

Assessment, Recording & Reporting



Lealands
High School

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1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

Excellence in everything we do

- Everyone achieves success and makes excellent progress
- We all continually improve what we do and work hard
- We care about being the best we can be and getting the best out of those around us

Everyone has responsibility

- To prepare young people for life and a positive future
- To ensure that school is a safe place
- To help and support others to grow and succeed

Respect for all

- Everyone is valued for their contribution
- All are cared for and supported so that needs are met
- We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

Our vision is to be:

*Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.*

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

2. RATIONALE

- 2.1 Assessment should be an integral part of all schemes of work and of teaching and learning in the classroom. It is not a separate activity. The main aim of assessment, recording and reporting of students' achievements is to contribute to the educational process, helping students to become better and more confident learners by helping them to understand where they are and what they have to do in order to continue to make good progress. Assessment also enables teachers to evaluate and review the effectiveness of teaching methods and therefore enables them to focus their teaching plans as appropriate. Shared understanding by students, teachers and parents of clear and explicit learning targets is imperative.
- 2.2 Assessment, recording and reporting must be carried out in accordance with the National Curriculum and the relevant government legislation in order that the school can judge the students' progress compared to other schools locally and nationally. All students are entitled to assessment which is used effectively to plan and support their learning in every subject at each key stage. The whole school policy is intended as a framework for individual department policies. Departments are expected to produce their own individual guidelines on assessment and recording.

3. BROAD GOALS

- 3.1 To ensure students' learning, skills and knowledge are measured against agreed criteria.

- 3.2 To ensure the involvement of students in the assessment process to maximise motivation, progress and understanding.
- 3.3 To ensure provision of an accurate record of students' achievements for use in target setting, planning, reporting and analysis of progress.
- 3.4 To enable celebration of success and avoid underachievement.

4. STUDENT IMPACT & OTHER OUTCOMES

- 4.1 Students are provided with feedback.
- 4.2 Student motivation is increased.
- 4.3 Learning strengths and areas for development are identified so that students can develop strategies to improve their performance with increasing confidence and independence.
- 4.4 Student progress is shown.
- 4.5 Students form a judgment about the quality of their work.
- 4.6 Students, teachers, departments and the school are able to set effective targets for individuals, groups of learners and the whole school.
- 4.7 Evaluation of teaching methods, materials and courses are enabled.
- 4.8 Information for other teachers and parents is provided about what students know, can understand and can do.
- 4.9 The moderation of standards across the curriculum is enabled.

5. APPLICATION

- 5.1 Subject teachers are responsible for effective assessment. The main purpose of **summative assessment** of students' work is to allow staff to measure progress and achievement. The purpose of **formative assessment** is to provide feedback and guidance for the students so that further improvements can be made and potential realised. Assessment should provide opportunities for students to evaluate their work. In order to ensure effective assessment, all teachers must have the following in place for all classes taught in Key Stage 3 and Key Stage 4:
 - 5.1.1. a seating plan stored on epraise which identifies any students on the SEN/D register, any child in care, most able students and students who receive FSM or who are eligible for pupil premium funding.
 - 5.1.2 an accessible department folder containing reading and spelling ages, CATS data, KS2 results and each students' Summit step and final Summit range.
 - 5.1.3 all students must have a Summit step and Summit range on SISRA. This indicates the progress expected of them.
 - 5.1.4 a Journey Question (JQ) must be completed every other lesson for all taught groups. This is used to access the main learning in a lesson/series of lessons and should be marked.
- 5.2 Assessment for Learning (AfL) - 'AfL 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.' (Inside the Black Box, Black & William 1998) Assessment for Learning does not just take place at the end of a piece of work. Assessment should inform planning, should be used throughout a topic to check understanding and should be used at the end of a topic in order to identify areas for improvement.

