setting Standards

The following procedures need to take place to ensure standards are set and the policy is adhered to:

Departments need to:

- Ensure that assessments are consistent so that when judgements are made against standards (including the National Curriculum) there is fairness for students both within a teaching group and between teaching groups;
- Develop standard activities focused on agreed objectives which have agreed and standardised criteria for assessment;
- Compare the performance of students from different classes on common activities;
- Where appropriate, samples that exemplify specific levels and standards;
- Ensure that Coursework and Controlled Assessments are moderated to meet GCSE or equivalent level requirements.

Section 8 - End of Key Stage Arrangements

Key Stage 3 - English, Maths and Science:

Preparation of students for internal assessments:

Students should be well-prepared for the assessments. Their preparation may include:

- Having taken several assessments of similar structure as part of the course
- Having had feedback on their performance in assessment papers
- Tutoring in revision and examination techniques
- A briefing of what to expect - this could include information about the format of the tests, their significance, the nature of the questions, the structure of the exam weeks, opportunities for revision and details of available support.

Different tiers of assessment

Teachers should use the evidence from teacher assessment to ensure that students are given the appropriate level of assessment.

Use of Key Stage 3 results:

Departments may wish to:

- Ensure that papers are returned to students and carry out a follow-up discussion with them.

Departments need to:

- Use Key Stage 2 and Key Stage 3 data, together with teacher assessments, as a basis for grouping students in Year 10 to ensure expected levels of progress are made.

Section 9 - Staff Responsibilities:

A school policy in itself provides only a basis for action and the means to ensure their consistent and effective implementation need to be found - the roles of the Leadership Team and Heads of Department are central to this process.

Members of the Leadership Team should:

- Facilitate INSET/discussion opportunities for departments or teams of teachers to discuss assessment/recording/reporting
- Facilitate liaison opportunities with other schools related to consistency and/or continuity in assessment/recording/reporting
- Monitor and manage target setting processes and review of targets across the school
- Provide a mentoring system for students to identify targets for improvement and to provide support for individual students, their parents/carers and the teaching staff
- Analyse and evaluate assessment data and discuss implications of findings with departments with respect to future developments in teaching and assessment.

- Monitor and evaluate departmental marking and feedback through regular work reviews

Head of School / Examinations Officer/SENDCo should:

- Oversee the arrangements for public examinations and internal mock exams, including the provision of access arrangements for those students identified.
- Keep up-to-date with local and national developments relating to assessment, disseminate relevant documentation to Heads of Subject and advise other colleagues when necessary;
- Support, monitor and evaluate assessment/recording/reporting within the school.
- Identify access arrangements and implement these within school to be the student's normal way of working

Head of Department should:

- Monitor and evaluate teachers' marking and other assessment/recording/reporting practices within their department.
- Promote consistency in assessment/recording/reporting within their department;
- Provide guidance on judgemental issues when assessment standards are being set;
- Monitor and manage target setting processes and review targets within the department, and ensure staff within the department use the system effectively with students to set and review end of Key Stage targets;
- Ensure that their staff have access to relevant publications and are fully informed of the arrangements for public examinations;
- Use the results of assessment to inform and direct future teaching and curriculum planning;
- Periodically meet with the Head of School and/or Leadership Team members to discuss, amongst other issues, matters relating to assessment/recording/reporting.
- Ensure arrangements for public examinations and internal mock exams are adhered to, including access arrangements for those students identified

Raising Achievement Co-ordinators should:

- Use the content of the students' reports to liaise with the Heads of Department/staff and parents/carers where there is cause for concern
- Where appropriate, monitor and manage students who underachieve in a number of subject areas in progress reviews, and liaise with parents/carers in relation to subject specific support
- Undertake quality assurance of the comments made by staff on the reports. Appropriate action should be taken where there is cause for concern

SEND should:

- Provide support for students with specific barriers to learning or have been identified as requiring access arrangements to be able to access the whole range of teaching and learning activities.
- Identify, monitor and implement access arrangements within school to be the student's normal way of working

Mentors should:

- Support classroom teachers, Heads of Department and Raising Achievement Co-coordinators in monitoring student performance, feeding back performance information to students and providing support where appropriate to ensure students are performing to the best of their ability, using the assessment and reporting data available.

Appendix 1 – Checklist

This summary checklist will help you find evidence of effective use of assessment for learning.

Evidence can be found in:

PLANS with

- Emphasis on learning intentions and sharing them with students and other adults in the classroom;
- Assessment criteria for feedback and marking, self and peer assessments;
- Differentiated groups
- Review time and flexibility built in;
- Specific support strategies for students who need additional/ consolidation work;
- Lesson evaluations have taken place to inform future planning
- Plans allow for higher order questioning to take place

TEACHERS who are

- Using a wide range of knowledge of students' strengths, make judgements about why and about next steps/support;
- Sharing learning intentions with students and using them to give feedback / mark work / rewards;
- Demonstrating a reflective approach to teaching and learning and building in review time for themselves and their students;
- Encouraging students to take responsibility for their learning by providing opportunities for students to make judgements in relation to their progress;
- Using the Progress Reviews and Departmental Meetings to regularly to discuss with students their current level of performance.
- 'Modelling' a variety of skills/ attitudes / standards / qualities for students;
- Analysing students' performance in tests and using the information for future learning plans;
- Feeling confident / secure in classroom practice.

STUDENTS through

- Attitudes to learning - motivation, self-esteem, independence, initiative, confidence;
- Responses and contributions to unlock/lock tasks, explanations and descriptions;
- Students make at least expected levels of progress or better;
- Questions they ask;
- Active involvement in formative assessment processes e.g. self / peer assessment, recognising progress in their written work/ skills / knowledge / understanding, Non Negotiable Knowledge and Target Setting.

SCHOOL ETHOS which

- Values attitudes to learning with trusting relationships;
- Encourages and builds self-esteem and resilience;
- Has systems that support all students;
- Uses value-added and Progress 8 data;
- Provides support/guidance/appropriate training opportunities;
- Manages change well and includes maintenance systems;
- Encourages review and self-evaluation at individual, subject and school level.