

ASSESSMENT AND REPORTING POLICY

Policy Date: November 2009 Last updated: April 2016

Date review due: April 2018

Portfolio Group responsible: SIMG

Origin: Deputy Headteacher – Student Outcomes (P Roberts)



Underlying principles

All school policies reflect the school values of:

Hope
Kindness
Courage
Integrity
Trust
Respect
Responsibility

This policy should be read in conjunction with the 2012 Teacher's Standards, the Teaching and Learning Policy, the Marking Policy and the Student Presentation Policy.

1. Aims of this policy

- To promote outstanding outcomes
- To ensure assessment and reporting are reliable and quality assured
- To ensure that students know and understand their current progress and what they need to do to further improve.

2. Formative and summative assessment

As recognised by the Final Report of the Commission without Levels (September 2015):

There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account.

The Ilfracombe Academy Marking Policy provides guidance on the expectations regarding marking and written feedback.

This policy is concerned with the data which is inputted by teachers and used to inform the interim and full reports which are given to students and parents/carers.

3. Assessment of students' work

Key Stage 3

- The implementation of the new assessment system at Key Stage 3 is a response to national changes regarding the removal of National Curriculum levels, the need for challenge at Key Stage 3 as recognised by Ofsted and the challenge evident in the new GCSE qualifications.
- At Key Stage 3, teachers are expected to use levels (1-9) to indicate students' current overall performance against assessment criteria. Each of the levels is linked to the new GCSE grades, ie if a student has a Level 4, it means that they have demonstrated the skills required to achieve a grade 4 at GCSE.
- Teachers are also expected to enter a sub-level with each level, either Secure (S) or Developing (D), to show whether a student has securely demonstrated the skills required for a particular grade.

- The expected levels for Key Stage 3 subjects for years 7, 8 and 9 have been set on the following basis, which replicates how expected grades are calculated at GCSE nationally:
 - The expected levels for maths are based on the maths Key Stage 2 result.
 - The expected levels for English are based on the Reading Key Stage 2 result.
 - The expected levels for other subjects are based on the average of the maths and Reading Key Stage 2 results.
- In setting the expected levels, it is recognised that different subjects have different rates of progression.
- Subject leaders and teachers are expected to review Key Stage 3 schemes of learning and assessment in light of national changes to ensure that they prepare students for the demands of public exam courses.
- Progress Point 6 in Years 7, 8 and 9 needs to be a summative judgement. This will form the students' baseline in that particular subject for years 8, 9 and 10. This will also be used to review the expected levels of students for the following academic year.

Key stages 4 and 5

- At key stages 4 and 5, teachers are expected to enter a projected grade based on current performance. This will be in the form of a split grade which involves the grade and a sub-grade. This applies to all GCSE, vocational, AS and A2 grades in years 10 to 13.
- These split grades are used to further improve the accuracy of assessment and to ensure that we can clearly identify those students that are either under-performing or capable of achieving a higher grade with further support.
- At Key Stage 4, the Attainment 8 estimates from the Progress 8 updates (Department for Education) are used to inform the setting of expected grades.
- At Key Stage 5, the setting of expected grades is based on ALPS methodology.

4. Departmental assessment

Teachers and subject teams are expected to:

- Make students aware of their expected levels/grades and how they are progressing against these.
- Regularly review the progress of students against their expected levels/grades and provide targeted teaching if there is a need.
- Ensure that there are regular in-class assessments to inform progress points in each year.
- Ensure that a significant proportion of these assessments mirror exam board assessment criteria and the conditions of assessment.
- Ensure that there are common tasks, with agreed conditions, to promote standardisation within the department.
- Ensure that the progress point level/grade reflects an overall judgement informed by a range of assessment tasks.
- Regularly moderate students' work against the assessment criteria and exam board regulations to ensure that there is a common standard, and that this standard is in line with external criteria.
- Develop a bank of exemplar answers within the subject area so that staff can refer to this when developing a standard.
- Make links with other departments beyond the school.

5. Progress points

- There are four progress points for years 7, 8, 9, 10 and 12 and five for years 11 and 13.
- Teachers are expected to enter the data by the deadline set.

- For Years 7 to 9 teachers are required to enter:
 - A current level and sub-level based on assessment to establish whether the student is **S**ecure in the level (ie they have mastered the key aspects) or is **D**eveloping.
 - An attitude to learning score
 - A homework grade.
- For Years 10 to 13 teachers will need to enter:
 - A current projected split grade: a teacher judgement of what the student will achieve at the end of the key stage based on current assessment. In terms of split grades, these are:
 1. High in the grade
 2. Secure in the grade
 3. Low in the grade.
 - An attitude to learning score
 - A homework grade.

