



Assessment, Recording and Reporting policy

September 2020

Signed:

A handwritten signature in black ink, appearing to be 'H. Lewis', written in a cursive style.

Headteacher

Date of Policy	1 st September 2020
SLT Lead	Assistant Head Curriculum, Data and Standards
Date of next review	July 2021

SCHOOL ETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

COVID-19 RESPONSE

During the period of time that schools are operating in a way that is different to pre-COVID-19 we will make certain adjustments to policies and procedures. Any adjustments will be made will have these key principles:-

- Reduce the risk posed to all members of the school community due to COVID-19
- Focus on staff and students well-being.
- Maintain a strong focus on consistently high teaching and learning inside and outside the classroom
- Students are not disadvantaged by experience, opportunity or resource
- Commitment to embedding the 7 core values of the school

This policy has been reviewed and aligned to the whole school response to COVID-19

INTRODUCTION

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

LEGISLATION AND GUIDANCE

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

COVID 19 ADJUSTMENTS TO ASSESSMENT, RECORDING AND REPORTING

Advice from The Department of Education

“Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.”

Sexey’s School Response

After a review, in light of the above statement and through discussions with the staff body we are reducing the number of reports and data entry points. In the autumn we will review how reports are sent and information given to further reduce the time it takes to write reports.

In addition to this staff will be provided with clear guidance within relevant policies in how to respond to COVID 19. A number of key policies including the Marking and Checking and Feedback policies have also been reviewed to reduce marking workload for staff and to take into account of safe handling of books and materials from students. Please refer to these policies for further information.

Statement from The Department of Education

“All exams due to take place in schools and colleges in England in summer 2020 are cancelled...”

Sexey’s School Response

In light of this statement released on 8th April 2020, we as a school will not have any data to be able to identify strengths and weaknesses of students or be able to place them in correct ability sets, if appropriate. We will therefore use the CAT4 and NGRT assessments with year 7 early in September to enable us to support and target intervention effectively.

PRINCIPLES OF ASSESSMENT

It is important that this assessment policy links closely with the curriculum content to ensure good cohesion and relevance of the two. It is important we do not fall into the trap of recreating levels based on the new curriculum but to create a progressive curriculum that can be assessed constantly across staff to ensure ALL students’ progress.

This policy outlines criteria departments and colleagues will use as guidance for creating a ‘fit for purpose’ assessment structure alongside their curriculum. The policy aims to address the issue of how to create a culture of in-depth learning rather than speed of learning. The rationale is that levels were viewed as thresholds and teaching became focused on getting students across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in a particular programme of study.

It is important that depth and breadth are focused points in understanding rather than pace throughout all subjects curriculum.

The policy's aim is to develop a culture of in-depth learning rather than pace. To do this the purposes of assessment is clearly identified to allow teachers the opportunity to relay the correct information at the correct time.

Target grades are set for each individual and by subject. These are set using the analysis of a variety of data which include Fisher Family Trust (FFT) and CAT4 test. The targets will be challenging, yet achievable, and will enable the school to raise attainment and be in the top 5% of schools in the country. The targets are updated yearly as new national data is analysed.

ASSESSMENT APPROACHES

At Sexey's school we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

INSCHOOL FORMATIVE ASSESSMENT

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Good day-to-day in-school formative assessment helps students to measure their knowledge and understanding and respond to feedback. It provides parents with a broad picture of where their children's strengths and weaknesses lie, and allows teachers to identify when pupils are struggling and what interventions are needed to close that understanding gap.

Some departments may separate class notes from written work for assessment (a 'notes' book versus an assessment folder). It is important that students have easy access to their assessment book or folder in order to help guide their progression. Notes do not need to be marked but must be checked by class teachers for misconceptions.

Selecting and using Formative Assessment in School

When in-school formative assessment occurs colleagues need to ask themselves the following questions:

1. What will this assessment tell me about students' knowledge and understanding of the topic, concept or skill?
2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve

3. How will I ensure students understand the purpose and outcome of this assessment and can apply it to their own learning?
4. How will I ensure my approaches to assessment are inclusive of all abilities?
5. 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?
6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

Regularity of Formative Assessment

It is a requirement on staff that formative assessment occurs throughout lessons within good teaching and learning. It is the responsibility of the departments to collect information in line with the school's data and reporting calendar through summative assessments. The purpose of this is to inform parents of the students' progress and to enable SLT, heads of faculty and teachers to evaluate where there has been success, to identify trends and gaps in learning to create interventions to close the gaps.

