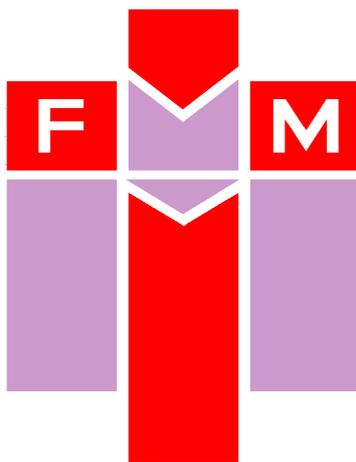


Ss John Fisher, Thomas More High School

Assessment, Reporting and Recording Policy



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Compiled by: CHA (members of SLT)	Date: May 2015
Approved by: Curriculum Committee	Revision Date: May 2016

Introduction

The purpose of this policy is to set out our arrangements for the promotion and monitoring of the progress of pupils at SS John Fisher, Thomas More RC High School in a consistent, systematic and regular way in order to ensure that all pupils make the best possible progress that lead to the very best outcomes for them all.

Teachers have a responsibility to regularly assess pupils' work and provide them with quality feedback which enables them to make at least good progress. The use of assessment data is a vital tool in raising achievement and teachers are duty bound to record attainment and progress data so that it can be analysed and used to monitor progress.

Pupils and parents have an entitlement to assessment information through a precise, informative and understandable reporting system. This information should tell students and parents how progress is being monitored, what targets and support are required and what an individual's attainment is.

From September 2015, the Government will be introducing a new National Curriculum for English and maths (all other subjects from 2016 onwards).

The staff, including the Headteacher and SLT, at Fisher More have reviewed and adapted the assessment arrangements in the light of these changes.

The main changes to assessment include:

- The previous National Curriculum Levels e.g. 4b, 5a etc. are being removed.
- Fisher More will use a selection of assessment tools to assess what progress the children are making and have made in the academic year.

"As part of our reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do."

(Department for Education Website)

This Assessment Policy reflects our duties to: "eliminate discrimination, advance equality of opportunity and foster good relations."

Vision

The effective assessment, recording and reporting of pupil attainment and progress is essential because it motivates learning, informs the curriculum and raises achievement.

It is important for the whole school community as it provides:

- Pupils with information about how they can improve their work and meet challenging targets;
- Parents/carers with information that encourages interest and support;
- Teachers with information to evaluate their own teaching methods, enabling well informed planning, differentiation and effective student engagement.
- Departments with information to set objective targets and evaluate the effectiveness of schemes of work.
- Pupil Progress Leaders with information to monitor the performance and progress of students across the curriculum.

- SLT with an efficient means of monitoring the effectiveness of the curriculum in terms of the standards attained, and to set realistic but challenging, whole school targets in line with statutory requirements.
- Outside agencies with information about the attainment of pupils.

Rationale

In order for all pupils to *'let all their bright colours shine'* and enable them to be the best that they can be, their progress and attainment need to be regularly assessed and fully analysed in order to provide them with all the necessary support and guidance they need so that they all realise their full potential not just academically but also spiritually, morally, socially and culturally.

Our assessment, reporting and recording system needs therefore to carefully address the following:

- Having a consistent approach to monitoring and assessing pupil achievement across all areas of the curriculum.
- Regularly monitor progress of all pupils so that they can all achieve their full potential.
- Identify any aspect of their underachievement and intervene with them swiftly, appropriately and effectively.
- Record their attainment in line with age related expectations.
- Report to parents in a clear and concise way, their child's progress and achievement, including attitude to learning, behaviour, etc. and outline their areas for further development and improvement.
- Target setting that enables all pupils to make required (age-related) progress from their given starting point in that subject.

Principles of Assessment

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

- **Assessment for learning should be part of effective planning of teaching and learning.**

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. Teachers annotate their plans as necessary and use this to inform the next step of learning

- **Assessment should take account of the importance of learner motivation**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting.

- **Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed**

For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment.

