Assessment , Recording, Reporting and Feedback Policy

Ratified by Governors : December 2022

Date of Policy: June 2022

Date of Review:

Member of staff with overall responsibility:

Governing Body Sub-Committee with reviewing responsibility: Standards and Curriculum

1) Aims

The Assessment, Recording and Reporting Policy is guided by the following aims:

- To allow agreed major, key assessments to provide valid and reliable summative data that produces a defensible measure of a student's educational attainment.
- To allow Curriculum Leaders, Progress Leaders and subject staff to identify students who require further intervention, and to identify next steps in curriculum delivery.
- To minimise staff workload in the collection, entering, analysis and interpretation of data by focusing on the delivery of fewer higher quality formal assessments in Key Stage 3.
- To feed into a reporting system that provides a straightforward way for parents at Key Stage 3 to understand their child's attainment.
- To generate grades for students at KS4 and KS5 which give an indication of **current progress** towards learning the exam board specifications, and to allow for timely intervention for those students who are performing significantly below target.
- To ensure that current attainment grades in exam subjects at KS4 and KS5 use a comparable approach to ensure consistency across subjects in the generation of average grades
- To allow for the monitoring of progress of particular groups of students to ensure that equality of opportunity is provided in the delivery of the planned curriculum.
- To ensure that formative assessment and feedback play a crucial role in improving students' progress. When carried out effectively, evidence suggests that formative assessment has a significant positive effect on attainment in schools.
- To provide opportunities for formative and summative assessment information to be used purposefully to allow further development and adaptation of the curriculum, and to implement intervention strategies for those students who need further support.
- To ensure that a variety of assessment strategies are utilised across departments to allow them to identify what students can and cannot do and to then use that information to respond accordingly.
- To ensure that assessment, both formative and summative, includes opportunities for students to be tested on important knowledge from previous years.

1) Key Stage 3

Assessment

- **Mid-Year and End of Year Tests** will be taken by students in Years 7-9 in most subjects to assign a summative mark for the purpose of informing subject teachers, Curriculum Leaders, Progress Leaders, parents and students of progress relative to the rest of the cohort, and to highlight weaker topic areas for the purposes of curriculum evaluation and intervention.
- **Performance or practical subjects (Drama, Art, Music, PE, DT, and Computing) can identify key assessment (s)** in addition/instead that can be assigned a mark and be used for the purpose of providing a summative judgement on progress towards learning the planned curriculum
- Tests should assess the knowledge and content of the curriculum using command words and question styles which match the delivery of the taught curriculum.
- The data collected is a more valid and reliable measure of curriculum progression as a whole: a suitable sample of the taught curriculum is tested and quality assurance is maximised through strong mark schemes and exemplars, comparative judgement and moderation.
- Important knowledge and skills from previous years will also be tested.
- Students in Year 7 also complete a Baseline Literacy Task in all subjects in the first half of the Autumn Term. Data collected from this test is used internally to identify any potential issues, and to identify those students who may need further support.
- Between exams, departments are to identify **Milestone Assessments** for each unit for Key Stage 3.
- These are tasks that are to be prioritised due to their potential to check progress towards learning the curriculum and are to be used as opportunities to provide high quality feedback, next steps in teaching, or give an indication to students of how well they are doing in particular topics. For further detail on the form that this feedback could take, refer to section 5, Feedback Principles.
- These tasks can vary and include key homework or extended writing pieces, key hinge point tasks, or short answer quizzes assessing the granular content of the curriculum.
- Departments will produce their own Formative Assessment and Feedback policies to ensure a best practice, subject specific approach.

Recording

- Data for Mid-Year and End of Year Assessments is to be entered into the Pupil Progress Tracker centrally after each test, or practical assessment, as a raw mark which will then be automatically converted to a percentage.
- Any data that may be collected for Milestone Assessments does not need to be stored centrally, but data may still be logged in teachers' planners, on Marking Overview Sheets, or as a departmental central record if required.
- It is for departments to decide what additional data, if any, needs to be collated and where but before doing this departments should consider whether the purpose and use of the data is clear and represents a proportionate and effective use of staff time.

- Curriculum Leaders will ensure that Departmental Formative Assessment and Feedback policies are being followed through work scrutiny and learning walks.

