

ASSESSMENT, RECORDING AND REPORTING POLICY

The aims of this policy

This policy is designed to enable us to meet our legal requirements and to establish a manageable and sustainable assessment system based on best practice. Above all, it is intended to encourage all learners, regardless of their abilities, to achieve their maximum potential. Learners need to move from being passive recipients of what they are being taught, to developing as independent learners who take responsibility for their own learning and are equipped to make progress for themselves. If learners and adults are to be able to work together effectively, they need to have a shared understanding of what is needed to take the learning forward and there must be a culture in which all of our learners share the high expectations that staff have of them.

This policy is not intended to be exhaustive. It is to be used as a starting point for staff to write assessment policies and statements for their phases, key stages, year groups or curriculum areas as appropriate.

The principles and aims of assessment

We need to be clear about the different forms of assessment that are carried out during the course of a school year and understand what we hope to achieve from them. We now have the freedom to choose our own approaches to assessment, according to what best suits our pupils, curriculum and staff.

There are three broad forms of assessment which are used in our school, each with its own purposes: in-school formative assessment, in-school summative assessment and nationally standardised summative assessment. The key features and purposes of each of these types of assessment are summarised in tables in Appendix 1 at the end of this policy.

Our school's assessment policy must concentrate on in-school formative and summative assessment. Although nationally standardised summative assessments will be taken by pupils, they must not be allowed to dominate assessment in our school. We should not try to guess what Ofsted want to see and then devise a system to fit those expectations. Our approaches to assessment must meet the needs of our pupils. We must ensure that depth and breadth of understanding are not sacrificed in favour of pace; gaps in knowledge and understanding need to be identified and addressed. We must also recognise that not all pupils need to be assessed in the same way or at the same time.

The most important principle of any assessment is that it should be fit for the purpose intended. We must evaluate approaches already in use and develop new ones. Before designing or selecting an assessment method, we must consider the following:

Formative assessment

1. What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
2. How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?
3. How will I ensure my approaches to assessment are inclusive of all abilities and needs?
4. How will I ensure that pupils have regular opportunities to engage in effective question and answer during class, produce work which exemplifies their learning, demonstrate their learning in a variety of ways and consolidate learning with appropriate homework?
5. 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?
6. 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? Are knowledge and understanding secure enough to move forward, or is further consolidation or a different approach necessary?
7. Is it necessary to record the information gained from this assessment? If so, how can this be done most efficiently? Is there any good reason to use the same scale or terminology as for summative assessment?

Summative assessment

1. Who will use the information provided by this assessment?
2. Will it give them the information they need for their purposes?
3. How will it be used to support broader progress, attainment and outcomes for pupils?
4. How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in future?
5. How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?
6. How should the assessment outcomes be recorded to allow the school to monitor progress and attainment?
7. Have I allowed sufficient time between summative assessments to be able to measure pupils' progress reliably?

Information about how assessment outcomes will be collected and used

All staff need to be clear about when it is necessary to record assessment data, who assessment information will be shared with and for what purposes. When considering how pupil progress is monitored, we should take account of how the information will be recorded and communicated, as well as the workload implications of presenting data in multiple formats.

There need to be clear expectations in each year group about the assessment information that is passed on at the end of the school year. Staff should make use of meeting time towards the end of the year to discuss this information with colleagues. Transition progress meetings will also be held towards the end of the school year.

Much of the information will be shared with pupils to aid their understanding of what they need to do to make progress, although the extent of this will depend on the age of the pupils. A smaller proportion of information will be shared with parents and arrangements for communicating this need to be made. Some statutory information will be sent to the Government and some may be used for evaluating teacher and school performance. We have to ensure that the collection and sharing of assessment information does not cause any unnecessary addition to teacher workload.

If we use assessment data for purposes such as evaluating teacher performance, it must be made clear in the relevant pay and appraisal policies how this data will be used. It is vital that results from assessments used to monitor pupil performance are not distorted if they are also used as evidence for

staff appraisal; assessments must be designed to provide information which is clear, reliable and free from bias.