5.3 Assessment Weeks were introduced in 2020/21 to strengthen staff and students' understanding of students' strengths and strength gaps in all of their subjects. These contribute to the Currently Working At grades in our reports. Year 11 Mock exams are sat in the first 2 weeks of half terms 2 and 4. The Assessment Weeks follow the same expectations as the Mocks, but are classroom based for Years 7-10

5.4 All assessments used in Assessment Weeks must:

- Use the Lealands assessment front cover sheet (or an actual exam cover sheet)
- Test recently learnt topics (on the Long Term Plan)
- Also test learning from previous years/ terms
- Span the full ability range of the audience (ie accessible by students with the lowest Summit Steps and challenge the most able students at their Summit Steps).
- Have a mark scheme which is user-friendly
- Grade distribution to not exceed Summit Step distribution (based on FFT20).

6. GRADES & COMMENTS

6.1 Key Stage 3

- 6.1.1 Following the removal of national curriculum levels Lealands has adopted a GCSE grade assessment model. (see appendix 1).
- 6.1.2 Students are provided with detailed formative feedback about how to improve which are linked to subject specific GCSE assessment criteria. This feedback may be verbally communicated or written in line with the school's marking policy. Marking stickers may be used.

6.2 Key Stage 4

- 6.2.1 GCSE grades 9 to 1 or equivalent technical award grading's are used where appropriate but should always be accompanied with formative feedback. This feedback may be verbally communicated or written in line with the school's marking policy. Marking stickers may be used.
- 6.2.2 The use of GCSE grades is especially appropriate for the exam style questions and end of unit tests.
- 6.2.3 Where more than one teacher is marking an assignment, cross year group moderation enables the standardisation of marking.

6.3 Marking (See marking policy for greater detail Appendix 1 marking policy)

- 6.3.1 Red pen must be used to mark students' work. Journey questions will be marked.

6.3.2 Work will be marked in one of the following ways:

6.3.2.1 Marked by the teacher.

6.3.2.2 Marked by the student*.

6.3.2.3 Peer marking.

6.3.2.4 Checked by the teacher.

**Where the student marks his/her or others' work, the teacher should monitor this regularly.*

- 6.3.3 Summative assessment marks should be recorded in line with departmental procedures.

- 6.3.4 Students should follow up on comments written by the teacher in green pen and the teacher should monitor this (fix it time).
- 6.3.5 Students should be made aware of the meaning of specific symbols used by the teacher when marking work. Staff should refer to the whole school marking policy (Appendix 1)
- 6.3.6 Teacher comments should avoid blandness and relate specifically to the objective being tested. We need to make specific points to guide the students and aid progress e.g. "You have considered all the causes in good detail. Now aim to consider which cause is most important." Comments should try to accentuate positive aspects of the student's work.
- 6.3.7 Students should be encouraged to discuss the marked work and, together with their teacher, to set targets for improvement.

6.5 Spelling, Punctuation and Grammar

- 6.5.1 Spelling is a complex skill, with which surprisingly high numbers of adults as well as children have difficulty. Learning to spell is a gradual process. The mistakes that children make are a necessary part of the process of learning to spell.
- 6.5.2 For purposes of continuity and standardisation across the school:
 - 6.5.2.1 Spelling errors should be corrected in cases where the teacher would expect the student to be able to spell the word(s) correctly. Subject specific spelling errors should consistently be corrected (except where draft work or preparation work applies).
 - 6.5.2.2 When marking students' work it is not necessary to bring attention to every spelling error. It is suggested that a maximum of 3 to 5 errors be highlighted in any piece of work. For very weak spellers 2 corrections may be enough.
 - 6.5.2.3 When marking an incorrect word, first underline the word that is spelt incorrectly. Then write the correct spelling either above the incorrect version (this enables the student to see where he/she went wrong) or in the margin.
 - 6.5.2.4 Marking should encourage students to use capital letters, full stops, etc, in the appropriate fashion and follow the literacy policy and use consistent marking symbols.
 - 6.5.2.5 Priorities should be incorrect words, which have a high occurrence rate in the student's own writing, and specialist vocabulary essential for external examinations.
 - 6.5.2.6 Where expected, students should be encouraged to write in full sentences and marking should reflect this expectation.
 - 6.5.2.7 It is important that time is given to look back over marked work. They should also be given time to correct the spellings. A useful exercise is to write the word correctly into a glossary at the back of the book or folder, or for the student to write the correct word in to his/her key words list in his/her organiser.