Reporting

- The whole school data collected for Key Stage 3 must serve three purposes:
  - i) to give parents a reliable indication of their child's attainment.
  - ii) to identify students who may potentially be falling well short of expectations, and are not making the progress expected relative to their starting point. This will allow for early intervention.
  - iii) to provide information to parents, Curriculum Leaders and Progress Leaders on a child's attitude to learning to allow for dialogue for improvement.
- Students will receive one report per term.
- In the Autumn term, parents will receive a report based on attitudinal indicators only; these can be found in Appendix 2.
- In the Spring and Summer terms on the following:
  - i) KS3 attainment for the Mid-Year and End of Year Assessments via a percentage and a cohort average, as well as an attainment grade to contextualise performance (see Appendix 1). This gives an indication of performance relative to the rest of the cohort and provides parents with an indication of their child's overall attainment.
  - ii) Attitudinal descriptors (see Appendix 2)
- The summer term will have the addition of a full form tutor report, and Progress Leader's report, that will provide a holistic overview of performance across the subjects, as well as commenting on other aspects of a child's education such as commitment to extra-curricular activities, and how well the student displays the school values of Ambition, Respect and Endeavour.
- All reports will contain data on attendance and punctuality.
- There will also be one Parents' Evening for Years 7-9 over the course of the academic year.
- In addition, Year 7 parents will have an additional opportunity to meet the form tutor to discuss the transition process in the Autumn term, and receive feedback on how well their child has settled into the school.

2) Key Stage 4

Assessment

- Checkpoints are to be identified that correspond to key specification reference points by Curriculum Leaders
- Checkpoint assessments are delivered at those times by the department.
- The same key checkpoint assessments will be delivered in the same subject to ensure parity in information collected across classes.
- Students in Year 11 will also have at least one Mock exam that will assess a substantial proportion of the content of the specification and provide the most valid indicator of educational attainment as it covers a substantive portion of the specification delivered to date.

Recording

- The data from these key checkpoint assessments, and the Mock exam, are to be entered into Pupil Progress Tracker at a single point of entry as a raw mark which will convert the data to a percentage and grade. There should be no need for duplication of data collection in another departmental spreadsheet.

Reporting

- Parents will receive a report once every term. This will include:
  i) The reporting of current attainment calculated from assessment results produced up until that point. This will be in the form of:
     - An average unit grade based on key assessments produced so far
     - A scaled average mark that takes into account performance across all assessments to generate one value which takes into account the final weighting of individual exam board components.
     - A class average for this scaled mark to indicate performance to the rest of the cohort for context

     Parents should be aware that this does not represent a prediction, and that many factors such as performance on the day of the exam, preparation and revision, performance in later units and attendance can feed into the final exam grade

  ii) Attitudinal Descriptors (see Appendix 2)
- The final data capture will have the addition of a full form tutor report, and Progress Leader's report, that will provide a holistic overview of performance across the subjects, as well as commenting on other aspects of a child's education such as commitment to extra-curricular activities, and how well the student displays the school values of Ambition, Respect and Endeavour
- All reports will contain data on attendance and punctuality.
- One Parent's evening over the course of the year for Year 10, and two Parents Evenings for Year 11

3) Key Stage 5

Assessment

- Checkpoints are to be identified that correspond to key specification reference points by Curriculum Leaders
- These can be delivered at times convenient to the specification, but must provide an indication on how well students are performing to inform progress and intervention.
- For subjects with multiple groups, there has to be agreement in what these tasks are to ensure parity in the data, and specification delivery.
- The purpose of these is to allow ongoing monitoring of students' progress and understanding of the specification content for target setting and support.
- In addition to this, students will also sit a Mock exam in the summer term of Year 12. This exam will assess a substantial proportion of the specification taught up until this

point and so give a more secure picture of students' progress over the course of the year.

- Year 13 students will also have one exam period in January which will assess a substantial proportion of the specification and as such will be the most realistic indication of the students' performance and likely potential for the summer exams.

Recording

- The data from these key checkpoint assessments, and the Mock exams, are to be entered into the Pupil Progress Tracker at a single point of entry as a raw mark which will convert the data to a percentage and grade. There should be no need for duplication of data collection in another departmental spreadsheet.