- **Learners should receive constructive guidance about how to improve**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise them on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

- **Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.**

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class teacher in conjunction with the SENCo.

The SENCo and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential.

Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential.

Roles and responsibilities

The Governing body:

- To review regularly the school's assessment procedures and make amendments which reflect pupils' needs.
- To have an overview of both local and national developments which affect the assessment, recording and reporting of pupil progress to parents and carers.
- To have an understanding of the current assessment model and the impact this has on both pupil progress and whole school standards of achievement

The Headteacher and Senior Leadership Team:

- To review the assessment model annually making changes in response to any local or national initiatives that will maximise pupil learning, progress and achievement.
- To keep abreast of local and national changes and apply these judiciously.
- To ensure the assessment procedures track clear progression for all pupils through both key stages.
- To monitor impact of on-going assessment on pupil achievement, learning and progress and adapt as necessary in order to maximise these.
- To have a broad understanding of the assessment models used by the departments they line manage.

Pupil Progress Leaders

- To monitor overall assessment of pupil progress and achievement in their year group and report findings to SLT line managers as outlined in the school calendar.
- To monitor the impact of assessment procedures on the standards of pupil achievement and progress across all subjects in the curriculum for their year group and plan and oversee intervention for both groups and individual pupils from the year group as required and monitor its impact.

Curriculum Leaders/Assistant Curriculum Leaders:

- To monitor overall assessment of pupil progress and achievement in their subject area and report findings to SLT line managers as outlined in the school calendar.
- To design and implement schemes of work which include opportunities for both formative and summative assessment and that ensure pupil progression within the subject and meets the principles set out in this policy.
- To monitor the impact of assessment procedures on the standards of pupil achievement and progress in their subject area and oversee intervention for both groups and individual pupils as required and monitor its impact.
- To be responsible for the overall system of assessment within their subject.
- To ensure that the Fisher More Assessment policy is adhered to in all lessons by all staff.

Teaching Staff:

- To assess pupil progress and achievement at regular intervals throughout the school year.
- To report the results of the departments' assessment procedures to line manager and to parents.
- To plan suitable in class intervention strategies for those pupils making less or more than expected progress.
- To implement the Fisher More Assessment policy as outlined in this document.

At Fisher More, we employ a range of different strategies for effectively assessing pupil progress.

These include:

Questioning in lessons

- In class verbal and written feedback
- Peer and self-assessment
- Use of assessment books and a wide range of assessment activities.
- Quality marking and feedback including time for pupils to reflect on marking and feedback.
- Formative assessment.
- Open-ended investigations, research tasks, project work.

Assessment without levels Year 7 2015 onwards

In 2015, the children will transition to Fisher More still having done KS2 SATs and will therefore bring with them KS2 levels in English and maths. From 2016 onwards this will not be the case and the children will come with a standardised score as shown below:

New Standardised Score	Classification	Old National Curriculum Level (sub-level)
130	Mastery Standard	6
120	Mastery Standard	5a
110	National Standard	5b
100	National standard	4b
90	Working towards National Standard	3b
80	Working towards National Standard	2a
70	Below National Standard/Join with P Scales	2b and below

It is vital therefore that the children's starting points be assessed as fully as possible right across the curriculum so that their progress against age related expectations can be assessed and appropriate targets set.

At Fisher More, this is what will happen from September 2015 onwards:

- All pupils will be taught in Form Groups (mixed ability sets) up to October half term in all subject areas (maths/science into provisional sets based on information from primary schools/transition arrangements).
- All subjects teach an 'introductory unit' (transition unit) comprising key skills for their subject for approximately first half term.
- Week 7 is Year 7 'Assessment Week'.
- All Year 7 pupils complete a test in each subject area which tests the work covered and/or key skills including some key literacy or numeracy skills necessary for success in the subject e.g. spelling test, vocabulary test, measuring in science or technology.
- All pupils to sit the same test.
- All test marked and the % recorded in SIMs (by the end of Week 8). Departments will be able to use and record a NC level which will be converted into a %.
- During this time, all Year 7 pupils will also complete CATs tests, a reading/writing test and core numeracy test (first 7 weeks).
- Homework in core subjects (English, maths and science) only (linked to schemes of work being taught) for the first half term.
- Homework across the curriculum from after half term onwards.
- From detailed analysis of the assessment data/information, intervention planned for those pupils who are 'developing' or 'secure' particularly in English and maths.

