



Handsworth Wood Girls' School

Assessment, Recording and
Reporting Policy

May 2011

“Overall the purpose of assessment is to improve standards, not merely to measure them” (Ofsted 1998)

Policy to be reviewed May 2012

Assessment Policy

Rationale:

We believe that excellent use of appropriate assessment will lead to a better learning experience for our students and improved examination outcomes. This has been supported by Ofsted in their March 2003 report ‘Good assessment in secondary schools’:

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils”.

We also believe that assessment, and the feedback to learners from assessment should be personalised to that individual with the key purpose of helping them to fulfil and then exceed their estimated and latent potential.

Aims of the Policy

- ✓ To provide clear guidelines on the school’s approach to assessment, recording and reporting (ARR).
- ✓ To establish a coherent approach to assessment (ARR) across all departments in the school.
- ✓ To provide a system, which is clear to students, staff, parents and other stakeholders.
- ✓ To emphasise the importance of the use of high quality assessment in improving progress and hence achievement across the school.

Key Objectives of the Policy

- ✓ To enable students to understand what they have to do to attain specific levels or grades.
- ✓ To facilitate clear targets for improvement.
- ✓ To inform lesson planning and lesson effectiveness.
- ✓ To involve carers / parents in the assessment process.
- ✓ To celebrate success.
- ✓ To provide students with helpful feedback to help them improve further.
- ✓ To ensure that assessment decisions are accurate and that there is consistency.
- ✓ To enable the school to collate information on the progress that the students are making to inform whole school planning and strategies for improvement, including personalised interventions.
- ✓ To ensure that assessment strategies adhere to equal opportunities.
- ✓ To ensure that assessment requirements of external bodies are met.

Introduction

This policy is written with the key intention of facilitating better learning and teaching at Handsworth Wood Girls' School, and thereby promoting students' progress and achievement. This is a working document which is expected to evolve over time to take account of the different demands required to ensure that students continue to be enabled to develop their understanding, knowledge and skills.

As a school we recognise the importance of the process of continuous improvement in improving our assessment methodologies and practices in order to meet the stated aims and objectives. We also recognise the importance of involving the pupils in the process of both peer-assessment and self-assessment in order to develop them as independent life-long learners.

Approaches to Assessment

There are three types of Assessment:

1. Assessment FOR Learning (AfL)

- ✓ To provide feedback to students on a day to day basis, which tells them where they are in their learning, where they need to go and how best to get there
- ✓ To provide information to teachers, which will inform the planning of subsequent lessons?

2. Periodic Assessment (APP)

- ✓ To provide a profile of pupils' achievement across a subject (drawing on evidence from day-to-day assessment and other assessment opportunities) in order to identify student's areas for development.
- ✓ To inform planning for progression and targets for improvement, and to help to track pupil progress.

3. Assessment OF Learning

- ✓ To judge the attainment of students, providing information for teachers, students, parents/guardians, governors and other stakeholders .

1. Assessment for Learning

Important features of Assessment for Learning (also known as formative assessment), which should be evident in the learning environment include:

- ✓ Lesson objectives and lesson outcomes displayed and referred to.
- ✓ Students understand the purpose of what they are doing, i.e. they can see the bigger picture.
- ✓ Modelling. The teacher models something in order that the pupil knows "what good looks like".
- ✓ Success criteria / mark schemes are shared with students, with written feedback given where appropriate Eg. BTEC Assignments.
- ✓ Mini reviews throughout the lesson and plenary at the end of the lesson.

Assessment strategies employed in the learning environment

- ✓ Careful framing of questions which allow students sufficient time to formulate a response.
- ✓ Use of differentiated questioning with consideration of Bloom's Taxonomy, including targeted questioning (no hands up), with an emphasis upon higher level questioning inviting students to provide higher level answers either individually or collectively.
- ✓ Observation of students during pair / group work activities.
- ✓ Group discussions; assessing each other's contributions and agreeing and developing collective answers.
- ✓ Use of mini white board or equivalent to check whole class understanding.
- ✓ Self assessment.
- ✓ Peer assessment.
- ✓ A plenary that refers back to the learning objectives and checks what they have learnt during the lesson.
- ✓ Assessment of written and other work including homework. Where these are formal assessment tests staff should allow reasonable adjustments for students on the SEN register. The SENCO will organise support where possible.
- ✓ Developmental dialogue with students.

Feedback

- ✓ **Oral feedback**

- ✓ From the teacher during a lesson. This should be positive, recognising pupils efforts and achievements and at the same time developmental, offering specific details for improvement
- ✓ Peer assessment. Pupils are aware of the assessment criteria, can comment on each others work and offer suggestions for improvement within a secure learning environment.

Written feedback

- ✓ Writing formative comments and/or targets for improvement on students' work.
- ✓ Self and peer assessment: Teaching students how to assess each other's work so that they understand the assessment objectives and thus know how to improve themselves or help others to improve.