Reporting

- Parents will receive a report once every term. This will include:
  iii) The reporting of attainment calculated from assessment results produced up until that point. This will be in the form of:
    - An average unit grade based on key assessments produced so far
    - A scaled average mark that takes into account performance across all assessments to generate one value which takes into account the final weighting of individual exam board components.
    - A class average for this scaled mark to indicate performance to the rest of the cohort for context

  Parents should be aware that this does not represent a prediction, and that many factors such as performance on the day of the exam, preparation and revision, performance in later units and attendance can feed into the final exam grade

  iv) Attitudinal Descriptors (see Appendix 1)
- The final data capture will have the addition of a full Form Tutor report, and Progress Leader's report that will provide a holistic overview of performance across the subjects, as well as commenting on other aspects of a child's education such as commitment to extra-curricular activities, progress with UCAS, how well the student displays the school values of ambition, endeavour and respect, and leadership qualities.
- There will be a Parents Evening over the course of the year for both year groups.

Attendance and Punctuality Reporting

- A summary of attendance and punctuality will be provided to parents and carers at the end of each half term for all year groups.

4) Classroom Assessment

- This is the regular, informal assessment that will take place as part of a classroom teachers' general lesson and homework delivery.

- Checking for and review of understanding will typically happen in most lessons through dialogue, questioning, observations of work, low stakes quizzes, other forms of retrieval practice and other classroom based formative assessment strategies.
- Departments will identify a range of strategies to be used within their lessons as part of their subject specific formative assessment toolboxes.
- This information does not need to be formally recorded but will be monitored via work scrutiny, marking overview sheets and learning walks. Subject teachers and Curriculum Leaders will use this information to monitor the delivery of the planned curriculum.

5) Feedback principles

The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating".

Within the Assessment Cycle, books will be checked at least once a half term.

Before handing in their books, students should check that their work is completed and organised, as well as any other specifics, for example, checking that a key term is correctly spelt.

Subject staff check books and provide feedback.

Marking Overview Sheets can be used to record what needs to be addressed/ feed back to the students. This may include feedback on:

- Completion of work
- Presentation of work
- Misconceptions that need to be addressed
- Literacy development: spelling/vocabulary/ Tier 2 Academic Language

Students act on feedback in a different coloured pen. For example,

- Addressing misconceptions/ errors
- Adding information/ detail
- Completing unfinished work
- Improving presentation by underling titles/ using a ruler to add labels to a diagram
- Marking quizzes/ questions
- Correcting spellings, adding vocabulary, reworking parts of their work

Types of Feedback (Formative Assessment): "the most important assessment happens during teaching, not after it "(Dylan William)

- Following a book check: students improve their work based on feedback from a Marking Overview Sheet
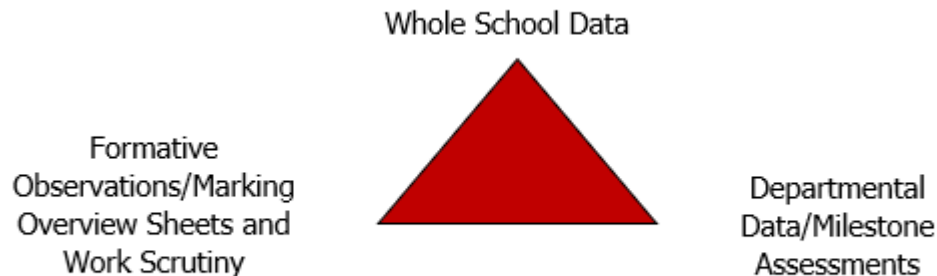
- Following a book check: teacher use of a student book under the visualiser to talk through a model of exemplary work with students adding to/correcting their work
- During lessons in response to a misconception identified by the teacher observing work completion
- Using model/ exemplary responses under the visualiser to unpick and exemplify the quality of the work with students annotating the same model in their books
- Live modelling of how to complete a task under the visualiser: cognitive apprenticeship – the teacher makes their thinking visible as they complete the task: making expert disciplinary knowledge clear and explicit
- Live marking of a test/ task under the visualiser with students marking their own or a peer's work
- Going over answers to a retrieval quiz/ lesson task with students marking / correcting/ adding to their own work
- Use of mini whiteboards to check understanding within the lesson
- Retrieval practice at the start of the lesson to review understanding of the prior knowledge before introducing and linking new content

Milestone Assessments

Departments identify **Milestone Assessment Checkpoints** for each unit at Key Stage 3 to monitor students learning of the planned curriculum, and to feedback on areas for improvement.