Approaches to the main forms of assessment

This section contains key questions for staff about the three broad forms of assessment which are used in our school. It is important that staff consider these questions carefully when deciding on approaches to assessment for their pupils. The nature of our school means that very different approaches will be used through the age range.

Day-to-day in-school formative assessment

- What are our ideas regarding ability and how assessment supports learning? What is the evidence base?
- What should be assessed formatively?
- What methods of formative assessment should we use?
- What is the role of pupils in their assessment?
- How will our school ensure teachers can accurately assess the progress, attainment and wider outcomes of SEND pupils, including those with complex needs?

Instead of trying to include everything in this policy, there will be a 'live' AfL area on the school network which provides a range of information, resources and ideas for assessment. All staff will be encouraged to contribute to it and to refer to it regularly.

In-school summative assessment

- How is assessment used to (a) inform parents of pupils' development and progress, (b) foster an effective home-school link, and (c) promote home learning?
- How does the assessment provide useful information for improving future learning, rather than just for the sake of collecting data?
- What is our benchmarking scheme?
- What is our rationale for using specific external commercial tests or similar?
- How do we standardise and validate the different assessments we use?

Nationally standardised summative assessment

- Have we covered the statutory assessment requirements for our school?

Ongoing development of assessment

We must enable all adults in our school to have a good understanding of assessment practice and to be confident and competent in assessment. We must ensure that all staff have access to high-quality professional development opportunities, both in and out of school. We must keep up with good practice and put in place effective procedures for sharing it across the staff. As well as contributing to the assessment area of the school network, all staff will be expected to take part in the school's CPD programme as necessary. Anyone attending courses or training outside school will be expected to report back to relevant staff on their return.

Arrangements for the governance, management and evaluation of assessment

This policy will be maintained by the named member of SLT. It will be reviewed at least annually and will be updated as necessary. The effectiveness of the policy will also be evaluated by SLT and Achievement Leaders as part of the school's Quality Assurance programme, as will arrangements for moderation to ensure consistency and accuracy of assessment judgements.

Implementation of the policy

All staff will be encouraged to refer to this policy, as well as assessment policies and statements produced for phases, key stages, year groups or curriculum areas, as a matter of routine. Feedback to the member of SLT responsible for maintaining the policy will be welcomed. Implementation of the policy will be monitored by SLT and Achievement Leaders as part of the school's Quality Assurance programme.

This policy will appear on the school's website so that parents and pupils have access to it. Assessment briefings will be held at least annually for each of the phases so that parents have an opportunity to speak to SLT about assessment arrangements and to be informed about assessment developments.

Reporting

What will we do?

- All pupils will be set target grades at the start of each year.
- Three times each year their teachers will predict whether or not they think the pupils will meet those targets by the end of the year.
- For pupils in Years 9-11 (GCSE courses) the teacher predictions and targets are for the end of Year 11.
- A 'window' will be created and published on the school calendar in which teachers will enter the Attitude to Learning and predicted grades into SIMS. This may follow a moderation meeting in a year group, curriculum area or phase. Teachers must make this data available for their line managers if they are absent during the 'window'. Data for teachers who are absent long-term will be agreed between line managers, cover teachers and the Headteacher.
- Champions of Learning reports, issued three times each year, will show targets, predictions for the end of the year and Attitude to Learning grades.
- The third Champions of Learning report of the year will also include an end of year summary written by the class teacher or form tutor.

What are the targets based on?

- Targets for all other pupils than those given below are based on FFT Aspire high target grades. We would be in the top 20% of similar schools nationally if all pupils met their targets.
- FFT Aspire targets are not yet available for Nursery, Reception, Year 1, Year 2, Year 7 and Year 8 pupils. Targets for these pupils will be set by their teachers.
- FFT Aspire targets are based on gender, date of birth and prior attainment. Staff also take into account Pupil Premium, SEND, EAL and the length of time in our school when deciding whether or not to adjust targets.

What are predictions based on?

