ASSESSMENT AND REPORTING POLICY

Date Agreed by Full Governors: _____

Chair of Governors Signature: _____

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ASSESSMENT AND REPORTING POLICY

Staff member responsible: K Mahar

1. Introduction

This document contains the specific policy and associated information relating to assessment, recording and reporting at Conisborough College from September 2019

Assessment, recording and reporting of student progress serves a number of purposes. The most important are to track progress and to improve learning outcomes i.e. assessment of learning and assessment for learning. Assessment is a vital tool in helping students to develop their knowledge, understanding and skills.

PRINCIPLES

Our policy is underpinned by key principles. We believe that good assessment practice should:

- Be rooted in clear curriculum and progression maps
- Be consistent within subject areas
- Be robust - clear evidence of moderation and draws on a wide range of evidence
- Be informed by and inform teaching and learning
- Involve the student in reflection and review
- Be formative - identify strengths and areas for development for all pupils.

Assessment will allow us to:

1. Ensure all students are making progress against the curriculum aims
2. Identify starting points for all students and track their progress rigorously through data assessment points
3. To quickly and accurately intervene for any students/groups who are underperforming or require further challenge
4. To use students progression to review the curriculum and curriculum delivery
5. To ensure students are clear on their current progress and next steps
6. To have a shared language that provides meaningful feedback to students, parents and across the school
7. Report to school leaders, parents, governors and relevant bodies including the local authority and other external agencies

2. Assessment Practice

Planning

Assessment should contribute to meaningful and memorable learning. It should consolidate prior learning and make clear next steps for teaching. Tasks should test short and long term subject knowledge and skills - developing students to become subject experts (Think like a…, speak like a…,read like a…write like a…).

Curriculum mapping and schemes of work should plan for and identify assessment tasks. Departments should be clear on
- what they are assessing
- how assessment is being done
- why particular assessments are being selected (considering the needs of all pupils)

These should be informed by curriculum and progression maps.

BASELINE DATA and Targets:

To be effective in promoting excellent progress for every student we must be clear about the individual's starting point and have high expectations of where that student should get to.

The use of baseline data is crucial for all leaders and teachers, as outlined in the following principles

1. Early identification of ability provides an accurate class profile
2. Planning can be well informed and differentiated, therefore more likely to engage each individual of any given class

3. Specific groups can be identified, monitored and targeted early (SEND / EAL / PP / gender/ ethnicity)
4. Informs head of year, middle and senior leaders

At Conisborough College our baseline data is made up of the following

1. KS2 results (APS)
2. FFT data
3. CATs tests
4. Subject baseline assessment (to be completed in first fortnight)
5. Reading tests

3. Reporting on Pupils

Key Stage 3
In Key Stage 3 all students are tracked at 3 assessment points spread through the year. Teachers will use robust, moderated judgements to assess students using the following descriptors against departmental progressions maps:

• Red - Students are working significantly below expected. They require additional support
• Amber - Students are working at expected levels. No concerns
• Green - Students are working significantly above expected. They require additional challenge

These Academic RAG judgements must be evidenced by:
• Performance in planned assessments
• Quality of work in books/class over time
• Teacher's professional knowledge of pupils and the demands of the curriculum
• Moderation of department work and assessments

