



## Assessment, Recording and Reporting Policy

Excellent teaching and assessment are central to students' high attainment. Feedback is an integral part of the continuous dialogue between teachers and students providing information 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 and achieve 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?These 2 questions will also be the focus for the meeting with Teachers at Parents Evening. Where a longer discussion is needed then a separate meeting should be arranged.
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?
  - How will I ensure that my retrieval practice is adapted based on the outcomes of this assessment?
3. To be at its most effective, assessment should be a cumulative 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 Go4schools electronic mark book as well as the Progress Log
6. Attitude to Learning Grades are requested at each data collection point, for all students, throughout the academic year and 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 to support their planning and this includes KS2 data. School based targets will be set using subject specific FFT benchmarks based on subject prior performance, 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 'Aspirational' 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 'what they are doing well' and 'what to do to 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 summative assessments. Information will be recorded as raw marks entered into Go4schools' electronic mark book, with SMART targets linked to improvements in the format of 'what went well' and 'what to do to improve?'

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 elements of exam board criteria (KS4/5) and the knowledge rich curriculum (Key Stage 3). These are assessments which take place across the department but are not purely summative assessments
- Summative Assessments which should be cumulative
- Mock exam papers (these should only reflect material studied)

For each assessment there should be:-

- A CtL grade
- Subject specific targets, in the format of 'what went well' and 'what to do to improve?' followed by Dedicated Individual Reflection Time (DIRT). This 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.

## **Feedback**

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.

Feedback can take a variety of forms including both verbal or written and most commonly comes from the teacher but can also include feedback from peers. Staff can use a range of feedback techniques that best suits the required outcome, ensuring that regular feedback is given to students to ensure all students make progress and understand two key questions:

- What am I doing well?
- What do I need to do to improve?

We encourage staff where possible to use Whole Class Feedback (WCF). Through external and internal research, WCF is found to have a positive impact on staff workload whilst still offering students high quality feedback to ensure progress can be made. WCF should be followed up with Directed Improvement and Reflection Time (DIRT). This allows students to gain a full understanding of the WCF given and reflect on what the feedback means to them as an individual.

## **Presentation and Literacy Expectations**

**Teachers must ensure that work is presented to the highest possible standard at all times.**

- I. Teachers must not allow students to deface books, folders and planners. If this is found, it will result in a negative CARE point.
- 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.
- 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 planned, regularly set and differentiated and should be meaningful and clear according to the timetable. Independent Learning should be completed in Pupil Work Books. Any written feedback on these tasks should include a CTL grade and where appropriate, 'what went well' and 'what to do to improve?'

At Key Stage 3, students will undertake knowledge organiser independent learning tasks as homework. Art, Drama, English, Maths and Music will alternate knowledge organiser homework with other tasks which are also relevant to their curriculum. This process will help to develop students' ability to work independently, as well as allowing them to gain knowledge of how to revise effectively which will be used as they progress through the school.

## 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 (ATL)** – 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>Composed for learning</b>	<b>Aspiration</b>	<b>Respects all in the classroom</b>	<b>Engaged in Learning</b>
<b>1 Outstanding</b>	<p>Always arrives on time</p> <p>Always organised and fully equipped for learning</p> <p>Always pays attention</p>	<p>Always acts upon the advice</p> <p>Always seeks opportunities to improve</p> <p>Always makes at least the expected progress</p>	<p>Always respectful</p> <p>Always responds positively to their peers</p> <p>Always makes appropriate contributions</p>	<p>Always engages with learning and offers thoughtful contributions</p> <p>Always completes independent learning tasks on time</p> <p>Always completes independent learning tasks to the very best of their individual ability</p>
<b>2 Good</b>	<p>Usually arrives on time</p> <p>Usually organised and equipped for learning</p>	<p>Usually acts upon advice</p> <p>Usually has a positive attitude towards</p>	<p>Usually respectful</p> <p>Usually responds positively to their peers</p>	<p>Usually engages with the learning and offers sensible contributions</p> <p>Usually completes independent</p>

	Usually pays attention	progress and achievement	Usually makes appropriate contributions	learning tasks on time  Usually completes independent learning tasks to the best of their individual ability
<b>3 Inconsistent</b>	Sometimes arrives late for lessons  Sometimes requires prompts to pay attention  Sometimes lacks equipment required	Sometimes acts upon advice  Sometimes requires greater motivation to succeed	Sometimes speaks/acts in an unacceptable manner  Sometimes disrupts the learning of themselves and their peers  Sometimes makes appropriate contributions	Sometimes engages with the learning and offers limited contributions  Sometimes completes independent learning tasks on time  Sometimes completes independent learning tasks below the standard that reflects their individual ability
<b>4 Cause for concern</b>	Regularly arrives late for lessons  Regularly requires prompts for attention  Regularly lacks equipment necessary for learning	Requires regular motivation to succeed  Requires regular prompts to act upon advice	Regularly acts in an unacceptable manner  Regularly disrupts the learning of themselves and their peers  Regularly makes inappropriate contributions	Regularly needs prompts to engage with learning and contribute to lessons  Regularly fails to complete independent learning tasks on time  Regularly fails to complete work that reflects their individual ability

## **Professional Predictions**

Go4schools 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 (KS4/5) or Units of Knowledge (KS3) as evidenced in the curriculum and assessment plan.

### **Frequency of Assessment**

#### **KS3**

Year 7 - each subject is required to record a minimum of 4 cumulative summative assessments per year

Year 8 - each subject is required to record a minimum of 4 cumulative summative assessments per year

#### **KS4**

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

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

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

#### **KS5**

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

Year 13 - each subject is required to record a minimum of 10 cumulative 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 Go4schools should reflect the weighting of the controlled assessment.

### **What can Parents expect?**

At each Key Stage there will be 3 data collection points. This will involve teachers sharing the Aspirational Score and the Attitude to Learning (ATL) 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 an 'Aspirational' score. 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 improvement. 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. Each subject report will be set up with two key sections, 'what went well' and 'what to do to improve.'