- All pupils will be monitored closely by their teachers and a range of evidence will be used to make predictions. This will vary depending on the age of the pupils. Current attainment will be taken into account when making predictions but it will not be reported.
- Attainment grades should be a true reflection of what the teacher thinks that a particular learner will achieve at the end of the year or key stage. For example, if a grade N is awarded to a Year 5 learner at any point in Year 5, what it should mean is:

‘The evidence I have at the moment of this learner’s work, effort, ability, skills and knowledge, both in class and out of class, leads me to say at this stage I would expect her/him to gain a grade N (working at national expectations) by the end of Year 5.’

What is Attitude to Learning?

- All pupils from Nursery to Year 11 will be awarded Attitude to Learning grades. These grades are based on attendance, punctuality, effort in lessons, behaviour and homework.

What do the Attitude to Learning grades mean?

- A1 You hand your work in on time and produce it to the best of your ability. You show a positive attitude towards school at all times. You often do more than your teacher asks you to do.
- A2 You usually hand your work in on time and produce it to the best of your ability. You show a positive attitude in lessons at all times.
- A3 Your effort is inconsistent and sometimes falls below that expected of pupils at Almondbury Community School. You are causing a concern to your teachers.
- A4 Your effort often falls below that expected of pupils at Almondbury Community School. You are a serious concern to your teachers.

How are pupils assessed?

Nursery and Reception

- Children follow the Early Years Foundation Stage Curriculum which includes 17 areas of learning.
- Children will be assessed against criteria in each of these areas at the end of the Reception year. These are called the early learning goals (ELGs).
- In Nursery and Reception grades will be awarded for Reading, Writing, Maths (Number) and Maths (Shape). The following grades will be used:

Grade	Meaning
A	Working above the ELG (Exceeding)
N	Working at the ELG (National Expectations)
W	Working towards the ELG (Emerging)

Years 1 and 2

- The system of assessment is an extension of the practice in Early Years.
- There are sets of expectations in each year group for Reading, Writing, Speaking and Listening and Maths. These are called the end of year expectations. The grades used are similar to those used in Early Years:

Grade	Meaning
A	Above National Expectations
N	Working at National Expectations
W	Working towards National Expectations

Years 3-8

- Years 3 to 6 – grades will be awarded for Reading, Writing and Maths.
- Years 7 and 8 – grades will be awarded for English, Maths, Science, MFL, History, Geography, Technology, PE, Art and Music.

- There are clear age-related expectations for Years 3 to 6. Age-related expectations are being developed in school for Years 7 and 8. The grades used for Years 3-8 are an extension of those used up to the end of Year 2:

Grade	Meaning
M	Mastery (top 10% of pupils nationally)
A	Above National Expectations (top 25%)
N	Working at National Expectations
W	Working towards National Expectations (bottom 25%)
B	Below National Expectations (bottom 10%)

Years 9-11

- Pupils in Year 10 (YL2018 and onwards) will be assessed using new GCSE 9-1 grades in every subject.
- Pupils in Year 11 (YL2017) are mostly assessed using GCSE A*-G grades. However, in English Language, English Literature and Maths new GCSE 9-1 grades will be awarded at the end of the courses in 2017 and FFT Aspire targets will reflect this. There is a lack of clarity nationally about exactly what is required to achieve these grades which means that assessment is very problematic. In the Ofqual document *Setting standards for new GCSEs in 2017* it states that:

“Broadly the same proportion of children will achieve a grade 4 and above as currently achieve a grade C and above” and “Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B.”

However, the SISRA Analytics document *New-Style 9-1 GCSE Grades* states that:

“The DfE have confirmed that a grade 5 will be the new “threshold” grade, so in all headline figures new-style 9-5 grades will be treated the same as old-style A-C grades.”*

What happens next?

Grade	Attitude to Learning – Rewards
A1	You will be rewarded with: <ul style="list-style-type: none"> • A special Headteacher /STAR assembly. • House points. • A feature in the school newsletter or on the school website. • End of term rewards.
A2	You will be rewarded with: <ul style="list-style-type: none"> • A special Headteacher /STAR assembly. • House points. • End of term rewards.
	Attitude to Learning – Intervention
A3	<ul style="list-style-type: none"> • Your parents will be contacted by your class teacher/form tutor. • You will be on report to your class teacher/form tutor for two weeks. • You will be set targets in subjects where there are concerns about you. • You will meet your targets. • You will work at lunch-time and after school to catch up any work you have missed.