6.6 Recording – All teaching staff and subject leaders must keep accurate records of assessment

6.6.1 The purposes of recording achievement are:

- 6.6.1.1 to enable effective monitoring by teachers, Subject Leaders and Senior Leadership through periodic data captures;
- 6.6.1.2 to inform the planning of future work;
- 6.6.1.3 to enable teachers to make judgements about student levels of achievement.

6.6.2 Any recording system should therefore:

- 6.6.2.1 be manageable;
- 6.6.2.2 be understandable;
- 6.6.2.3 record students' attainment and link this to the National Curriculum where appropriate;
- 6.6.2.4 provide appropriate information to colleagues, students and parents;
- 6.6.2.5 reflect the department's scheme of work;
- 6.6.2.6 link with input from feeder primary schools and provide information to the post-16 sector;
- 6.6.2.7 be related to prior attainment.

6.7 Reporting

- 6.7.1 The purpose of reporting is to provide parents with information about their children's achievements and progress in relation to their prior attainment.
- 6.7.2 Three reports will be sent to parents/carers each year as outlined on the AR&R calendar. At the end of the autumn term and spring term parents and carers will receive an interim report summarising their child's current attainment and their attitude to learning within each of their subject areas. At the end of the summer term they will receive a report that summarises their child's attainment for the last academic as well as form tutors report detailing their development against the schools core values of respect, responsibility and excellence.
- 6.7.3 Each year group will also have a minimum of one parents' evening as outlined on the school calendar.
- 6.7.4 Parental engagement is crucial at the time of parents' evenings. Ensure that contact is made with all parents not attending the evening by telephone or letter.

6.8 Attitudes to Learning Grades (Please refer to appendix 3)

- 6.8.1 Attitude to learning grades should be given based on the attitude to learning rubric and a best fit model.
- 6.8.2 Attitude to learning grades are included in interim reports and in full reports. In all cases, but particularly where work has been graded as requiring improvement or disappointing, the teacher's marking and comments to the student should indicate why the grade was awarded and how the student could improve next time.

- 6.8.3 Extended Learning also has Attitude to Learning grades for all year groups. This change took effect from January 2021 to ensure that learning in and out of school is reported.

6.9 Attainment

- 6.9.1 Attainment will be measured and reported by use of GCSE grades for all year groups. Years 7 to 10 will report current working grades only. Year 11 will report currently working at and final estimated grades.
- 6.9.2 The following grading criteria should be used across all year groups to indicate the security within the GCSE grade.
9a, 8a, 7a, 6a, 5a, 4a, 3a, 2a, 1a, WTa (Working towards)
Da (Distinction), Ma (Merit), Pa (Pass) will be used for technical awards.
Extremely secure at the grade recorded, has real potential to secure grade above current working at/predicted grade. 9a will definitely secure the highest grade.
9b, 8b, 7b, 6b, 5b, 4b, 3b, 2b, 1b, WTb (Working towards)
Db, Mb, Pb, will be used for technical awards
Secure at the grade recorded and should achieve this grade with normal classroom intervention and support.
9c, 8c, 7c, 6c, 5c, 4c, 3c, 2c, 1c, WTC (Working towards)
Dc, Mc, Pc, will be used for technical awards
Insecure at the grade recorded and could potentially drop into grade boundary below current working at/predicted grade. Or not achieve a grade within that subject.
- 6.9.3 School reports will also include the student's Summit Step for that academic year and their final Summit Range to allow for comparisons with expected progress and attainment outcomes.
- 6.9.4 **Subject leaders** are responsible for ensuring effective assessment is used within their departments by:
- 6.9.4.1 producing assessments including those for Mocks and Assessment Weeks
 - 6.9.4.2 monitoring marking across the department to ensure it is in line with this and departmental policies;
 - 6.9.4.3 identifying and discussing underachievers;
 - 6.9.4.4 carrying out moderation exercises to ensure that there is a consistent level of marking;
 - 6.9.4.5 being responsible for ensuring that a common policy for recording exists within the department and for monitoring recording of data within the department.
 - 6.9.4.6 producing appropriate GCSE assessment criteria for all year groups.
- 6.9.4 **Students** are responsible for ensuring their work is presented to the highest standard:
- 6.9.4.1 headings should be underlined with a ruler and the date written in full at the top right hand side of the piece of work

7. MONITORING, EVALUATION & REVIEW

- 7.1 **The Assistant Headteacher** has overall responsibility for the successful implementation of this policy.
- 7.2 Subject Leaders are responsible for monitoring the successful implementation of this policy within their subject teams.

