

ASSESSMENT and REPORTING POLICY

Last update: May 2018

The importance of assessment

Effective assessment has a critical role in the support of students' learning through enabling them to gauge their own strengths and needs. It helps students to take responsibility for their own learning by making clear those areas in which further work is required. Effective assessment enables the teacher to:

- evaluate the learning experiences of the students for whom they are responsible
- give feedback to the students and identify the way forward
- diagnose difficulties in learning so that intervention strategies can be effectively employed
- provide information to inform future lesson and wider curriculum planning
- communicate to parents and others the progress and attainment of each student.

How assessment supports teaching and learning

1) Planning

When planning a scheme of work or a sequence of lessons, the key learning objectives for lessons must be clear. Students and teachers must be clear what these are and there must be appropriate methods built in to the scheme of work to assess whether these objectives have been met or not. Assessment should be seen as an integral part of the scheme, not simply a summary test to describe success or failure. As a part of the scheme of work, the outcomes of assessment should inform subsequent work.

During the planning of the scheme of work, differentiation must be built in to the assessment so that all students have the opportunity to show what they know, understand and can do. Tests and other formal assessments must take account of the literacy levels of the students involved.

2) Teaching

During lessons and sequences of lessons, assessment takes many forms. There are the less formal methods such as:

- the regular assessment of the progress of a lesson through question and answer sessions to the whole class or to individuals
- informal assessment of students' written or practical work during a lesson with verbal feedback
- self-assessment by the students of their own progress
- regular marking of exercise books

As well as these less formal assessments, each student is formally assessed in each subject throughout the year during Years 7, 8 and 9. The number of assessments for each subject depends on the number of periods for which the subject is timetabled and the way in which the assessments fit into the scheme of work. For 2018/19, the numbers of assessments are as follows:

Subject	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	5	5	5
Science	5	5	4
Geography	3	3	3
History	4	4	4
RE	2	2	2
Technology	5	5	5
Art	3	3	3
Music	3	3	3

For most subjects, these assessments take the form of short tests. In Years 10 to 13, the frequency and the nature of these more formal assessments varies according to the needs of the subject.

Teachers follow the schedule of assessment described in the relevant scheme of work and use their professional skill in determining the most appropriate forms of assessment to supplement this in order to provide feedback to the students and to inform future lesson planning.

3) Providing feedback

Feedback to the students is in the form of written comments and marks; examination grades and oral discussion. To be useful, the feedback must recognise the students' success and make constructive suggestions concerning the correction of errors and future progress. At Key Stages 3 and 4, teachers record comments on blue assessment stickers describing the strengths of a piece of work and advice on how to improve. This is done at least twice a term (6 term year) for subjects with 2 or 3 hours teaching a fortnight and more often for subjects with more teaching time. After each formal assessment, a blue sticker is also used to provide feedback. Students record their understanding of the teacher feedback using a green pen in order to distinguish this from their other work..

Departments have agreed policies for marking throughout Years 7 to 13. The assessment of students' work is recorded by each teacher in order to inform the reporting procedures below, and to ensure that information about the progress of each student is readily accessible and supports future planning.

Subject teachers assess the quality of communication and literacy (e.g. sentence construction and common punctuation) as appropriate to the task set.

4) Reporting

Feedback to students and parents is in the form of data reports. These report upon current attainment, effort, behaviour, and homework/coursework.

The annual reporting schedule is as follows:

- Years 7-10 have 3 data reports, one of which also includes a written report by each subject teacher
- Years 11-13 have 2 data reports and 1 tutor report.

At Key Stage 3, current attainment is reported using GCSE grades. The marks from the most recent or most recent pair of formal assessments are standardised across the year group to a scale with a mean of 100 and a standard deviation of 15. These standardised marks are reported alongside a GCSE grade. The GCSE grade reflects the grade that the student would have attained with a similar standardised score in a GCSE examination.

Targets are currently set using the following processes:

Key Stage 3:

As described above, reports during Key Stage 3 use GCSE grades to describe current attainment. The GCSE outcomes of students over the previous four years are correlated against Key Stage 2 data in order to derive indicative GCSE grades. An uplift based on appropriate national benchmarks is applied in order to generate targets which reflect the whole school targets for attainment. These grades are used to provide a context for the reported grades for each subject.

Key Stage 4:

Fischer Family Trust targets are used to provide draft targets. These are given to subject teachers and are then adjusted for individual students who have particular strengths in a subject which are not reflected in the calculated target grade. Only in exceptional circumstances is the calculated target grade lowered.

Key Stage 5:

ALPS (A Level Performance System) targets which are calculated from GCSE scores are used. Subject teachers also set a target which is normally the same as or higher than the calculated target. The target grades in Year 12 and 13 refer to final A level grades in each case.

5) Monitoring, evaluation and review

Teachers:

The results achieved by students and less formal indicators of their progress enable teachers to fine tune their planning of individual lessons, sequences of lessons and whole schemes of work. Students are encouraged to evaluate their own progress through formal or informal self-assessment. This supports the aim of making them independent learners.

In evaluating the work covered, teachers consider the appropriateness of the learning objectives, the suitability and challenge of the teaching strategies, the extent to which those strategies provide the differentiation needed to effectively support the learning of all students in the group and the use of resources, including, when available, teaching assistants. When this evaluation is used to inform future planning and practice, the quality of teaching and learning is enhanced.

Heads of Department:

- have a written departmental assessment policy which is subject specific and based on the guidelines provided here and are reviewed annually.
- take responsibility for the implementation of that policy
- analyse assessment results across their department in order to evaluate the effectiveness of teaching and learning.
- Use the evaluation to identify development needs and to take appropriate action.

Tutors:

- support students in their understanding of this assessment policy as it applies to them and help them to use its outcomes to their benefit.

Deputy Head (Curriculum):

- keeps the school assessment policy under constant review checks regularly that the assessment policy is being followed and that it supports student progress
- oversees the reporting procedure and ensure that reports accurately reflect students' achievement.

The Headteacher:

- evaluates the overall performance of the School's assessment process.

Governors' Teaching and Learning Committee:

- reviews the policy implementation.

Related policies:

Curriculum policy

Special Educational Needs

Gifted and Talented

Homework Policy

Teaching and Learning Policy

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