

## Assessment, Recording and Reporting Policy

Excellent teaching and assessment are central to students' high attainment. Marking is regarded as an integral part of the continuous dialogue between teachers and students about how well they are learning. The principles of feedback should be applied consistently across the school in order to provide better support for students' learning and a clearer picture of the students' progress throughout their school career. Through the implementation of the Assessment, Recording and Reporting Policy we aim to ensure that we fulfil the aims of our School Mission statement and in particular that "We will challenge each other to set the highest goals in academic subjects and personal development" and we are reminded of our responsibility to our students through the words of scripture.

'Let my teaching fall like rain and my words descend like dew, like showers on new grass, like abundant rain on tender plants' Deuteronomy 11: v18 – 19.

### **Purpose**

- To facilitate progress in students' learning
- To promote and implement a consistent approach to assessment
- To offer guidance on Assessment, Marking, Recording and Reporting procedures and practices
- To underline the importance of assessment and moderation procedures
- To inform staff of statutory requirements
- To provide a guide for each subject area to develop its own electronic mark book

### **The Principles of Assessment, Recording and Reporting.**

1. The main aim of the assessment process must be to facilitate progress in a student's learning, enabling them to answer the following questions:
  - What am I doing well in this subject?
  - What do I need to do to improve?
2. Careful thought should be given to the purpose of assessment, adopting a wide range of methods that enable teachers to ask themselves the following questions:
  - What will this assessment tell me about students' knowledge and understanding of the topic, concept/skill?
  - Does it include prior learning?
  - How will I ensure my approaches to assessment are inclusive of all abilities?
  - How will I use the information I gain from this assessment to inform my planning for future lessons?
  - How could I improve, adapt or target my teaching as a result?
3. To be at its most effective assessment should primarily be a continual process and not an infrequent, purely summative exercise.
4. Assessment records in the electronic mark book should contain:
  - Skill checklists linked to summative assessments, formative assessments and Exam Board criteria
  - Standardised Assessments are recorded as raw marks in accordance with each departmental curriculum and assessment plan and should be linked to Exam Board criteria
  - Records of Commitment to Learning (CTL)
  - Professional Predictions

5. Assessment gradually builds up into a profile for each student over his or her school career and is evidenced in the Go4schools electronic mark book and the Progress Log
6. Attitude to Learning Grades are requested at each data collection point, for all students, throughout the academic year. They should reflect the Commitment to Learning demonstrated since the last data collection.

## **Use of Data**

Teachers will make full use of all available performance data which includes CATS and KS2 data when planning. School based targets will be set using FFT20 as a baseline together with contextualised information about the students. Targets are to be used to inform teachers planning but will not be shared with students or parents.

Students are to be encouraged to seek improvements through the use of their 'Personal Best' mark and this is converted to a percentage within Go4schools. This percentage comes from the record of student performance and should be used as a goal for continuous improvements.

The electronic mark book is used by all staff and supports teaching by providing a range of information for all students, enabling teachers to plan lessons appropriately; according to the needs of their group.

The teacher will record marks for each piece of summative assessment across the year. Appropriate subject specific targets should be set to support the student in improving performance.

Subject specific Learning Checklists will evidence the development of students' knowledge, skills and understanding. Learning Checklists and Standardised Assessments will support the Professional Predictions entered into Go4Schools' electronic mark book.

Students at all Key Stages should be involved in the process of assessment in order to enable them to become independent learners. Students are expected to have an understanding of the assessment criteria and know how they can improve.

## **What will this look like in Practice?**

### **Work books**

Workbooks should be regularly reviewed to include:

- Reference to the learning checklist
- Response to students misconceptions
- Presentation and Literacy expectations
- Peer/self-assessments
- Opportunities for self-reflection
- Evidence of verbal feedback and its impact on student work
- Commitment to Learning Grades

### **Progress Records**

These should be retained in school and stay with the student while they remain at Christ the King. They should be a record of all Standardised Assessments. Information will be recorded as raw marks with SMART targets linked to improvements entered into Go4schools' electronic mark book.

At each Key Stage it will contain

- A baseline which provides students with the opportunity to demonstrate Knowledge, Skills and Understanding
- Standardised Assessments which are linked to some elements of the Exam Board Criteria (these are assessments which take place across the department but are not purely end of topic tests/exams)
- Summative Assessments which should be cumulative
- Mock exam papers (these should only reflect material studied)

For each piece of work there should be:-

- A CtL grade
- Subject specific targets, followed by Dedicated Individual Reflection Time (DIRT) should be planned for and utilised to allow students to process and reflect upon learning targets. This will enable students to apply the target to subsequent learning. According to subject area practice this may involve rewriting onto an evaluation sheet or discussing with peer/teacher etc.