Below in section 5 is an overview of when data will be collected and the frequency

Use of Formative Data

Heads of Faculties, SLT and Year Team Leaders will also use the data to identify patterns across whole school, faculties, subjects and year groups as well as looking at with regards to individual students' progress. Interventions can then be planned for to close gaps and address underperformance.

Measuring Progress

Judgements on progress will be made via formative and summative assessment based on the curriculum criteria covered in the topics, in that subject, up to that time.

Baseline judgements from KS2 and CATS will be used to create a target grade.

SUMMATIVE ASSESSMENT

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

INSCHOOL SUMMATIVE ASSESSMENT

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

A summative end of year test will be sat by all students, in all subjects, in all years for the primary purpose of giving students an idea of their understanding of the curriculum for that year. This will give them and teachers the skills to set appropriate interventions going into the next year's curriculum to close the gap in knowledge ensuring that no student is left behind.

Also available to parents will be the curriculum content students will be taught over the year to aid with each students understanding of the year and to ensure parents have the tools to assist at home with their children's' learning.

Good in-school summative assessment will give students the opportunity to understand how well they have understood a topic or course of work taught over a period of time. It also gives parents an understanding of achievements, progress and wider outcomes of their children over a period of time. Whilst providing teachers with the opportunity to evaluate their delivery of a topic and the impact they have made and allows school leaders to monitor performance of pupil cohorts identifying interventions.

In-school summative assessment, for example:

- End of year exams
- Short end of topic or unit tests (half termly assessments)
- Portfolio submissions
- Practical performances
- Mock examinations - twice a year for Year 11 and year 13 (November, February)
- Reviews for pupils with SEND.

HIGH QUALITY ASSESSMENT AT SEXEY'S SCHOOL

Each department will have an assessment policy determining when more substantive pieces of student work will be marked with written feedback for students. Typically, departments that see students more often will mark more frequently.

Teachers will identify and communicate one or more targets with the student, linked with the assessment criteria and focused on achieving the next level. The student will be expected to respond to this target and take account of the feedback in subsequent pieces of work. Teachers will ensure there is Dedicated Improvement and Reflection Time in lessons to review marked work and allow students time to respond to their targets and reflect on how they can improve their subsequent work.

Teachers will annotate, highlight or correct, errors in punctuation, grammar, spelling and numeracy. The school standard literacy marking symbols will be used. Not every error may be annotated - repetitions of the same error may not be highlighted or teachers may use professional judgement to limit corrections to only the most important errors.

Assessment criteria will be shared with students - this could be in the form of rubrics, criteria grids, mark schemes or proformas linked to the topic material. At Key Stage 3, marking will follow the Sexey's School Assessment policy and Key Stage 4 and 5 may use grades and criteria linked to the exam board specifications.

Not every piece of work needs to be graded. The research suggests that awarding grades for every piece of work may reduce the impact of marking, particularly if students become preoccupied with grades at the expense of a consideration of teachers' formative comments.

Marking and feedback can be provided to students using either paper-based methods (e.g. exercise books, folders, worksheets, past papers) or electronic means (e.g. Google Classroom, Google Drive/Mail etc.).

Assessment data will be recorded into the school SIMS system in line with the school assessment calendar. Teachers or departments may also record assessment data in their own planners or electronic tools such as spreadsheets or faculty/ department-level trackers.

The emphasis is upon quality rather than quantity - high quality marking will have a positive impact on student progress. Progress over time will be tracked by teachers and recorded by with students e.g. via paper trackers in books/folders or an electronic equivalent.

All students will be aware of their current working at, projected and target levels/grades. These are will be displayed on stickers, sheets, or in booklets within their books or folders and will be updated with each summative assessment.

Progress will be celebrated via the school rewards system and this should extend to effort as well as attainment.

PEER AND SELF ASSESSMENT

Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria.

- Teachers should ensure task and assessment criteria are accessible to everyone, differentiated where appropriate, and set clear expectation of student performance.
- Peer and Self-Assessment must be a process, which is simple, engaging and non-threatening.
- Peer and Self-Assessment must have a quick and easily measurable outcome.
- Peer and Self-Assessment should allow students to work with exemplar work.
- Peer and Self-Assessment should allow for students to write targets at the top of the next piece of assessed work.