- From the test scores, each department to record a pupil at:
 - 90%+ in test as 'exceeding',
 - 70%+ as 'expected'
 - 50%+ as 'secure'
 - Less than 50% 'developing'.

This will approximate to current National Curriculum levels:

- L6 (exceeding)
- L5 (expected)
- L4 (secure)
- L3 (developing).

From this information from across all curriculum areas (quality assured by the CATs score/reading ages), pupils will be categorised as academically gifted (exceeding), upper (expected), middle (secure) or lower (developing).

The pupils will then be split into two parallel ability cohorts 'j' and 't' and departments can set within those cohorts (maths and science), English (connect) etc. Just before Christmas, new timetables issued to pupils and final teaching groups established.

At the end of Autumn Term, pupils' test results as percentages will be reported to parents along with exceeding, expected, secure or developing. The report will also include their CATs scores and reading ages. Their current level of attendance, achievement and behaviour points will also be included.

On-Going Assessment for all year groups

- In class assessment through questioning etc.
- Through marking and feedback of classwork and homework
- Normal department testing (all pupils must do the same test or task for consistency and comparison of test scores)
- Minimum three further tests/assessments, all recorded in SIMs up to end of summer term.
- The average of the test scores will be reported to parent (same report as October just before Easter)

Reporting to Parents and Carers

All parents will receive three reports per year which will outline the progress their child is making right in all areas of the curriculum and an indication of the progress they are making towards reaching their end of year or key stage target levels (Years 8 and 9) and end of year target grades for GCSE and BTEC (Years 10 and 11). In Year 11 from the 'mock' results onwards, estimated GCSE/BTEC grades will be reported.

Two of these reports will be 'Progress Reports' which contain the following information:

- Target levels or grades.
- Current teacher assessed working level or grade.
- Numbers reflecting their attitude to learning, behaviour, homework etc. from 1 = outstanding through to 4=inadequate.
- Other important pastoral information (current level of attendance, achievement points, behaviour points etc.)

It will also contain "+", "=" or "-" for every subject which will indicate to parents and carers whether a child is 'on track' to achieve their end of year or end of key stage target.

- "+" likely to exceed end of key stage or year target.
- "=" likely to achieve end of key stage or year target.
- "-" not likely to achieve end of key stage or year target without more effort, hard work and suitable intervention

The full academic report will contain all the above as well as a full written report including targets for further improvement, if necessary, from the child's class teacher; it will also include a written report from the Form Tutor, Pupil Progress Leader and a member of the Senior Leadership Team. Parents and carers will also have an opportunity to discuss the progress their child is making as well as any aspect of the Academic Report with their child's class teacher/form teacher at the annual Parents' Evening.

Year 7 Progress and Academic reports will record contain a percentage achieved in the assessment activity in every subject across the curriculum. The percentage achieved will indicate whether a child is “exceeding” (90 %+), “expected” (70-89%), “secure” (50-69%) or “developing” (less than 50%). This will continue through to Year 9 when in spring term when option choices are made a final assessment will be done and the children will be transferred onto the GCSE 1-9 scale, with new GCSE number 4/5 being broadly equivalent to the current GCSE grade C.