- Feedback could take a number of forms:

  - verbal, as part of whole class feedback, including the use of marking codes, such as Q for Quotation or EV for Evidence
  - spotting a misconception OR a really good example of good work, putting it under the visualiser to either put something right or for students to include in their own work
  - live marking/ modelling during the lesson to target a specific skill or part of the task for development
  - examples of good practice modelled and explained under the visualiser with students annotating their work then re writing a section to embed the skill
  - follow up tasks or retrieval questions to address misconceptions, errors or weakness in knowledge/ skill
  - a written target with a clear follow up action (for example, a Mind the Gap activity)
  - re-teaching a section of the curriculum as a result of misconceptions or difficulties seen within the work, the quiz, the RP activity

6) Use of Assessment Data to Support Intervention and Curriculum Improvements

Whole School Data

Formative Observations/Marking Overview Sheets and Work Scrutiny

Departmental Data/Milestone Assessments

- Curriculum Leaders, Progress Leaders and subject teachers will use a variety of data to plan intervention and to evaluate the delivery of the subject curriculum.
- The evaluation will be guided by whole school data but, given the limitations of this data as providing a snapshot of one moment in time, this will be triangulated with Milestone Assessment information and the classroom teacher's professional judgement established from formative assessment, and work scrutiny, to build up a more holistic overview of students' strengths and weaknesses.
- Calendared Progress meetings will give departments a chance to meet and identify students who are struggling in their subject area and to plan next steps. It will also provide an opportunity to review the curriculum and identify areas for improvement, or gaps that may need addressing later on in the curriculum.
- Information from these meetings will be fed back to a central point to support the sharing of information between the academic and pastoral systems.
- Progress Leaders will review whole school data and feedback from departments to establish whether students are underperforming in multiple subject areas, and to also identify next steps which are likely to involve an academic support plan and further parental contact, depending on the individual circumstances.
- The SEND department will also review the information to establish further support that students may need.
- In Sixth Form, teachers are to use ongoing checkpoint assessments, and other informal observations, to identify students who may, at that moment in time, require further support. These students will be placed on Enhanced Subject Support to set actionable targets for improvement and to ensure that parental contact is made. Those students who require support in more than one subject will also be supported via a pastoral support system of Enhanced Support involving check in meetings and target setting with form tutors.

Appendix 1: Attainment Indicators

The below comments will be used to give a snapshot into students' attainment. These are designed contextualise students' performance in relation to learning the curriculum covered, and in relation to their peers. It is important that these comments are as honest as possible in order for them to provide a meaningful report to parents, and so that they can be used effectively by subject staff, pastoral and school leaders to support those who need further intervention.

Attainment Indicator	Attainment Descriptor
1. Exceptional	The student has performed **exceptionally** well in all aspects of the curriculum covered in this subject so far. Their knowledge, understanding and skills are **excellent**. Their performance is usually **well above average.**
2. Proficient	The student's performance is **proficient** all aspects of the curriculum covered in this subject so far. Their knowledge, skills and understanding are **at least good and often excellent**. Their performance is usually **above average**.
3. Secure	The student's performance has been **secure** in all aspects of the curriculum covered in this subject so far. Their knowledge, skills and understanding are **at least good**. Their performance is usually **in line with the average**.
4. Inconsistent	Whilst capable, the student has performed **inconsistently,** showing **competence in some, but not all,** aspects of the subject's curriculum so far. Their performance is **usually just below the average**.
5. Limited	Whilst capable, the student has shown a **limited** grasp of some of the subject curriculum so far. Knowledge, skills and understanding can **often contain gaps**. Their performance is usually **well below average**.

Appendix 2: Attitudinal Indicators

As a school with high expectations of our students, where a high standard of classwork, behaviour and homework is the norm, outstanding is reserved for those who go above and beyond their peers in terms of effort and commitment to their studies.

When establishing attitudinal grades, teachers should also take into account improvements students may have made over the course of the term.

Attitudinal Grade	Behaviour
1. Outstanding	No behavioural points have been recorded by the student in lessons for this subject this term. The student **always** gives their **best effort first time** and **always** acts as an ambassador for the school value of **respect** in their interactions with staff, and with others, going above and beyond that shown by their peers.
2. Good	No behavioural points have been recorded by the student in lessons for this subject this term. The student acts as an ambassador for the school value of **respect** in their interactions with staff, and their peers.
3. Requires Improvement	Behaviour points have been lost for this subject this term. There have been some interactions with staff, or others, that fail to display the school value of **respect** through breaching aspects of the school's behaviour code.