Key Stage 4
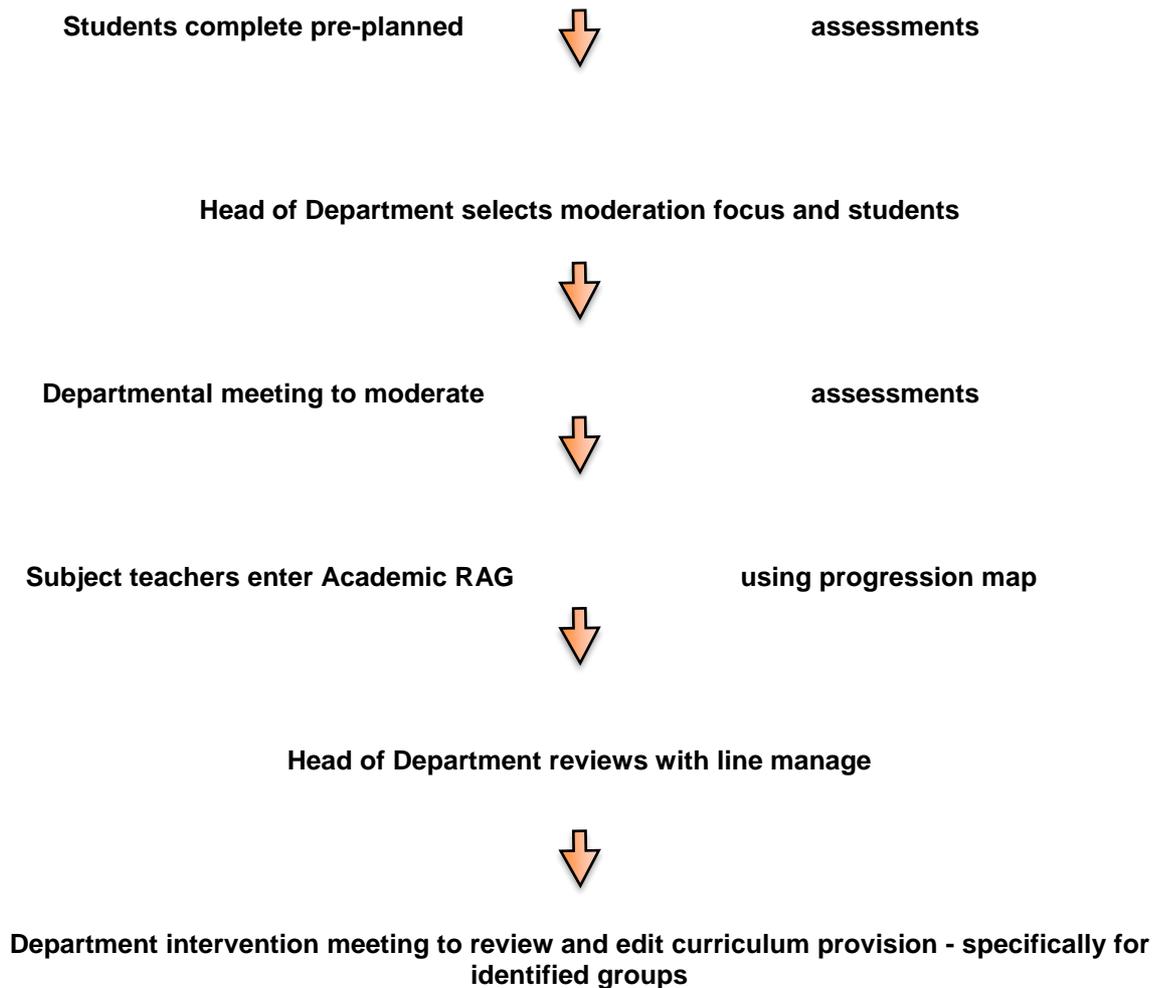In Key Stage 4 all students are tracked at assessment points spread through the year. Students will be assessed by:
1) Academic RAG
2) Performance in mock exams (GCSE level)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10		Academic RAG			Academic RAG	Mock Grade
Year 11	Academic RAG	Mock Grade	Academic RAG	Mock Grade		Exit data (final predictions)

For Key Stage 4 students will complete 3 sets of Mock Exams. Mock exams should be blind - students and staff should not see questions in advance. Teachers should report a GCSE grade for Mock Exams using GCSE exam board approved mark schemes. Mock exams should be moderated by the department.

4. Sequence of Reporting

Students complete pre-planned ⬇ assessments

Head of Department selects moderation focus and students

⬇

Departmental meeting to moderate ⬇ assessments

Subject teachers enter Academic RAG ⬇ using progression map

Head of Department reviews with line manage

⬇

Department intervention meeting to review and edit curriculum provision - specifically for identified groups

5. Roles and Responsibilities

Teachers
- To ensure that all assessments for all classes taught are completed according to the department schedule
- That student work (apart from assessments) is assessed according to school policy
- That students receive diagnostic formative feedback - based on the progression map - identifying what went well and a target for improvement
- Students have time to respond and edit marking using green pen
- Marking should develop pupil literacy and subject specific terminology
- Provide books requested and attend moderation meetings
- To use intervention meetings to identify students who require additional support, and review curriculum delivery to provide stretch and challenge
- To use assessment data to inform future planning, questioning and teaching
- To provide clear and accurate information to parents/guardians on students' progress and areas for improvement

Middle Leader Role
- To ensure that all assessments for all classes are completed, marked and moderated
- To ensure that assessments are planned against the curriculum and progression maps and misconceptions are addressed
- If long term supply and/or non-subject specialists are teaching provide appropriate support to ensure completion of assessments according to the time frame and support for marking

- To prepare the agenda for moderation meetings, including the focus for moderation, and any necessary materials (including progression maps)
- To complete the moderation pro-forma and return to Quality of Education team
- To prepare the agenda for the intervention meeting with line manager, and identify any trends/groups of concern
- To complete the intervention pro-forma at the end of the meeting and return to Quality of Education team
- To identify any training/CPD or external support required to verify the judgements being made by the department
- To ensure any actions identified post moderation or intervention meeting(s) are completed

Line Managers
- SLT to complete data review with Head of Department (using pro-forma) following each data drop and return to Quality of Education Team.
- Review and agree the intervention actions identified by the Department and agree timeline
- Review progress towards actions identified by the department.
- Support the Head of Department to ensure actions are implemented and met by agreed deadlines.

