



## Assessment, Recording & Reporting policy

### Key points and summary

The purpose of assessment is clear:

‘To raise attainment by enabling learners, parents and teachers to fully understand the progress of each individual learner, and to identify learning strategies that will help them make further progress’

This policy aims to:

- Give a breakdown of all aspects of Assessment, Recording and Reporting
  - Target setting
  - The role of homework, class work, tests and exams
  - Regular assessment of work (day-to-day and periodic marking)
  - Diagnostic feedback for learners
  - Tracking learner progress through departmental RAG of data captures and its impact on learner feedback (PIPs) and modification of classroom teaching (PPTs)
  - Reporting to parents/carers
  - Monitoring, Evaluation and Review process
- Give clear guidance to staff as to their responsibilities

Previous review date: n/a – new policy

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Responsible for review: Matt Jukes

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## Target setting

Learners are expected to make 3 levels progress from KS2 to the end of KS4. The target setting procedure reflects this. Each learner will be set a **fixed minimum target** that is based on 3 levels progress (3LP). They will also be set a **stretch target** that is based on 4 levels progress (4LP).

### Core subjects (En, Ma, Sc)

KS2 Test or TA	KS3 MTL Minimum Target Level	KS3 STL Stretch Target Level	KS4 MTG Minimum Target Grade	KS4 STG Stretch Target Grade
1	3	4	F	E
2	4	5	E	D
3	5	6	D	C
4	6	7	C	B
5	7	8	B	A
6	8	E	A	A*

Targets will be set from KS2 Test data in the first instance. Those without test data or data that is either a B or N code (B = below the level of the Test or N = not at the level of the Test) will be set targets from their KS2 teacher assessments. Learners without any KS2 data will be set targets based on their Baseline tests on entry to HHS. Baseline tests will be run in September of Year 7. Those learners who arrive after this point will also sit a Baseline test and these results will feed into the next data capture point, at which point targets will be set.

### Foundation Subjects

Foundation subjects will be set initial targets based on the average points score of their KS2 data. These will be finalised after 3 half-terms of HHS data captures. The targets set will follow the principles set out for Core subjects with minimum targets set based on 3LP and stretch targets based on 4LP. Mid-term entrants will be set targets based on their first data capture.

Sixth Form learners will be set Minimum Target Grades by using target setting grids from ALPS (Advanced Level Performance System). This outside agency uses the average of all GCSE grades achieved by learners and sets a minimum target grade which is the same for all subjects. The ALPS target setting grids are in the Appendix.

Departments will be expected to adjust stretch targets once learners reach or exceed their minimum targets.

## The role of homework, class work, tests and exams

**Class work** – this offers learners the opportunity to meet lesson objectives and build a set of knowledge, understanding and skills needing in the various subjects across the curriculum. Progress is judged against the Learning objectives and evaluated at the end of each lesson.

**Homework** - is an integral part of the curriculum and must contribute to meeting the requirements of the curriculum Policy. Learners should expect a minimum number of homework tasks each week and to be of a high enough standard. These are set out in more detail in the homework appendix.

**Tests and exams** - prepare learners for the assessment strategies used in examinations and give learners the opportunity to experience examinations in their full context. Teachers to use past papers or simulations of past papers in all their timed assessments, with examination mark schemes where possible. Special arrangements will be made for learners who qualify for extra time or support during examinations (as per QCDA criteria).

### Regular assessment of work (day-to-day & periodic marking)

Work undertaken by learners requires feedback in order for them to know and understand the progress that they are making and how they can continue to improve. Regular assessment also informs staff of where there are gaps in the learners' knowledge and understanding.

Assessment requirements are different in each subject due to different attainment targets at KS3 or mark schemes and assessment objectives at KS4 & 5, these will be shared and explained to learners by individual departments.

### Types of marking;

1. In **lesson (Day-to-day) marking** - shows learners progress towards the learning objectives during the lesson. This marking will use symbols and colours. It is intended to be motivational as well as show progress towards the LO within the lesson.
2. **Formative marking** - Comments will be positive, recognising what has been achieved so far but mainly looks forward to also highlight areas for improvement. This form of Assessment for Learning must be linked to learning objectives and fed back to learners through written comments and discussions with learners. It will help inform summative assessment.
  - 2 or 3 times per half term for Core subjects
  - 1 or 2 times per half term for Foundation subjects
3. **Summative marking** - This is linked to the assessment of work (AfL) when learners have completed it. Written comments and discussions will refer to the assessment criteria of each subject (National Curriculum level descriptors, APP grids, GCSE/BTEC mark schemes).

