Assessment, Recording and Reporting of Student Achievement Policy

Date Policy Updated:	February 2020
To Present to Governors:	March 2020
Date Policy Ratified:	March 2020
Date for next Review:	March 2021

Contents

This policy has been written and implemented in accordance with the School's dedication to its Christian values. These are underpinned in the Stopfordian ethos and the message and example of Jesus Christ.

Introduction
This policy outlines the school's approach to the measurement and, through this, the improvement of learning. It also details the recording and reporting of student achievement.

Principles
Assessment at Bishop Stopford's School will:
- Meet statutory requirements.
- Support the aims and values of the school.
- Support and motivate students' learning by involving students in their own and each other's assessments, by providing meaningful and challenging feedback and by setting clear and measurable targets.
- Motivate teachers to achieve school, subject and individual targets.
- Measure the skills that students have acquired.
- Diagnose learning problems and student needs.
- Monitor standards.
- Check intended learning objectives against learning outcomes.
- Be built into the planning for teaching and learning with adequate curriculum time allowed.
- Be based on clear criteria.
- Provide useful information to staff, parents/carers, students, employers and further and higher education.
- Include the use of ICT where appropriate to improve clarity and efficiency.
- Act as a feedback mechanism for curriculum development.

Expected Outcomes
- Statutory requirements are met.
- The progression and performance of the School, departments, individual teachers and students is measured.
- A co-ordinated, easily accessible and well understood system of assessment is in place.
- All students are set targets and understand what they need to do to meet them.
- Parents/carers feel informed about their child's progress.
- The School Development Plan incorporates the results from the assessment process.

Accountabilities and Responsibilities
The Governing Body and Senior Leadership Team are responsible for ensuring that the school meets statutory requirements in relation to assessment, that the school policy for assessment is followed and that it has the required impact. They also evaluate the impact of assessment on raising standards within the school by working with staff to devise, monitor, evaluate and review procedures for assessment. In particular, they:

- Prepare and publish a cycle of events associated with the assessment cycle.
- Lead on the review and development of whole school assessment policy.
- Identify assessment priorities for the School Development Plan.
- Ensure assessment systems are manageable and that assessment data is effectively gathered and collated.
- Disseminate assessment information throughout the school and to the wider community.
- Look for equality in assessment across the school, between houses, year groups, ethnic groups, and by gender.

The Head of Department is accountable to the Senior Leadership Team and responsible for:
- The development of a departmental assessment policy in line with the school assessment policy and national progress expectations.
- Ensuring schemes of work contain learning objectives, learning outcomes (linked where appropriate to success criteria/ level or grade descriptors), and a range of assessment opportunities using a variety of strategies.
- Ensuring that marking and assessment criteria are clearly explained to students. Ensuring that students have the opportunity to respond to teacher's feedback and adjust work accordingly.
- Checking that regular assessment is recorded along with target setting/formative comments at least termly.
- Checking that assessment and marking procedures are implemented effectively
- Developing consistency across departments through the sharing of good practice.
- Analysing and interpreting data with the departmental team to monitor standards and ensure that challenging targets are aspired to.
- Ensuring that student progress is regularly monitored against targets
- Reporting to the Senior Leadership Team and Governing Body on standards.

The Teacher is accountable to the Head of Department and responsible for carrying out the agreed procedures for assessment. Teachers will:
- Implement Assessment for Learning (AfL) within the classroom.
- Enable students to develop the skills to self- assess their work.
- Identify students in need of support.
- Use an agreed range of assessment methods and techniques to gather and use information in line with school and departmental policy.
- Record and reward significant progress.
- Check that rewards are distributed equitably, taking into account students' gender, ethnicity, age and ability.
- Implement school based and/or national statutory tests/tasks.
- Contribute to departmental discussion/review of performance data.
- Report to parents/carers on student progress, attainment and next steps for improvement.
- Ensure that all assessment information is available for a student's next steps.

Assessment in Practice

Summative assessment will take place twice per year in all year groups, the outcomes of this assessment will be recorded on the appropriate data management system and all stakeholders will be informed of the outcomes of these assessments in a timely fashion.

