

School Policy on Assessment, Recording and Reporting

Name of school: The Grange School

Date of Policy: 19th November 2009

Member(s) of staff

Responsible: Mrs L Ward

Review Date: November 2011

Introduction

This policy has been developed in consultation with colleagues in the primary and tertiary sectors and in conjunction with the working part of the SPET Federation Assessment & Reporting Group.

Whilst all SPET Federation schools have contributed to a common assessment and reporting framework, individual schools have variations which are appropriate to their individual needs.

The policies in this document have been developed to provide a basis within which all departments can operate.

The policies are monitored to review their effectiveness through the annual cycle of Performance Management, the bi-annual school-based review of departments and links between Heads of Departments and their SLT line managers.

Aims

The aims of the policy are:

- a) To meet the learning needs of all students from Years 7 – 11.
- b) To promote effective learning through a shared understanding of the purposes of assessment.
- c) To promote effective teaching by ensuring clear understanding of the various forms of assessment available and a focus for reflection to identify strengths and areas for further development.
- d) To standardise and maximise the value, collation and use of information, data and records.
- e) To develop a clear direction to assessment practice resulting in consistent procedures and practices.

- f) To meet statutory requirements.
- g) To effectively record student assessment data centrally so that it is readily accessible for student tracking and reporting.
- h) To inform students and parents of the achievements made by students at regular intervals in the academic year.
- i) To invite parents to meetings at which they can discuss the progress of their child.

In order to achieve these aims we need to understand the reasons for assessment and reporting:

Why and for whose benefit do we assess?

For students, so that they might be:

- Informed about their learning
- Praised and rewarded for their successes
- Given guidance on how to improve future performance

For staff, so that we:

- Can make it an integral part of teaching and learning
- Are informed about the progress of individual students
- Can praise and reward students for their achievements
- Can show them how to improve their performance in the future
- Have feedback on the effectiveness of our teaching and programmes of study, highlighting good practice and areas for further development
- Can more effectively support the learning of individual students in the future

For parents, so that they:

- Are informed about their child's learning and the progress that they are making.
- Can take the opportunity to praise and reward their children.
- Can give guidance to their child and support their learning at home.
- To meet statutory requirements.

How We Assess

Departments will use a variety of methods in order to assess their students' progress and achievements. These will include:

Formative:	The continuous, ongoing process within which the students' positive achievements can be recognised, discussed and recorded.	Classwork, homework, tests.
Diagnostic:	The process of identifying students' learning strengths and weaknesses so that appropriate help and support can be provided and next steps in learning targeted.	Diagnostic tests, screening, etc. CATs, VAK, APP and AFL.
Summative:	The end point of an academic year, key stage when we try to summarise the overall achievements of individual students.	Full reports, target achievement, GCSEs, SATs.
Evaluative:	The process whereby some aspects of the Departments' work or that of the whole school can be monitored, assessed and then amended if need be.	Departmental review.
Ipsative:	The process by which students and their peers assess their own progress against specific criteria.	Self or Peer assessment.

How Assessment and Teaching are Linked

We believe that assessment is crucial within the learning process. As teachers, we have a variety of ways, both formal and informal, in which we assess students on a daily basis.

- by diagnostic tests
- by written tasks
- by problem solving tasks
- by classwork of all types
- by setting projects/tasks
- by setting exams/tests
- by modelling
- by observing
- by talking
- by listening
- by asking questions
- by selecting samples of work and good examples

However, assessment has to be planned if it is to be effective within the learning process. To this end, the following steps are recommended:

- Establish subject-specific learning objectives
- Link these to the National Curriculum programmes of study

- Plan units of work using these learning objectives at appropriate levels for students.
- Assess students against criteria based upon the subject-specific levelled learning objectives.

Within each unit of work, it is also recommended that assessment criteria should be:

- Few in number
- Achievable via differentiation
- Clear and understood by all students
- Measurable

The Role of the Teacher within Assessment

In order for assessment to be successful the teacher must decide on the method of assessment that will be effective in a) enabling students to achieve their learning objectives and b) for subsequent teaching patterns in order to maintain or improve effective teaching so meeting the needs of different groups.

In line with terminology used by QCA assessment falls into two main areas, “assessment for learning” and “assessment of learning”.

a) Assessment for Learning

This includes broadly formative and ipsative methods. It must involve the student in an understanding of their academic targets and unit/lesson objectives and provide them with information about how well they are doing and what their next steps need to be in order to improve.

The quality of teacher feedback is key in supporting students towards their learning objectives.

b) Assessment of Learning

This is broadly summative and diagnostic.

- The school uses summative data from each Key Stage and diagnostic testing to inform teachers about the students’ former attainment and cognitive abilities and style of learning.
- This information is used within the departments along with Fischer Family Trust data and CATs predictors to set individual student targets.

- Summative data is collected for all year groups three times a year. This is used to inform students and parents of the progress being made and to inform teachers about what has been done well and areas that need further improvement.
- More detailed analysis will be held at department level on a student's performance so weaker components can be addressed.
- Evaluation of assessment should result in actions in the classroom, e.g.
 - Delivery of lessons*
 - Grouping policies of department*
 - Identification of support requirements*
 - Sharing of good practice*
- All students undergo a Cognitive Ability Test (CATs Test) on entry to the school in September each year.