6. Assessment Expectations

Student Books
- All books to have plastic covers
- Universal expectations sticker on inside front cover
- Formative marking being completed according to policy - 'tick and a t'
- Students are provided with consistent opportunities for sustained independent work and note taking.
- Students are challenged to use subject specific vocabulary and knowledge.
- All past assessments to be available to students and SLT either in books or folders.
- Assessments and homework are clearly labelled.
- Following feedback students are given an opportunity in a lesson to redraft, edit, correct and revisit misconceptions in green pen.

Literacy marking

All teachers are teachers of literacy and have a responsibility to develop the technical accuracy of students' work. All subject teachers should use the following marking code for addressing literacy mistakes: Students are expected to have a copy of this code in the front of their exercise book.

Where literacy mistakes are common across a class, the following lesson may need to dedicate some teaching time to addressing misconceptions. Frequent spelling errors in a class should be compiled to create spelling tests / vocabulary lists for schemes of work.

Literacy Code	SPaG target
SP	Word spelt incorrectly. Student to correct using dictionary
//	Break your writing into paragraphs
⬭	Missing punctuation or capital letter. Student to correct
～～～	Grammatical error / sentence doesn't make sense

Peer and self-assessment

Peer and self-assessment is much more than children marking their own or each other's work. To improve learning, it must be an activity that engages students with the quality of their own work and helps them reflect on how to improve it. Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds an important dimension to learning: the opportunity to talk, discuss, explain and challenge each other; helping children to take increasing responsibility for their own progress. Students should complete self and peer assessment in green pen.

Meaningful peer and self-assessment is more likely to take place if you do the following:

1. Give students a clear success criteria to judge against
2. Show them examples so that they can see where their work fits on a scale
3. Train students over time, giving them a language for self and peer assessment. Austin's Butterfly (search on YouTube) can provide a good training video for this.
4. Give specific tasks for students to carry out e.g. identify two places where you think you have met the success criteria
5. Ensure their comments focus on learning and not presentation
6. Vary working partners for peer assessment so that students aren't always seeing work of a similar quality
7. Share anonymous work so that students don't make assumptions about the quality of an individual's work
8. Give students time to discuss feedback with each other rather than just reading another's comments

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Attitude to Learning		Attitude to Learning			
Year 8	Attitude to Learning		Attitude to Learning			
Year 9	Attitude to Learning				Attitude to Learning	
Year 10	Attitude to Learning		Attitude to Learning			
Year 11	Attitude to Learning		Attitude to Learning			

7. Attitudes to Learning

Teachers will report on student academic progress (as outlined above). They will also report on Attitude to Learning. The schedule for this is:

Following Attitude to Learning data entries Heads of Year to analyse the data and identify any students where behaviour is a cause for concern across the school. They should identify strategies and actions to support behaviour.

A Heads of Year report will go to DH i/c Behaviour following the Attitude to Learning data entry. This will be brought to SLT. Any individual subject issues identified must be put onto subject line manager agendas to discuss and agree actions with Head of Department.

Reporting to Parents/Guardians

Reporting Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Year 7 Parent's Evening				Year 7 Reports	
Year 8		Year 8 Reports				Year 8 Parent's Evening
Year 9	Year 9 Parent's Evening		Year 9 Options Evening		Year 9 Reports	
Year 10				Year 10 Reports		Year 10 Parents' Evening
Year 11		Year 11 Parents' Evening	Year 11 Reports	Year 11 Parents' Evening		

Teachers should be reporting on both students' academic progress, using assessments and classwork, as well as attitude to learning. Reporting should be focused around what students' need to do next in order to improve. Reports should be tailored, personalised comments on individual students' progress.

Heads of Departments should quality assure reports to ensure that they are clear, concise and constructive.

Overall Assessment Calendar

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Year 7 Parent's Evening	Academic RAG	Attitude to Learning	Academic RAG	Year 7 Reports	Academic RAG
Year 8		Year 8 Reports Academic RAG	Attitude to Learning	Academic RAG		Year 8 Parent's Evening Academic RAG
Year 9	Year 9 Parent's Evening	Academic RAG	Year 9 Parent's Evening	Academic RAG	Year 9 Reports Attitude to Learning	Academic RAG
Year 10		Academic RAG	Attitude to Learning	Year 10 Reports	Academic RAG	Year 10 Parents' Evening Mock Grade
Year 11	Academic RAG	Year 11 Parents' Evening Mock Grade	Year 11 Reports Attitude to Learning Academic RAG	Year 11 Parents' Evening Mock Grade		Exit Data (final predictions)

Governing Body
This policy was formally approved by the Governing Body Summer term 2019