At KS3 progress is measured from the KS2 assessment to student's current attainment.

At KS4 progress is measured from KS2 assessment. Current grades as well as teacher predictions for the end of KS4 are recorded and shared with all stakeholders as appropriate.

At KS5 progress is measured from the GCSE KS4 average points score. Current grades as well as teacher predictions for the end of KS5 are recorded and shared with all stakeholders as appropriate.

KS3

All students at KS3 should be working at the expected standard required to ensure a minimum of a pass (4) at GCSE. This standard is not set by the students KS2 scaled score, rather it is expected that every child will achieve the standard required at KS3 to ensure at least a standard pass at KS4. Students will be supported to ensure they are able to meet and exceed this standard regardless of their start point. Students will be assessed throughout KS3 and will be identified as:

- Mastering their knowledge
- Securing their knowledge
- Developing their knowledge

Pupils who are not secure in all the success criteria associated with the developing category will be identified as having emerging knowledge.

The table below outlines how KS2 assessment outcomes are aligned to GCSE outcomes.

KS3 assessment outcome	Projected GCSE outcome
Mastering	8-9
Securing	6-7
Developing	4-5
Emerging	1-3

Students will be assessed frequently by their teachers in relation to their curriculum to identify the subject specific knowledge and skills that they are developing. In each department the curriculum is underpinned by a body of statements that detail the expected learning for that year. These statements are matched to appropriate thresholds. Progression is ensured through increasing skill and knowledge development in each year. For example, if a student is assessed as 'Securing their knowledge' and continues to work at this standard they should achieve a minimum of a grade 6-7 by the end of Y11. This means

that the expected level in Y7, 8 and 9 increases in demand to allow students to maintain progression in their learning.

KS4

The new key stage 4 programme of study students is now applicable in all subjects and students will be awarded a grade 1-9 for GCSE outcomes.

Students' KS2 assessment outcomes in conjunction with their KS3 assessment outcomes and the professional judgement of teaching staff is used to provide minimum targets for students to achieve at KS4. These are in constant review and pupils who are able to demonstrate learning beyond their target grade may have this revised to ensure pupils are consistently challenged. Where students do not have KS2 outcomes in house testing will provide a baseline from which progress can be calculated. KS4 assessments will report student's current grades as well as teacher predictions for the end of KS4.

Curriculum Planning

Departmental Schemes of Work will:
- Deliver on the whole school curriculum intent such that each department's curriculum and delivery:
  - facilitates the acquisition of a broad and diverse range of knowledge for all students
  - is ambitious, inclusive and engaging for all learners
  - provides clear routes of progression throughout KS3 – KS5 and beyond for all students
  - prepares our students and equips them for future success and life in the wider world
  - instils a greater understanding of our local area and the world in which we live
  - instils core values of respect, consideration, responsibility, loyalty and success
- Take account of the school Teaching and Learning, Numeracy and Literacy policies.
- Contain embedded formative assessments which are planned, implemented and standardised across the department and used to inform the learning within the department.
- Enable students to know clearly when, and on what criteria they are being assessed and what they need to do in order to improve.

The School Development Plan will include departmental targets for improvement; progress towards these targets will be monitored by the Senior Leadership Team and the Governor's Academic and Pastoral Committee.

Assessment for Learning

Assessment for Learning (AfL) will include self, peer and teacher assessment and will be included as part of the marking policy. AfL consists of many different components, two of which are marking and questioning. Marking should be thorough, focussed and valuable to students, supporting them in making the next steps in their learning.

- Home learning should have clear success criteria.
- When teachers mark work, they should do so using success criteria which has been shared with students; successes should be clearly identified, targets, questions and suggestions for improvement should also be clearly identified and be intended to move students on.
- Time must be allowed in the following lesson for students to read through the targets and suggestions for improvement, and to begin working towards them.
- Departments should follow the school's marking policy which clarifies expectations regarding the marking cycle and outlines that:
  - Every 2 -3 weeks, at least one piece of work, should be marked with clear next steps evident in the teacher's comments and/or by the student responses
  - Other forms of marking (self/peer, light touch marking) and feedback (peer, verbal) can be used in addition to this
  - There must be clear evidence of students responding to teacher comments to improve their work (green pen marking)
- Students work including home learning may be self, peer or class assessed as appropriate.