Attitudinal Grade	Homework
1. Outstanding	Students display the school values of **endeavour** and **ambition** by producing work to an exceptional standard that is **always** submitted on time and goes **above and beyond** that completed by their peers.
2. Good	Students display the school value of **endeavour** by completing homework to an expected standard and **always** submitting it on time.
3. Requires Improvement	Students do not **consistently** display the school value of **endeavour**. Some homework has not been completed to the expected standard **and/or** has not been submitted on time

Attitudinal Grade	Classwork
1. Outstanding	Students display the school values of **endeavour** and **ambition** by **always** producing classwork to a high standard that goes **above and beyond** that of their peers.
2. Good	Students display the school values of **endeavour** by completing classwork that is **always** completed to the expected standard.
3. Requires Improvement	Students do not display the school values of **endeavour**. Some classwork is incomplete **and/or** is below the standard expected

Appendix 3: Example Key Stage 3 Report

Stretford Grammar School
Aspirat primo fortuna labori

Year 9 Attainment and Attitude 3

Name: ▮▮▮▮▮▮▮▮▮▮▮▮   **Form:** ▮▮▮▮▮▮▮▮
Form Tutor: ▮▮▮▮▮▮▮▮

Subject	<<<<<<<< January 2023 >>>>>>>>						<<<<<<<<< June 2023 >>>>>>>>>					
	Subject Percentage	Year Group Average %	Attainment Descriptor	Homework	Classwork	Behaviour	Subject Percentage	Year Group Average %	Attainment Descriptor	Homework	Classwork	Behaviour
Art	76	79	Secure	3	2	2	76	76	Secure	3	2	2
Computing	95	61	Exceptional	1	1	1	86	68	Proficient	1	1	1
Design Technology	70	66	Secure	3	2	2	70	71	Secure	2	2	2
Drama	50	61	Inconsistent	1	1	1	70	66	Secure	1	1	1
English	70	69	Secure	2	2	2	76	72	Secure	2	2	2
Geography	69	64	Secure	2	2	2	78	73	Secure	2	2	2
History	59	63	Inconsistent	2	2	2	52	61	Inconsistent	2	2	2
Mathematics	82	69	Proficient	2	2	2	89	74	Proficient	2	2	1
Music	75	73	Secure	2	2	1	86	75	Proficient	1	2	2
Physical Education	73	71	Secure	2	2	2	54	62	Secure	2	2	2
PSHCE				2	2	2				2	2	2
Religious Studies	80	80	Proficient	2	2	2	73	70	Secure	2	2	2
Science	83	70	Proficient	2	2	2	90	73	Exceptional	2	2	2
Spanish	56	68	Inconsistent	2	2	1	78	71	Secure	2	2	1

Attendance	Lates
97.0 %	4

Appendix 4: Example Key Stage 4 Report

Year 11 Attainment and Attitude

Name: ▮▮▮▮▮▮▮▮▮▮   **Form Tutor:** ▮▮▮▮▮▮▮▮

Form: ▮▮▮▮

	Average Unit Grade	Student Subject %	Year Group Average Subject %	Homework	Classwork	Behaviour
Business	7	69	62	2	1	1
Combined Science	7 7	53	50	2	2	2
Biology		50	62			
Chemistry		53	50			
Physics		59	62			
English Literature	5	60	69	2	2	2
English Language	5	54	62	2	2	2
French	8	71	65	2	2	2
Geography	7	64	70	2	2	1
History	5	44	48	2	2	1
Mathematics	6	50	60	2	2	2
Religious Studies	4	40	70	3	2	2

Attendance	Lates
97.1%	1

Appendix 5: Example Key Stage 5 report

Year 12 Attainment and Attitude

Name: ▮▮▮▮▮▮▮▮ **Form:** ▮▮▮▮▮▮▮

Form Tutor: ▮▮▮▮▮▮▮

Subject	Minimum Expected Grade	Average Unit Grade	Student Subject %	Year Group Average Subject %	Homework	Classwork	Behaviour
Biology	A*	A	69	61	2	1	1
Chemistry	A*	B	66	66	2	2	2
Mathematics	A*	A	66	48	1	1	1

Attendance	Lates
96.3%	1