Using Assessment Data

Setting of Individual Student Targets

Key Stage 2 Test Levels in English, Maths and Science

Key Stage 2 test levels are usually report as whole levels to parents, e.g. 3, 4, 5. However, these are very broad bands and secondary schools use raw data to split the levels. The Key Stage 2 test levels are divided by our Strategy Manager into three according to the level thresholds provided by the Key Stage 2 mark schemes.

For example:

- 4a represents a strong level 4
- 4b represents a secure level 4
- 4c represents an insecure level 4

In turn these split levels achieved by students are used to help indicate target levels during the Key Stage 3 years (Years 7, 8 and 9). In addition to these test results the school uses Fischer Family Trust and CATs data.

A target level is generated for each subject taken by a pupil for each academic year throughout the Key Stage. The target level generated refers to the end of the academic year in question, i.e. in Year 8 students given a "5C" target level in English would be expected to achieve that level by the end of Year 8.

Key Stage 3 Test Levels in English, Maths and Science

As for Key Stage 2, levels are reported as whole levels, e.g. 4, 5, 6, 7. Key Stage 3 test levels are divided as for Key Stage 2 into three

according to the level thresholds provided by the Key Stage 3 mark schemes.

For example: 6a represents a strong level 6
 6b represents a secure level 6
 6c represents an insecure level 6

These split levels along with Fischer Family Trust and CATs data are used to generate GCSE target grades.

GCSE/GNVQ/NCICT

These are divided into several level thresholds depending on the examination type,

- Each subject taken by a student
- The end of Year 10 and Year 11 (end of Key Stage 4). In modular courses these may be the same for both years.

Targets are set by the staff in each department using a combination of data from prior attainment, Fischer Family Trust and CATs. The school works to a minimum expected target of Fischer Family Trust (B). Data from these targets is used to set whole school targets.

Monitoring Progress

Departmental Monitoring

- Data collected from assessment of classwork, homework, tests, coursework is used to check progress towards the students' target level
- Is used to inform student groupings
- Is used to direct in-class support from teaching assistants
- Is used to direct resources
- Is used in the regular review of the appropriateness of the programme of study

The Role of the Student within Assessment

We believe that the student, as learner, is crucial to the process of assessment. In order to learn effectively, students need to know:

- What their next targets are – both long term (end of Year/Key Stage target) and short term (objectives within the lesson)
- What they are to learn
- How they are to learn
- How they will be judged

- How they are progressing towards their targets

Recording Assessment Data

How is data recorded?

- By individual teachers for their own classes
- By Heads of department for their subject area
- By the Strategy Manager for the whole school

Why is data recorded?

- To set student learning targets
- To track student progress and celebrate achievement
- To inform parents/guardians of student progress
- To indicate strengths and weaknesses in the curriculum
- To develop teaching and learning
- To measure school performance against national data
- To set school performance targets
- To monitor improvement

What and when data is recorded

- Public examination results:
 - Key Stage 2 SATs }
 - Key Stage 3 SATs } *Summer Term*
 - GCSE/GNVQ/NCICT at Key Stage 4 }
- School Assessment data:
 - Courseworks } *Submitted termly*
 - Examinations } *by staff to*
 - Tests } *Strategy Manager*
- Comparisons made with:
 - National Performance } *November each*
 - Similar schools } *year through Raise*
 - L.A. Schools } *online and Fischer Family Trust*
- Is used to monitor teaching and learning.

Pastoral Team Monitoring

- Is used to check student progress across a range of subjects
- Is used to identify changes in the pattern of a student's learning
- To put additional support in place as required

Whole School Monitoring

- To identify groups of students under/over achieving
- To identify needs of students under/over achieving
- To access academic support under/over achieving in students
- To set and achieve school targets in public examinations

REPORTING

Assessment data

- Provides evidence of achievement in external examinations e.g. Key Stage 2, Key Stage 3 and GCSEs
- Provides the evidence upon which members of staff base their professional judgements about a student's progress towards the Key Stage target level he/she is expected to achieve
- Informs teachers of learner's responses to teaching so improvements can be made

This information is relayed to parents/guardians on a number of occasions throughout the academic year in the form of:

- Progress reports
- Progress Review days
- Full reports
- Parents evenings

This enables parents/guardians to be involved in their child's learning and to monitor academic, personal and social development.

The information may also be used in providing evidence when students make applications to further education establishments or for employment.

Students are able to celebrate the achievements made at each stage of their learning and set themselves targets for the next step with support from teachers and family.

What We Report

Full Reports

A report is sent once a year to the parents of each student.

For all students at The Grange and in other SPET Schools it contains:

- A report for each National Curriculum to an agreed format. This contains:
 - An assessment of Skills and Attitude to Learning
 - An assessment of skills related to the Year Group Standard
 - An assessment progress made
 - An assessment of level of achievement based upon Individual Student Ability
- A current performance and target grade for Key Stage 3 and Key Stage 4

The report also contains:

- A summary of the student's attendance record
- Arrangements for discussing the report with teachers at the school

For those students with special educational needs, we also report movement, the involvement of any external agency and the outcome thereof, and the annual review of the student's statement of educational needs.

Progress Reports

In addition to a full written report we also produce a termly progress report

Key Stage 3 This contains National Curriculum assessments in the core subjects

Key Stage 4 This is produced half yearly and contains GCSE target grades and current GCSE grade assessments

Schedule of Reporting, Parents Evenings and Progress Review Days

Please see a copy of the Staff Diary and Handbook for the current schedule of these.

Signed...K Davies..... on behalf of the Governing Body

Date..... 19 November 2009.....

Signed...J Thomas..... on behalf of the School

Date..... 19 November 2009.....