6. Progress Panels and Achievement Team Meetings

- Teachers, subject and pastoral teams are expected to regularly monitor student progress against their targets and to provide appropriate interventions to ensure that any gap between the two is closed. Departments will do this through Achievement Team Meetings and heads of year through the Progress Panel meetings.
- Teachers and tutors are encouraged to record the actions taken to deal with under-performance.
- Subject leaders, heads of year and SLT line managers are expected to raise the issue of intervention with under-performance at the appropriate meetings.
- The School Improvement and Monitoring Group (SIMG) will monitor whole-school progress against targets.

7. Reporting

- All parents will receive one full academic report per year and interims.
- All teachers are expected to use and follow the advice for writing outstanding reports, which is explicit in the reports guidance (see Appendix).
- Students will receive interim reports from their tutors following every progress point. This will form the basis of a tutorial activity devised by the head of year and tutorial team.
- Students in years 11, 12 and 13 and their parents/carers, will not receive an interim report for Progress Point 5. This information will be available to tutors only.
- Where appropriate, reporting at key stages 4 and 5 will take into account the uniqueness of vocational education.
- Tutors are expected to ensure that students record the results from the latest progress point into their planners.

8. Responsibilities

- The above policy outlines responsibilities for the following roles in the school: teachers, tutors, subject leaders, heads of year, senior leaders, and governors and directors.
- Teachers are expected to enter data and complete reports by the deadlines set by the assessment calendar.
- Subject leaders must ensure that all data is complete following every progress point for analysis, and check reports for quality.

- Subject teams and heads of year are expected to identify appropriate intervention strategies to resolve under-performance, and to evaluate these using outcomes data and the student voice.
- Senior leaders are expected to ensure that subject leaders are monitoring student performance and the quality of assessment used to inform this.
- The Deputy Head Teacher (Student Outcomes) is expected to:
 - Analyse whole school outcomes following every progress point
 - Report to the senior leadership team
 - Communicate the key findings with staff and middle leaders
 - Identify particular areas of concern and lead whole school intervention strategies, in particular with Key Stage 4.
- The Head Teacher, governors and directors will monitor whole school progress against targets and interim milestones.

Elements of outstanding report writing

Teaching staff have identified the following:

Features evident in outstanding reports	A checklist to follow in writing outstanding reports
<ul style="list-style-type: none"> • Clarity • AfL clearly commented upon • Holistic view of the student's performance and their general aptitude in the subject • Personalised and specific to the student, which ensures varied reports for a group of students • Jargon free • Focused on the student rather than subject content • Sandwich technique for giving feedback: positive, negative, positive • Focused on subject-specific and learning skills • Reference to specific tasks and exam/assessment criteria • Accurately written: name, gender, punctuation, spelling, grammar, word count, signature, language • Parent- friendly language: written in 'plain English' • Instigates conversation between the parent and the student 	<p>Staff provided the following advice in writing great reports:</p> <ul style="list-style-type: none"> • Start with a positive comment • Focus on progress towards the student's target grade/success • Refer to personal achievement, ie with a specific piece of work • Identify what the student is doing well • Identify the progress the student has made as a whole towards their target and then provide skill-specific breakdown • Identify an area for improvement and steps towards achieving the target – this should be both academic/subject-specific and ATL • Make it formative: 'Can do' emphasis and on how to improve • Refer to subject-specific and learning skills • Make reference to meta-cognition and learning skills in both strengths and areas for improvement: independent skills, group work, homework, behaviour, equipment/organisation, presentation, preparation for exams and revision skills • Note how the student can seek help or support • Comment on attitude to learning and homework • Make sure that the reporting of attitude to learning and homework links to the attitude to learning and homework grades • Make it personal with praise and motivating comments • Proof- read: <ul style="list-style-type: none"> ○ Spelling ○ Grammar ○ Punctuation ○ Pronouns • Make a motivating final comment to encourage the student • For Year 9, indicate suitability for GCSE

POLICY HISTORY

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
Dec 2012	Operational changes requested by Headteacher	P Roberts	January 2013	January 2015
Sept 2014	Update by P Roberts	P Roberts	Sept 2014	Sept 2016
March 2016	Marking policy now separated. Also updated re KS3 changes	P Roberts	April 2016	April 2018