



Assessment, Recording & Reporting Policy

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. We want all members of the school community to:

- Enjoy learning
- Be enquiring
- Achieve the best
- Feel safe and secure
- Be happy
- Be well cared for and supported
- Be challenged and make good progress
- Be prepared for a bright future
- Make a valued contribution
- Enjoy a well ordered and stimulating learning environment

Our vision is to be:

“A centre of excellence, nurturing all learners, whatever their needs or interests, instilling high expectations for all and preparing young people for life and a bright future.”

All staff are required to uphold the ethos and aims of the school through the application of this and all school policies agreed by governors.

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 judgement 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 which identifies any students on the SEN register, any children in care, most able students or any students who receive FSM or who are Ever6.
 - 5.1.2 a teacher folder containing reading and spelling ages, CATs data, KS2 and KS3 results and each students KS3 threshold or KS4 forecast band.
 - 5.1.3 At KS4 students may have their forecast band recorded in their subject work books/folders.
 - 5.1.5 in Key Stage 3, students must have a minimum of one formally assessed extended piece of work every five to seven weeks.
 - 5.1.6 in key stage 3, students must have a key performance indicator (KPI) sheet placed in their book at the start of every five to seven

week learning cycle. The KPI sheet is then to be completed by the staff member by the end of that five to seven week cycle indicating the students' progress throughout the learning period.

- 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.

6. GRADES & COMMENTS

6.1 Key Stage 3

- 6.1.1 Following removal of national curriculum levels Lealands has adopted the Growth and Threshold assessment model (see Appendix 1)
- 6.1.2 Students' work is marked with detailed formative comments about how to improve which are linked to subject specific assessment rubrics. These comments may be verbally communicated or written in line with the school's marking policy. Marking stickers may be used.
- 6.1.3 Assessments and tests should be marked and an appropriate progress comment awarded, judged against each student's threshold indicator.

6.2 Key Stage 4

- 6.2.1 Students' work is marked with a formative comment using the SIR format using the SIR format (S-success / I- improvement / R- student response). SIR Marking stickers or stamps may be used.
- 6.2.2 GCSE grades (A* - G or 9 to 1) are used where appropriate but should always be accompanied by a detailed comment with areas for improvement identified.
- 6.2.3 The use of GCSE grades is especially appropriate for the exam style questions and end of unit tests.
- 6.2.4 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)

- 6.3.1 Red pen should be used to mark students' work using the SIR format (S-success / I- improvement / R- student response) every fortnight.
- 6.3.2 All 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.
- 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 the following guidelines are suggested:
 - 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.
 - 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

- 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 A full report will be sent to parents once per year as outlined on the AR&R calendar. This report will contain advice on the actions the student needs to take in order to improve his or her achievement in the future and an opportunity for parents and students to comment fully on the report.
- 6.7.3 An interim report summarising students' effort and attainment in each subject will also be sent to parents as outlined on the AR&R calendar.
- 6.7.4 Each year group will also have a minimum of one parents' evening as outlined on the AR&R calendar.
- 6.7.5 Parental engagement weeks 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 2)

- 6.8.1 Attitudes 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.

6.9 Attainment

- 6.9.1 Attainment will be measured and reported by progress statements based against each student's threshold for KS3 and by predicted GCSE grades or levels at KS4.
- 6.9.2 The following grading criteria should be used at Key Stage 4 to indicate progress within a grade.
- G1/F1/E1/D1/C1/B1/A1/A*1 or
1.a/2.a/3.a/4.a/5.a/6.a/7.a/8.a/9.a (Year group dependent)
- Extremely secure at the grade recorded, has real potential to secure grade above current working at/predicted grade.
- G2/F2/E2/D2/C2/B2/A2/A*2 or equivalent new GCSE numbers system (see above)
- Secure at the grade recorded and should achieve this grade with normal classroom intervention and support.
- G3/F3/E3/D3/C3/B3/A3/A*3 or equivalent new GCSE numbers system (see above)
- Insecure at the grade recorded and could potentially drop into grade boundary below current working at/predicted grade.
- 6.9.3 School reports will also indicate whether or not a student is working at the expected level, bearing in mind their prior attainment.
- 6.9.4 **Subject leaders** are responsible for ensuring effective assessment is used within their departments by:
- 6.9.4.1 producing a departmental assessment policy;
- 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 assessment rubrics at KS3 for all four threshold indicators. Producing appropriate key performance indicators (KPI) for each six week learning cycle. These can be produced on a more regular basis if deemed necessary by subject leader.

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

Growth and Threshold KS3 Assessment 2017/18

The revised national curriculum programmes of study are to be taught in maintained schools from 1st September 2014. With the use of levels officially ceasing from the 1st September 2015 Lealands High school has adopted the Growth and Threshold assessment model developed by Durrington High School (DfE assessment innovation winners 2014).

- 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 not assigned a target level – they are all expected to aspire to excellence – *Growth Mindset*. Rather than focusing on a pre-determined (and limiting) end point, we are focusing on their starting point and building from there.
- Assessment is based on *progress* made – so celebrates effort of all students, with different starting points.
- Our teachers set the standard of excellence expected – this reinforces our high standards.
- Students are not given feedback such as ‘you’re a 4a’ – but focused on formative feedback that makes students think about how to develop their understanding.
- Threshold rubrics are used for planning teaching and progression – not for labelling students. Students aren’t told what threshold they are – just what they need to do to develop their thinking. ***The thresholds are a scaffold for teachers.***

ENSURING PROGRESSION

When subjects are planning their thresholds, it is important that there is progression through the years. So for example, if a student has a baseline threshold of ‘developing’, if they make expected progress through KS3, they should achieve a minimum of a grade C by the end of Y11. This means that the ‘developing’ thresholds in Y7, 8 and 9 should show increasing levels of demand in terms of expectation, to allow them to maintain this trajectory. Ideally what we would like of course, is for them to rise through the thresholds towards ‘excellence’.

TRACKING PROGRESS & REPORTING TO PARENTS

In terms of tracking progress and reporting to parents we can look at how students are performing, relative to

their baseline threshold:

- Working below their baseline threshold– ***Have not made expected progress yet.***
- Working towards the lower end of their baseline threshold – ***Making expected progress***
- Working towards the top end of their baseline threshold – ***Making good progress***
- Working above their baseline threshold or at the top of or beyond the excellence threshold – ***Making exceptional progress.***