Marking Policy and Formative Comments

Attainment grades only record assessment **of** learning. It is **far** more important to tell students **how** to improve. One way to do this is by writing formative comments at the end of appropriate major pieces of work explaining succinctly how to improve and/or setting targets:

- ✓ Department policies need to ensure that **detailed** written formative comments are given at least **six times per year** for most subjects and **eight** times per year for those subjects who see students six or more periods per two week timetable. However it is acknowledged that the practice of many departments already exceeds this.
- ✓ Comments should be objective based and **positive**. They need to identify good practice achieved and what the student could have done on *that particular piece of work* to **improve it**. (Two stars and a wish or WWW / EBI approach). General comments such as "revise more" or "work harder" are not helpful, specific details are required. **Put downs are not permissible.**
- ✓ Comments should focus on the learning objective and criteria for assessment which should have been made explicit to the student in advance.
- ✓ Comments should be given in bullet point form. Long prose should be avoided.
- ✓ Learners need to be given time to read your detailed comments from this sort of marking. Best practice, existing in many departments would provide students with a mechanism to respond to comments, for example in a subject learning log.
- ✓ Where students demonstrate an improvement in their work this should be acknowledged using the existing merit system.
- ✓ The monitoring of the implementation of departmental policy is the role of the HoD, to be supported by the member of SLT attached to that department. Time should be given regularly at department meetings for sharing of good practice and reflection on how the policy is working.
- ✓ Major pieces of work should be marked for attainment with a level (KS3), GCSE, Level 2 BTEC or OCR National grade (KS4) or GCE / Level 3 BTEC grade (KS5). Other pieces of work should be marked in accordance with the abc grades:
 - If the student continues to produce work at this level they are expected to exceed their target grade.

- b - If the student continues to produce work at this level they are expected to achieve their target grade.
- c - If the student continues to produce work at this level they are **not** expected to achieve their target grade.

All other work is to be marked but in less detail using a variety of approaches, Eg. Online automated marking such as Yacapaca, Kerboodle and the school VLE (FROG). It is intended that learners develop an appreciation of the role of assessment and the importance of peer assessment and self assessment in facilitating them to become reflective learners, rather than relying upon the teacher for all assessment and marking. Other assessment for learning marking strategies include:

- Pupil self assessment against a criteria checklist.
- Pupil peer assessment (Again against a criteria checklist).
- Pupil self assessment using a simple traffic light system to indicate if they have understood a concept or think they have met the assessment criteria.

The main book, folder or e-portfolio for each student should be seen marked **at least fortnightly**. Short formative comments are to be encouraged. The following common symbols are to be used to indicate common errors in all subjects:

P = punctuation error Sp = spelling mistake // = new paragraph

2. Periodic Assessment (APP)

- ✓ Core subjects (English, Mathematics, Science and ICT) continue to develop their use of APP to make accurate assessments and moderation of pupil's work in relation to national standards.
- ✓ APP enables teachers to make judgements about their pupils' attainment against national criteria and demonstrated by the exemplar standards files.
- ✓ APP facilitates the setting of meaningful curricular targets which are shared with pupils and parents. These judgements and targets are linked to national standards.
- ✓ APP therefore provides diagnostic information about the strengths and areas for development of individual pupils and groups of pupils which will, in conjunction with information from the SEN register, inform curriculum planning so that teaching is matched to pupils' needs.
- ✓ APP develops and refines teachers' understanding of progression in their subject and enables them to track pupil progress across key stages and over time.

3. Assessment of Learning

Attainment at KS3

KS3 attainment marks should:

- Be expressed in terms of National Curriculum Levels with "a" for a strong level, and "c" for a bottom level. A secure level is represented by a "b". A comparison of this representation against National sub-levels can be seen in the following table:

Example national representation of NC sub-level	Example of HWGS representation of NC sub-level	Description
4c	4c	Low Level 4
4b	4b	Secure Level 4
4a	4a	High Level 4

- Be awarded at least 8 times a year (twice a term if possible) for most subjects, but at least 6 times a year for subjects that only have one period each week.
- Inform 'Working At' levels which are reported to parents

Attainment at KS4

KS4 attainment marks should be:

- Be expressed in terms of GCSE, BTEC, OCR Nationals or equivalent grades.
- Be awarded at least 8 times a year (twice a term if possible) in Y10 and 6 times in Y11.
- Inform current estimated grades which are reported to parents.

Attainment at KS5

KS5 attainment grades should be:

- Expressed in terms of GCE / BTEC or equivalent grades.
- Awarded at least 8 times a year for each student (although, in practice, probably much more often in most subjects, especially in Y12).
- Inform current estimated grades which are reported to parents.

Criteria for Assessment

- Students should be made aware of level descriptors and discuss their target level/grades regularly, particularly on the two Review Days.
- Success criteria for any task should be made clear to the students at the beginning of the task.

- Assessment of the work should refer to the success criteria so that the student knows how to improve.