Marking

The school has an agreed marking policy which includes clear criteria. Where marks, levels or grades are awarded they must be related to clearly defined criteria which are shared with and understood by students prior to the carrying out of the piece of work. Marking should enable students to understand what they have achieved and how their work can be improved. A distinction should be made between preparatory work and that which is to be formally assessed. School marking pro-formas should be used.

Heads of department are responsible for regular moderation of marking across the department to ensure consistency in addition to the regular work scrutiny which they are expected to carry out.

Questioning

A variety of inclusive questioning techniques should be used, in particular open questioning which encourages discussion, deeper thinking and deeper learning. Classroom dialogue of various kinds, including whole class, group and paired discussions has an important part to play in this area and ensures that students are able to explore, investigate and constructively enquire about the knowledge that they are presented with.

Reporting to Parents/Carers
Key Stage 3
Reporting is electronic and available via our MIS system using the parent portal.
Parents will be informed of their child's current progress towards the expected standard. These descriptors are listed below.

- Mastering (their knowledge)
- Securing (their knowledge)
- Developing (their knowledge)

Pupils who are not secure in all the success criteria associated with the developing category will be identified as having 'emerging knowledge'.

There is one parental consultation evening at which parents/carers may discuss their child's progress with all of the staff who teach them.

Key Stage 4

Reporting is electronic and available via our MIS system using the parent portal. After each summative assessment point the pupil's current and predicted grade will become available on the parent portal for parents to access. There is one parental consultation which parents/carers may discuss their child's progress with all of the staff who teach them. Some students who are not making the progress of which they are capable, form part of an intervention group in order to support them in making improved progress; parents/carers are informed regularly of their progress.

Key Stage 5

Reporting will be electronic and available via our MIS system using the parent portal. At key stage 5 there is a system of target grades, reporting and regular support from form tutors and subject teachers.

Each student is set an overall target for the end of the Key Stage 5 based on their uncapped average attainment at GCSE. After each summative assessment point the pupil's current grade will become available on the parent portal for parents to access. Each student meets with their form tutor at least once a term during registration to have a 'learning conversation' about their progress, and what they can do enhance it. There is one parental consultation evening each year at which parents/carers may discuss their child's progress with all of the staff who teach them. Some students who are not making the progress of which they are capable form part of an intervention group in order to support them in making improved progress; parents/carers are informed regularly of their progress.

Equal Opportunities

By monitoring the curriculum coverage and experience of every individual student, and by monitoring the targets that are set for each student and their rate of progress, we will as a school be able to identify if all students are having access to a curriculum to which they are entitled and which is relevant to their individual and/ or additional needs.

Promoting and Evaluating the Policy

This policy will be monitored and kept under review by SLT Pupil Outcomes:

- Assessment informs priorities for development in the School Development Plan.
- Targets are in place for all students.
- School management and monitoring system.
- Student progress data analysed.
- Aspiration progress targets for students who make at least expected progress in all subject areas.
- Results improve against key national bench marks.

Appendix A – Methodology of Student target and baseline setting

Setting Target Grades for Key Stage 4

KS4 Target setting methodology uses students' prior KS2 attainment in nationally assessed exams where available to calculate aspirational targets at the appropriate level. The target grades given are based on the achievements of students with similar prior achievement profiles. Careful consideration is given to each target for each student in a collaborative process. This allows us to generate targets which are challenging while still being achievable.

Setting Target Grades for Key Stage 5

Targets are set using GCSE point scores. Target setting methodology uses students' prior attainment in nationally assessed exams to calculate aspirational targets at the appropriate level. The target grades given are based on the achievements of students with similar prior achievement profiles. This allows us to generate targets which are challenging while still being achievable.