Appendix 1

GCSE Assessment Model

The revised national curriculum programmes of study are to be taught in maintained schools from 1st September 2014. Lealands High school has adopted a GCSE grade assessment model for all year groups.

- Is based on developing the key knowledge and skills required for success in KS4 and beyond
- Is based on our high expectations from all students
- Is based heavily on formative feedback and allows all students to succeed – and so develops a growth mindset
- Incorporates periodic summative assessment to support this ongoing formative feedback
- Is simple and easy to understand – for staff, parents and students.
- Has consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects.

HOW IS IT DIFFERENT FROM LEVELS?

- Students are assigned a Summit Range they are expected to achieve by the end of KS4. The Summit Range allows the school to set smaller Summit Steps for each year. Therefore allowing staff, students and parents to track progress towards the final Summit range through the schools reporting structure.
- Assessment is based on department developed GCSE grade criteria.
- Our teachers set the standard of excellence expected – this reinforces our high standards.
- Students, and their parents are informed of their Summit Range and Summit Steps. These Summit Ranges and Steps are recorded in the front of each students work book/folder.
- Students are not given feedback such as ‘you’re a 4a’ – but focused on formative feedback that highlights key skills or knowledge they have secured and areas they need to address.

ENSURING PROGRESSION

Students Summit Ranges are based on Fischer Family Trust top 20 percentile benchmarks (FFT20). These benchmarks if achieved will ensure that each student achieves a grade that will place them in the twenty percentile based on their prior attainment. The Summit Steps assigned to each year group ensure that the correct trajectory is maintained towards their final Summit Range.

TRACKING PROGRESS & REPORTING TO PARENTS/CARERS

Students’ progress is reported to parents three times a year through the schools reporting procedure. Parents receive their child’s current working at GCSE grade in Years 7 to 10 and their current working at GCSE grade and final estimated GCSE grade in Year 11. The reports also contain the students Summit Step for that year and their final Summit Range for comparative purposes.

Appendix 2

Attitude to Learning criteria

We require two AtL codes: one for classwork and one for Extended Learning.

Classwork

Excellent Learners...

1. Are always on time, wearing the correct uniform and equipped for lessons
 2. Always start the 'Do Now' activity immediately
 3. Are always actively involved in all aspects of learning, asking as well as answering questions in class
 4. Always comply with instructions 1st time
-

Good Learners...

1. Are almost always on time, wearing the correct uniform and equipped for lessons
 2. Almost always start the 'Do Now' activity immediately
 3. Are almost always actively involved in all aspects of learning, asking as well as answering questions in class
 4. Almost always comply with instructions 1st time
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Learners whose attitude Requires Improvement...

1. Are mostly on time, wearing the correct uniform and equipped for lessons
 2. Mostly start the 'Do Now' activity immediately
 3. Are mostly actively involved in all aspects of learning, asking as well as answering questions in class
 4. Mostly comply with instructions 1st time
-

Learners with a Disappointing attitude...

1. Are sometimes on time, wearing the correct uniform and equipped for lessons
 2. Sometimes start the 'Do Now' activity immediately
 3. Are sometimes actively involved in all aspects of learning, asking as well as answering questions in class
 4. Sometimes comply with instructions 1st time
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Extended Learning AtL codes

- E - Always complete Extended Learning independently to a high standard and on time
- G - Almost always complete Extended Learning independently to the expected standard and on time
- RI - Mostly complete Extended Learning independently to the expected standard and on time
- D - Sometimes complete Extended Learning independently to the expected standard and on time