Students, parents, teachers, school leaders and governors are all audiences of the assessment themes we have in place. It is important to ensure not any one type of assessment is used for too many purposes as outcomes can become unreliable due to conflict of purpose and external companies and educational sources are used for these assessments that have been aligned to the examination specifications.

Teachers make sure that the assessment of student's work is moderated and standardised through monitoring of fellow colleague's work, links with other schools and attending examination board training.

COLLECTING AND USING DATA

Below is an outline of the data collection and reporting schedule to parents, which also includes when parent's evenings are.

CAT4 tests ([web link here](#)) are used at the start of year 7 to help the school understand the learning styles and abilities of all our students. If a student in years 8-11 does not have a KS2 test score, then they will also take these tests as this will enable us to set accurate GCSE target grades and thus A-level grades.

OVERVIEW	Year 7	Year 8	year 9	Year 10	Year 11	Year 12	year 13
CAT4 NGRT	Oct. Parents tutor evening Oct						
Review	Nov	Nov	Nov	Oct	Sept.	Oct	Sept.
Review	Feb	Feb	Feb	Jan.	Mocks in Nov Dec.,	Jan	Mocks in Nov Dec.,
Review					Mocks in Feb. Mar		Mocks in Feb. Mar
Full report	End of year exams in June	End of year exams in June	End of year exams in June	Mocks in June June	NO	Mocks in June June	NO

Parents Evenings	October for CAT4	March	Jan	Nov	Sept	Oct	Oct
	May						

The data collected from teachers will be shared with stakeholders in the following way

Parents: A Review and Full report will be sent at each review point in the calendar

SLT: will receive an outline of the students' progress after each data review and full report

It is important to us that we are not creating undue stress and workload on our teachers.

The data that we collect is available for teachers to input and amend throughout the year, which in essence creates a 'live' markbook and saves time for teachers.

REPORTING TO PARENTS

As seen in the table above it shows when parents will receive a review and a full report.

Parents will receive:-

- 2 Review Reports a Year
- 1 Full Report a Year

In addition to this, parents will be invited to attend:-

- 1 Academic Tutor Review Meeting a year
- 1 Subject Parents evening a year

ClassCharts provides parents with key information on students' behaviour, attendance and engagement in learning at any time they choose to access it via the app.

Year 11 and 13

Years 11 and 13 will not receive a full report, but will instead have two parent's evenings as this allows more information to be given to the parent/guardian and to allow questions and further clarification. As well as this, there will be a 'How to revise' evening for the parents. This is to give guidance and ideas to parents on how best to support the students with their revision and to best understand the examination process. This will happen in February.

What a report contains

A Review report contains: target grade, end of year grade, current working grade and attendance data.

Within the Review reports for years 11, 13 and it will also include;

- grades for any mock examination results
- the results of any public examinations taken, by subject and grade
- the details of any vocational qualifications or credits towards any such qualifications gained

A Full report contains: target grade, end of year grade, current working grade, and attendance data (and a comment from the teacher which enables the student to move forward with their learning).

Reporting on attendance to parents

This will take place through ClassCharts and reports. It will include:-

- The total number of possible attendances for that pupil
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

Cognitive Ability Tests (CATS)

Year 7 parents will also receive a report from the CAT4 tests which will highlight their sons/daughters learning styles, strengths and ideas for the parents to support the school.

INCLUSION

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

STAFF TRAINING

Teachers will be kept up to date with developments in assessment practice through staff meetings and CPD opportunities. Staff should make sure that they are following developments in their subjects through the exam boards. They will have opportunities to discuss

ROLES AND RESPONSIBILITIES

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

POLICY MONITORING

The effectiveness of this policy will be reviewed through:

- Developmental Drop In (DDI),
- Lesson observations
- Book looks
- Fortnightly head of faculty checks
- Student voice meetings
- Subject Deep Dives.

LINKS WITH OTHER POLICIES AND DOCUMENTS

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan
- SEND policy
- School Calendar – contains assessment and reporting information.

Policy Review

This policy will be reviewed annually by Assistant Headteacher – Curriculum Data and Standards. At every review, the policy will be shared with the governing board.