A4	<ul style="list-style-type: none"> • Your parents must attend a meeting with your Head of House or Head of Phase • You will be on report to your Head of House for two weeks. • You will be set targets in subjects where there are concerns about you. • You will meet your targets. • You will work at lunch-time and after school to catch-up any work you have missed. • You will be referred for additional support.
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- Data will be analysed by class/subject teachers, Achievement Leaders, Heads of House and Heads of Phase. SISRA will be used to analyse data for Years 9-11 against a broad range of performance indicators, trends and patterns. Analysis of data across the school is likely to consider the following:
Performance against national benchmarks.
Performance against targets.
Pattern of distribution of grades, e.g. by teaching groups and by gender.
Performance of key groups of pupils, e.g. SEN, G and T, EAL, Pupil Premium and LAC.
Individual pupils who are doing particularly well or who are causing concern.
Performance over time.
- A series of meetings will take place following data analysis so that intervention can be planned. An outline of these meetings is given as Appendix 2 at the end of this policy. SLT will use steering meetings to ensure that intervention is co-ordinated, implemented and monitored.
- The impact of assessment and intervention will be monitored by Achievement Leaders and Heads of House as part of their day-to-day work. SLT monitoring will take place in the programme of drop-ins and in line management meetings with Achievement Leaders and Heads of House. However, all staff will be responsible for making sure that assessment and intervention run efficiently and for evaluating them.

Appendix 1 – different types of assessment and their purposes (Adapted from *Final report of the Commission on Assessment without Levels*, September 2015)

	Day-to-day in-school formative assessment
Examples	<ul style="list-style-type: none"> • Question and answer during class • Marking of pupils' work • Observational assessment • Regular short re-cap quizzes • Scanning work for pupil attainment and development
For pupils	It helps them to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.
For parents	When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting children's education.
For teachers	It should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics

	or concepts and to plan future lessons accordingly.
For school leaders	It provides a level of assurance for school leaders. If school leaders are confident that their staff are carrying out effective formative assessment, they can be assured that problems will be identified at an individual level and that every child will be appropriately supported to make progress and meet expectations.
For the Government	The Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.
For Ofsted	Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools. <i>"Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning."</i> Ofsted Handbook, 2015

	In-school summative assessment
Examples	<ul style="list-style-type: none"> • End of year exams • End of topic or unit tests • Reviews for SEND pupils
For pupils	It provides pupils with information about 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 continue to improve.
For parents	It can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, for example a term or a year.
For teachers	It enables teachers to evaluate both pupil learning at the end of a unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.
For school leaders	It enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.
For the Government	The Government does not have a role in determining in-school summative assessment. It is for us to decide which forms of in-school summative assessment best suit our needs. In-school summative assessment is not designed to support comparisons between schools.
For Ofsted	Ofsted will want to be assured that we are operating effective systems of assessment for monitoring and supporting pupil performance. <i>"Ofsted will take a range of evidence into account when making judgements, including published performance data, the school's in-year performance data and work in pupils' books and folders. However, unnecessary or extensive collections of marked pupils' work are not required for inspection."</i> Ofsted Handbook, 2015

	Nationally standardised summative assessment
Examples	<ul style="list-style-type: none"> • National Curriculum teacher assessments at the end of Key Stage 1 • National Curriculum tests at the end of Key Stage 2 • GCSEs at the end of Key Stage 4
For pupils	It provides information on how they are performing in comparison to pupils nationally.

For parents	It provides information on how their children are performing in comparison to pupils nationally. It also provides parents with information on how the school is performing in comparison to schools nationally.
For teachers	It helps teachers understand national expectations and enables them to assess their own performance in the broader national context.
For school leaders and school governors	It enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and to make judgements about the school's effectiveness.
For the Government	It allows the Government to hold providers of education, for example schools and local authorities, to account and to measure the impact of educational policy making.
For Ofsted	It provides a starting point for Ofsted's discussions with us when making judgements about our performance, as part of Ofsted's wider judgements of our overall effectiveness.