KS2 Baseline	EOY 7	EOY 8	EOY 9	EOY9 KS4 Grade equiv	Y10 Target	Y11 Target
3C	3A	4B	5C	F(1)*	E-	D-
3B	4C	4A	5B	F+(1/2)	E	D
3A	4B	5C	5A	E-(2)	E+	D+
4C	4A	5B	6C	E+ (2/3)	D-	C- (4/5)
4B	5C	5A	6B	E+ (2/3)	D	C (5)
4A	5B	6C	6A	D- (3)	D+	C+ (5)
5C	5A	6B	7C	D (3)	C	B-(5/6)
5B	6C	6A	7B	C (4/5)	C+	B (6)
5A	6B	7C	7A	C+(5)	B	B+ (6/7)
6	6A	7B	8C	B+ (6)	A	A* (7/8)

*New GCSE gradings in brackets

This table is based on all pupils making 3 levels progress in all subjects. For pupils whose KS2 baseline is L5/6, 4 levels progress would be expected.

Analysis of data

Data analysis at Fisher More is central to raising achievement. Termly summative assessments are analysed by the data manager and made available to all staff for further analysis and interpretation.

Below are some of the ways we use data at Fisher More:

SLT use data to:

- Evaluate the effectiveness of departments in raising achievement;
- Identify patterns of attainment and progress between different year groups, departments and teaching staff;
- Monitor the quality of teaching and learning;
- Identify underperforming groups and individuals and ensure intervention is timely and effective;
- Manage the performance of Curriculum Leaders
- Report to parents/carers on the progress and attainment of their children.

Curriculum Leaders use data to:

- Inform the development of schemes of work;
- Identify groups of students who are underachieving;
- Develop intervention strategies;
- Inform ability groupings;
- Manage the performance of staff within their departments;
- Monitor the quality of teaching and learning;
- Ensure that schemes of work and assessments provide equality of opportunity for students.

Pupil Progress Leaders use data to:

- Evaluate the success of intervention strategies;
- Evaluate the success of particular projects eg. G&T, PP, boys, girls etc;
- Inform decisions about option choices;
- Inform the targeting of underachieving groups;
- Identify patterns between attendance, punctuality and progress;
- Inform decisions made at pupil support services panel meetings.

Tutors use data to:

- Identify patterns of underperformance for individual students;
- Celebrate the successes of their tutees;
- Provide parents with an overview of attainment and progress at parents' evenings.

Responsibilities for implementing the policy

Every member of staff has the responsibility of delivering this Policy but for guidance the responsibilities for specific groups can be grouped as follows:

Form Tutor

- Check students' planners and exercise books to ensure that all homework and subject based target setting has been recorded.
- To monitor pupil achievement and intervene where necessary.
- To write holistic reports on the pupils in their tutor group.
- To be the first point of contact with parents when concerns about progress and attainment become evident.

Subject Teachers

- Contribute to the development of department strategies to ensure effective assessment.
- To write subject reports for the students they teach.
- Keep accurate records (this includes inputting data into SIMs.net)
- Use assessment to identify the learning needs of individual students.
- Monitor the progress of all pupils and use assessments to support professional opinions.
- Be able to respond quickly to demands for information about class or individual pupil progress.

Curriculum Leaders

- Ensure the effective interim and summative assessment of pupils in their area.
- Develop, monitor and change where necessary the methods of assessment, in line with school and National Curriculum requirements.
- Moderate internal assessment judgements to ensure there is consistency across the department.
- To monitor the quality of reports.
- Ensure staff and departments are keeping accurate records and carrying out effective assessments.
- To oversee the assessment input data into SIMs.net and to support pupil achievement.
- Identify underperforming individuals or groups and put in place effective intervention in order to narrow any gaps in progress and attainment.

Senior Leadership Team

- To monitor the quality of assessments and reports.
- To produce the Monitoring, Assessment and Reporting calendar.
- To annually review the Assessment, Recording and Reporting policy.
- To monitor the effective implementation of the Assessment, Recording and Reporting policy.

The Pupil's Responsibilities:

It is important for all staff to emphasise the contribution that pupils have in the process. For the marking to be effective, pupils need to be encouraged:

- To read comments made, or targets set, by the teacher.
- To act upon advice or guidance.
- To hand in work for marking at the time stated by the teacher or, if absent, during the next attended lesson.
- To write homework in the student planner and

Related Policies:

- Equal Opportunities
- Curriculum
- Teaching and Learning