### **Presentation and Literacy Expectations**

**Teachers must ensure that work is presented to the highest possible standard at all times, excluding rough and draft work**

- I. Teachers must not allow students to deface books, folders and planners.
- II. All written work must have titles underlined, a date and an indication whether work is class or homework.
- III. When completing ICT based work, presentation remains very important and work should be carefully checked for grammar and spelling errors.
- IV. Students should be encouraged to present work neatly and reference made to the 'Guidelines for Presentation' available in all classrooms. Any defacement of pages/cover must be challenged.
- V. Students will complete the first page in any new book/or at the start of a new Academic year in their neatest handwriting and will be expected to set this page out according to the School expectations. This page can then be used as a regular reference by the student to ensure presentation remains high at all times.
- VI. Students must be encouraged to complete any unfinished work.

### **Literacy Guidance**

Literacy Guidance is also displayed in classrooms and is in student planners. If it is a piece of extended writing then the first paragraph only will reflect the following literacy guidance:

<b>Sp</b>	Spelling
<b>P</b>	Punctuation
<b>C</b>	Capital letter needed or misused
<b>_</b>	This part does not make sense
<b>//</b>	Start new paragraph
<b>GR</b>	Grammatical error

### **Independent Learning**

Independent Learning takes place inside and outside of the classroom. To support students', independent learning tasks must be regularly set, planned and differentiated and should be meaningful and clear according to the timetable.

Independent Learning should be in Pupil Work Books. Any written feedback on these tasks should include a CTL grade and where appropriate a target for improvement.

### **Appendix 1**

“But let each one test his own work, and then his reason to boast will be in himself alone and not in his neighbour” Galatians 6.4

**Commitment to Learning** – This grade is to be used on individual pieces of work and should be recorded in Go4Schools. It should be used to inform the Attitude to Learning grade that is entered at each data collection.

<b>1.Outstanding</b>	You have demonstrated an outstanding level of effort and engagement with the tasks set. Your work is extremely well presented.
<b>2. Good</b>	You have demonstrated a high level of effort and engagement with the tasks set. Care has been taken with your presentation.
<b>3. Inconsistent</b>	Your work does not always reflect your ability and shows a lack of consistent engagement with the tasks set. Presentation could be significantly better.
<b>4. Cause for concern</b>	The quality of your work shows a complete lack of effort and engagement with the tasks set. The presentation of your work is poor.

**Attitude to learning** – This grade is collected at each data collection and should be used to present the general picture of a student’s attitude and engagement in each subject area. The criteria below are to be used as a ‘best fit’ with teachers being clear with students about the reason for the grade that they have been given.

<b>1. Outstanding</b>	<ul style="list-style-type: none"> <li>– The student wholeheartedly engages in learning, is always fully engaged in all classroom dialogue and tasks and is an enthusiastic, active contributor to lessons</li> <li>– The student is a respectful member of class who actively listens, makes appropriate contributions and responds to their peers</li> <li>– The student consistently acts upon the advice received and seeks opportunities to improve</li> <li>– The student’s independent learning tasks are always completed on time and to the very best of their individual ability</li> <li>– The student develops their learning through independent study</li> </ul>
<b>2. Good</b>	<ul style="list-style-type: none"> <li>– The student usually engages with the learning within class and offers thoughtful contributions</li> <li>– The student is a respectful member of the class who supports the contributions of their peers</li> <li>– The student usually acts upon advice/feedback from teachers</li> <li>– The student’s independent learning tasks are usually completed to a good standard and deadlines are met</li> <li>– The student makes some attempts to develop their learning through additional independent study</li> </ul>
<b>3. Inconsistent</b>	<ul style="list-style-type: none"> <li>– The student does not always complete the class work/tasks set</li> <li>– The student is capable of producing work of a higher standard than they usually submit</li> <li>– The student does not always respond to the feedback provided by their teacher</li> <li>– The student does not always act in a respectful way towards others</li> <li>– The student does not always make positive contributions to class</li> </ul>

	<ul style="list-style-type: none"> <li>- The student's independent learning tasks are not always completed to the expected standard</li> <li>- The student does not always make an effort to consolidate learning through independent study</li> </ul>
<b>4. Cause for concern</b>	<ul style="list-style-type: none"> <li>- The student is not currently fulfilling their potential</li> <li>- The student rarely engages with learning and needs regular prompting</li> <li>- The students class work is frequently incomplete</li> <li>- The student often speaks/acts in an unacceptable manner and this can disrupt the learning of themselves and their peers</li> <li>- The student's independent learning tasks are not completed or may often be late</li> <li>- The student makes no effort to develop their learning through independent study</li> </ul>

### **Professional Prediction**

The electronic mark book will also require teachers to enter a **Professional Prediction**. This is based on the teachers' professional judgement of what the student will achieve at the end of Year 11 or 13.