There should be a minimum of 1 piece of assessed work completed per half term with summative comments saying what they have achieved and how they can improve next time.

This type of marking should be levelled (eg 5C), given marks (eg 5/10) or graded (eg A\*) according to the mark scheme applied.
4. **Peer / Self marking** - This is performed by learners to evaluate their own work and progress towards the learning objective on a regular basis. It encourages familiarity with success criteria for different levels/grades to allow learners to become more independent. This can be used in conjunction with any of the three types shown above.

### Diagnostic feedback for learners

Effective written feedback will help learners to clearly understand what is expected of them.

Using the Learning Objectives and Learner Outcomes, as a point of reference, when providing written feedback, will enable the learners to understand how to progress.

Marking should be selective but regular. All work completed by learners should be valued in some way. This does not necessarily mean every piece has to be subjected to detailed diagnostic marking. A minimum expectation is that a learner’s work should be marked with a teacher’s diagnostic comments at least;

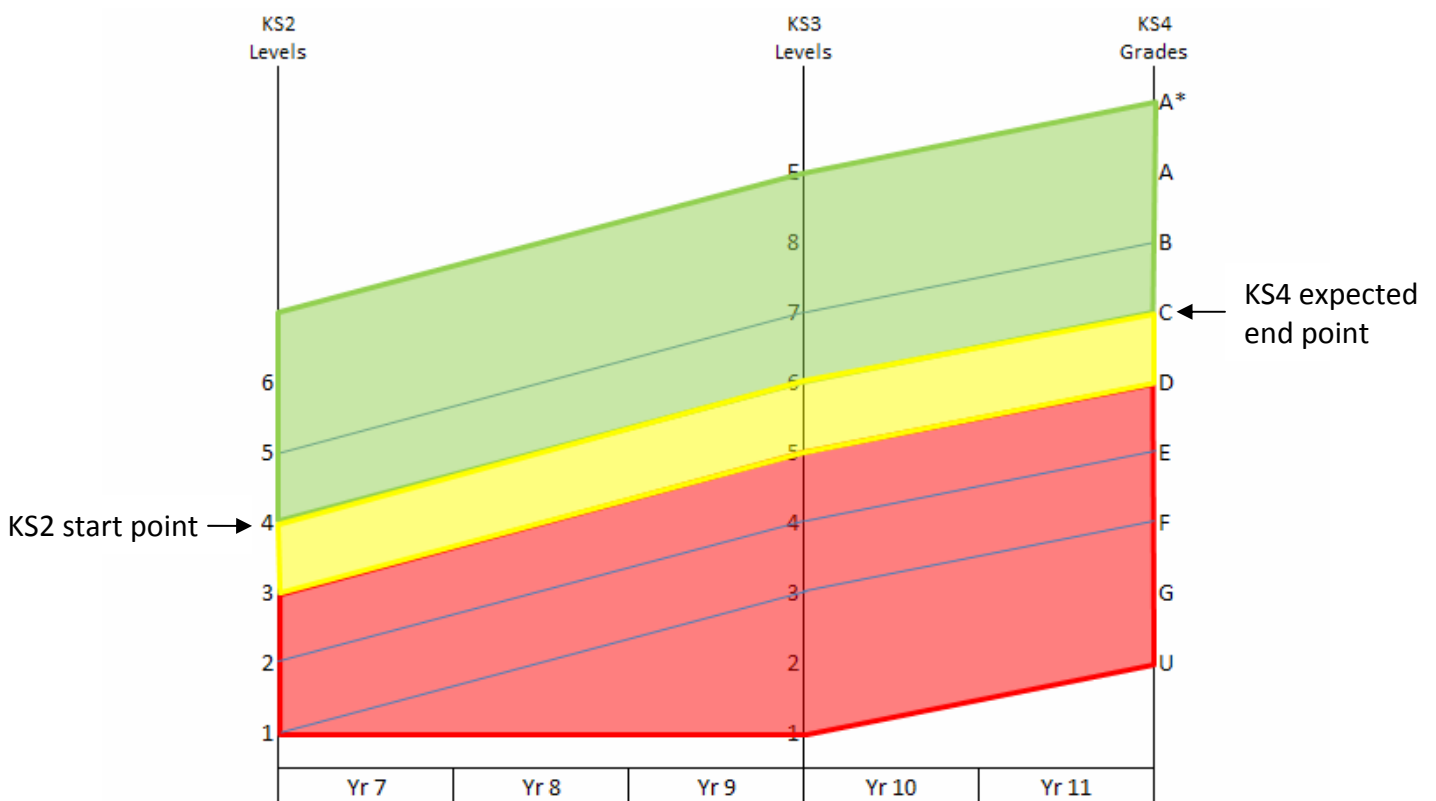
- 2 or 3 times per half term for Core subjects
- 1 or 2 times per half term for Foundation subjects

