



Assessment, Recording and Reporting of Student Achievement Policy

Date Policy Updated:	February 2020
To Present to Governors:	February, 2022
Date Policy Ratified:	February, 2022
Date for next Review:	February, 2023

Contents

Introduction..... 3

Principles 3

Expected Outcomes 3

Accountabilities and Responsibilities 4

Assessment in Practice..... 5

Curriculum Planning 7

Assessment for Learning 8

Marking **Error! Bookmark not defined.**

Questioning 9

Reporting to Parents/Carers 9

 Key Stage 3..... 9

 Key Stage 4..... 9

 Key Stage 5..... 9

Promoting and Evaluating the Policy 10

Appendix A – Methodology of Student target and baseline setting **Error! Bookmark not defined.**

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.
- Be both formative and summative
- Support and motivate students' learning by involving students in their own progress, providing meaningful and challenging feedback and setting clear and measurable targets.
- Measure the skills and knowledge that students have acquired.
- Form a central part of the Diagnosis, Therapy, Testing model (DTT model) within school ensuring that it is used to
 - diagnose gaps in student understanding and skills
 - inform teaching and learning as well as wider strategy to enhance achievement
- Motivate teachers to achieve school, subject and individual targets
- Monitor and quality assure standards.
- Be built into the planning for teaching and learning with adequate curriculum time allowed.
- Be based on clear success 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.
- Strategic teaching, planning and strategising to raise achievement and enhance student outcomes as per the DTT model
- The progression and performance of the School, departments, individual teachers and students is measured
- Ongoing tracking and use of assessment data to ensure early identification and targeted intervention to support student progress.
- A co-ordinated, easily accessible and well understood system of assessment is in place.
- Assessment is cumulative and shows the learning and progress journey of all students

- 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.
- Ensure the consistency and robustness of assessment in identifying and addressing gaps
- Use data to inform whole school raising achievement strategy with a particular focus on overall achievement, the identification and minimising gaps between key groups and providing holistic, targeted, bespoke strategy for identified students
- Use data to inform wider school planning and curriculum development
- Use data to inform targeted departmental and year group strategy to enhance student progress

The Head of Department is accountable to the Senior Leadership Team and responsible for:

- Ensuring that formative and summative assessments are embedded within the subject scheme of learning and that they offer a timely and accurate measure of student progress
- Ensuring that marking and assessment criteria are shared with staff and students.
- Ensuring that there is a clear standardisation and moderation process for summative assessments
- Ensuring that students have the opportunity to respond to teacher's feedback and adjust work accordingly.
- Facilitating and overseeing the tracking of assessment data
- 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 progress and ensure that challenging targets are aspired to.
- Using data to inform departmental strategy and curriculum review
- Supporting and guiding staff within their departments in the analysis and use of data to inform teaching and planning

- Attend Raising Achievement and Progress meetings with SLT to discuss what assessment data shows and what strategies will be implemented in order to enhance student progress within each department
- 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.
- Use data to identify gaps in student knowledge and skill and use this to inform teaching and intervention
- Use data to 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.
- Ensure that students are aware of their areas of strength and areas for development.
- Students should have a clear understanding of the success criteria for each subject/topic/question/task. Through modelling teachers should ensure that students are fully aware of how to respond to assessment tasks to the best of their ability

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.

Formative assessment will also take place within each subject as per the departmental assessment plans. This data will be used to identify misconceptions and areas for development in readiness for summative assessment tasks. All data from the assessments will be used to inform further teaching to ensure that knowledge and skills gaps are addressed, as per the DTT model.

At KS3 progress is measured from the KS2 assessment and is based on each student's current attainment. Progress is also measured in line with the expected standard for GCSE and KS4 qualifications. This is to ensure that all students are at a level that prepares them for at least standard outcomes at the end of Year 11 and beyond

At KS4 progress is measured in line with KS2 data. 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.

Where students have no prior KS2 data, CATs testing is used as a baseline with which to monitor progress, alongside attainment scores

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

Students 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 KS3 assessment grading are aligned to likely GCSE outcomes.

KS3 assessment outcome	Projected GCSE outcome
Mastering	7-8
Securing	5-6
Developing	4
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 details of what skills and knowledge they will learn throughout the year.

As students progress through Key Stage 3, the level of knowledge and skill that they acquire in all subjects will become increasingly more detailed and complex, in line with the expected standard for their given age. This means that the expected level in Y7, 8 and 9 increases in demand to allow students to maintain progression in their learning. A student who is securing in Year 9 therefore, has acquired higher level skills and knowledge than a student who is securing in Year 8, and remains on track to further develop their skills and knowledge as they move into Year 10.

KS4

Students in year 10 and 11 will be awarded a grade 9-1 for GCSE outcomes. For Vocational Qualifications students will be awarded a Level 1/2 Pass, Merit, Distinction or a Distinction*. A level 2 grading is equivalent to a GCSE, which is also at a Level 2 standard.

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.

KS5

Students in KS5 who are studying Level 2 Qualifications, will be awarded in the same way as vocational qualifications at KS4. That is, they will be awarded a Level 1/2 Pass, Merit, Distinction or a Distinction*. A level 2 grading is equivalent to a GCSE, which is also at a Level 2 standard.

For those taking resit qualifications in English and maths, the grading will be in line with GCSE qualifications on the 9-1 grading system.

For those studying Level 3 Academic Qualifications, grading will be based on A*-E grading system, whilst Vocational Qualifications will again be awarded based on the Pass, Merit, Distinction, Distinction* categorisations. These will be at a Level 3 standard however, and are the equivalent of A-Level qualifications.

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.

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
 - minimises the impact of disadvantage and inequality
 - 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 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.

Feedback

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. In order to enhance student metacognition, opportunities for peer and self-assessment should be embedded within departmental practice.

Heads of department are responsible for regular moderation and monitoring 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)

Students 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 student'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 student's current and predicted 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.