Recording of Assessment

Benchmarking

- **At KS3** benchmarks for core subjects will be set using KS2 SATS results, internal assessments and CATs. A minimum end of KS3 target level with sub level based upon two levels of progress across KS3 (2 sub-levels per year) will be set.
- Non-core subjects will undertake their own baseline assessments by the October progress grades. The minimum end of KS3 target grade will be set using the October progress grade and CATs and FFT data with an expectation of two levels of progress during KS3.
- The End of KS3 target is a fixed minimum target grade. Departments will periodically review the target grades. This may lead to a higher End of Year target being set.
- Departments must ensure that the End of Year target grade always exceeds the reported working at level at the start of the academic year by the minimum given in the table below

Year 7	Year 8	Year 9
+2 sub levels	+ 2 sub levels	+2 sub level

- Targets may only be revised upwards.
- **At KS4** benchmarks will be set using Fischer Family Trust Data (FFTD)
- **At KS5** ALIS scores are used to give an initial indication of potential, in order to set minimum target grades at the start of Year 12.
- Target grades for Year 12 / 13 will be reviewed and set in discussion with the students upon release of FFT estimates.

These benchmarks should be regarded as a minimum target grade and departments should regularly review the target grades and raise them as appropriate.

Reporting Student Progress

Assessment data is collected 3 times a year and reported to parents (4 times in Year 7 with the benchmarking assessments). The table below summarises the schedule of reporting.

- **For KS3**, staff will report a current "Working At" level and an End of Year Target Level, expressed in terms of national curriculum levels with sub levels.
- 'Working At' levels should be informed through a combination of formative, periodic and summative data, knowledge of the student, how they perform in the learning environment and the professional judgement of the teacher.
- **For KS4 and KS5**, staff will report a Current Estimated Grade and a Minimum Target Grade.
- Current Estimated Grades are what we expect them to achieve taking into account any formative and summative assessment data, coursework, knowledge

of individual students, how students are progressing generally and the professional judgement of the teacher. This grade may change over the Key Stage if the performance of the student improves or deteriorates.

Table: 1 Assessment Schedule

Year	Benchmark	Reporting schedule			
7	Non-core subjects do their own baseline assessments in Year 7, core subjects also use KS2 TA's, KS2 test results and CATs.	October	December	March	July*
8			December	March	July*
9			December	March*	July**
10		FFT / YELLIS		December	March
11	FFT / YELLIS	October	January	March*	N/A
12	LAT / FFT	October	December	March*	N/A
13	LAT / FFT	October	December*	March	N/A
* = Full written report					
** = End of Key Stage 3 levels.					

- Examples of full reports and Progress Grade Reports are shown at the end of this document. Reports will be sent home as outlined in the Assessment, Recording and Reporting Schedule. The exact dates will be calendared before the start of the academic year.
- All reports should be completed directly into the MIS through E-Portal.
- Student performance in Progress Grades will be summarised under the following headings:
 - Attainment
 - Attitude and Commitment
 - Behaviour
- Progress Grades are either Levels (KS3), GCSE (or equivalent) current estimated grades (KS4) or AS/A-Level Grades (or equivalent) current estimated grades.
- Attitude and Commitment are reported on a three point scale as below:

a	b	c
Excellent	Good	Concerns

- Issues around behaviour which are affecting the student's own learning and the learning of others around them is indicated by a '#'.

Full Written Reports

As well as the information contained in Progress Grades, teachers will provide a written comment which **will**:

- ✓ Give information about the progress that a learner has made during the course of that year.
- ✓ Identify strengths and development areas.
- ✓ Suggest strategies for improvement.

Reports must always be written in a positive and constructive manner.

When writing reports please note the following key aspects:

- ✓ The report should be individual to that student, with personalised comments that will help them to improve their future learning.
- ✓ The report is **not** a summary of what the students have studied during the year.

- ✓ The report must contain the full first name of the student as is recorded on CMIS.

Tracking of Student Progress

- Within departments HoD ensure that all staff are responsible for managing data, tracking pupil progress and ensuring that appropriate action is taken for their classes.
- HoD will inform SLT during line manager meetings, or earlier if deemed necessary, of steps taken to ensure appropriate student progress.
- HoD will provide a summary of student progress within their subject(s) area at the half termly 1:1 HoD:SLT meeting.
- HoD will facilitate ongoing moderation to ensure the consistency of levels/ grades awarded within the department and work with teachers to ensure that they have a shared understanding of National curriculum Levels and GCSE / BTEC, GCE (or equivalent) grade criteria.
- Liaise and work with Heads of Year where underachievement of individual students is in several subjects.
- Identify strengths and weaknesses in particular groups and take appropriate action.

This policy has been prepared with reference to the SCC Dyslexia Friendly guidelines and will be reviewed annually.

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Signed:

Date:

Dr. Kevin Hylands
Deputy Headteacher (Director of Curriculum and Assessment)

Adopted and Agreed at the Governors Curriculum and Policies Meeting

Signed:

Date: 16th May 2011

Mrs. Brenda Addison
Chairman Curriculum and Policies Committee