**Tracking learner progress (RAG, PPT & PIP)**

There are currently five Data Capture points during the academic year (at the end of each half term in the Autumn, and Spring and once in the Summer – this is under review as of Nov 2011). These generate data for departments upon which to analyse the progress of learners studying their subjects.

**RAG analysis** – This is where data provided to departments is colour coded to indicate if learners are making expected progress:

- Red = learner is more than one level away from their expected progress trajectory
- Amber = a learner is below the expected trajectory of progress but within one level
- Green = learners are on course to get their minimum target or better (3LP or 4LP)



Example of a learner’s expected progress, showing the RAG analysis areas, if they start with a Level 4 at the end of KS2.

The teachers use the Ready Reckoner (see appendix) which shows where learners are expected to be in relation to their start point and their minimum targets. The percentages of learners in the three RAG groups are used by departments for their progress Monitoring, Evaluation and Review (MER) documents.

**Personalised Planning Template (PPT)** - Once departments have produced RAGs these groups are then used by class teachers in their PPT (see appendix). Different strategies are allocated to groups of learners to allow them to raise their progress and move into the green RAG group.

**Progress Improvement Plan (PIP)** – for those learners who are coded Red in the RAG, staff will complete a PIP (see appendix). Initially, in Autumn 2011, this will be a minimum of three or four learners who are underachieving the most. As staff become more familiar with the PIPs the numbers will include all learners who are coded Red in their classes and any learners coded Amber who will benefit from having a PIP. The PIPs will have a track of the learners' recent data along with specific written curriculum targets from NC Levels, APP grids or exam assessment criteria. These will be discussed with learners and stuck into books or folders. They are also seen by parents/carers.

Data will be analysed at key relevant points (as yet to be confirmed)

### Reporting to parents/carers

Learners receive up to 5 progress reports each year:

- Up to four 'interim' reports which identify targets and levels/ grades (Published two weeks after the data capture deadline)
- One full report which combines target and progress grades with teacher suggested strategies for improvement (Published three weeks after the data capture deadline)

Staff Data Captures provided the levels/grades for the Reports. The responsibility to complete these data captures on time lies with the individual teacher. Heads of department must monitor the completion of their department's data and the quality of teachers written comments (where necessary) so that deadlines are adhered to and reports are published on time and of a high quality. The format of the written reports is being reviewed this year.

The reporting timetable will be published in the school calendar.

The opportunity to discuss and reflect upon reports is vital. Parents' evenings, together with tutor-led progress chats will support the reporting process.

### Monitoring, Evaluation and Review process

Heads of Departments will be responsible for ensuring practice matches policy and that there is no variation within the department through;

- sampling learners work / planners
- staff records
- learner focus groups

SLT will monitor departments to ensure they are in line with this ARR policy to ensure there is consistency across the school through;

- Line management
- Regular MERs of progress within departments
- MRJ lists of RAG and PIPs.

- Lesson observations to include PPTs & PIPs in books etc

### Appendices

1. Progress Ready Reckoner
2. ALPS target setting sheet
3. Homework Policy
4. Day-to-Day marking policy (NB. Diagnostic Marking Policy to be developed in full during 2011/12)
5. Personalised Planning Template (PPT) (a – Core subject PPT, b – Foundation subject PPT)
6. Progress Improvement Plan (PIP) (a – KS3 PIP, b – KS4 PIP)