The **Professional Prediction** is a single grade but +/- may be added. The school will take these to indicate the following, for example:-

- 5+ The teacher is 100% certain that the student will achieve this grade at the end of Year 11 (13)
- 5 The teacher is 75% certain that the student will achieve this grade at the end of Year 11 (13)
- 5- The teacher is 50% certain that the student will achieve this grade at the end of Year 11 (13)

The **Professional Prediction** should be set in conjunction with the subject leader or through discussion with another teacher but never in isolation. The **Professional Prediction** will not be shared by staff with students until after the mock exam in Year 10.

### **Use of Data**

Professional Predictions are used for tracking student progress and to support teachers in making decisions regarding intervention. They should reflect all of the assessment data that is recorded for students in Go4Schools. They should reflect the teachers understanding about the students' performance in both exam and non-examined elements of the course, where appropriate.

All Line Management meetings will include the monitoring of student data in order to ensure greater accuracy of predictions. They will monitor assessment processes, records, Professional Predictions and intervention strategies.

Teaching, Learning and Curriculum meetings (TLC) will regularly focus on supporting student progress. This will involve Subject Leaders, DoLs and Achievement Leaders meeting with SLT to interrogate the data for all year groups.

## Appendix 2

### Definitions of Assessment

#### Formative assessment

Assessment **for** Learning happens all of the time in the classroom. It is rooted in self-referencing: a student needs to know where she/he is and understand not only where she/he wants to be but also how to "fill the gap". This involves both the teacher and the student in a process of continual reflection and review about **progress**. When teachers and peers provide quality feedback; students are empowered to take the appropriate action.

**Teachers can then adjust their plans in response to formative assessment.**

#### Summative Assessment

Assessment **of** Learning is carried out at agreed points each year in accordance with the curriculum and assessment plan for each subject area. It involves assessments which are standardised across the department. It may be at the end of a unit or year or Key Stage or when a student is leaving the school to make judgements about students' **performance** in relation to national standards. Teachers use standardisation and moderation meetings as an important quality assurance opportunity. TA is a valuable part of the data held and is used to identify students who require intervention beyond that expected in the classroom.

#### Expectations of Summative Assessment

Summative Assessments should be cumulative and linked to Exam Board assessment criteria and Schemes of Learning as evidenced in the Curriculum and Assessment plan.

#### **Frequency of Assessment**

##### KS3

Year 7 - each subject is required to record a minimum of 3 summative assessments per year, with the exception of Drama which is expected to evidence 2.

Year 8 - each subject is required to record a minimum of 4 summative assessments per year, with the exception of Drama which is expected to evidence 2.

##### KS4

Year 9 - each subject is required to record a minimum of 6 summative assessments per year including an End of Year exam

Year 10 - each subject is required to record a minimum of 6 summative assessments per year. This includes 2 mock exams for all core subjects and 1 for all other subjects

Year 11 - each subject is required to record a minimum of 6 summative assessments per year including 2 mock exams

##### KS5

Year 12 - each subject is required to record a minimum of 10 summative assessments per year including 1 mock

Year 13 - each subject is required to record a minimum of 10 summative assessments per year including 2 mock exams

If a subject at KS4/KS5 includes controlled assessment then the mock result and Professional Predictions entered into the electronic mark book should reflect the weighting of the controlled assessment.

## **Parents can expect**

That at each Key Stage there will be 3 data collection points. This will involve teachers sharing Professional Predictions and Attitude to Learning grades. Parents will be expected to discuss the ATL grades with their child and this should form the main part of any discussion about their child's progress.

They should also be able to ask their child the answer to the following questions for each subject area:

- What are you doing well?
- What do you need to do to improve?

If their child is unable to answer either of these questions then parents should make contact with their child's subject teacher.

For each Key Stage students will also achieve a 'Personal Best' grade. This is a percentage grade which comes from a record of student performance. It indicates the best grade that a student has achieved in each subject, for each Key Stage. It should be used as a goal for continuous improvements. Students should always be aiming to better their grade, encouraging them to constantly be in competition with themselves.

We currently use one formal report per year which offers a summative statement to parents as well as the setting of formative targets. This report is not a means of highlighting any problems of an urgent nature and as such, class teacher/form tutor/achievement leader will detect and report these more quickly and inform/meet with Parents/guardians as necessary.