

# THE CHANTRY SCHOOL

## ASSESSMENT, DATA AND REPORTING POLICY

### RATIONALE

The Chantry School is committed to creating an assessment practice that inspires pupils and gives them a sense of self belief that they can achieve. It will stimulate confidence, motivation and encourage the teacher and pupils to work collaboratively to achieve a common goal. We believe that high quality assessment helps pupils to make better progress. It highlights their achievements but also ensures that they know how they can improve. It makes the tracking of learning objectives and outcomes for pupils on a day-to-day basis manageable and informs lesson and curriculum planning. In order to ensure progress is made, staff, pupils and parents need to be able to identify at specific times where pupils are in the learning process.

### DEFINITION

The assessment of pupil progress is an important part of the learning process and lies at the heart of curriculum planning, teaching and evaluation. Effective assessment gives feedback about pupils and pupils progress. It provides us with information and evidence of attainment for recording purposes and for reporting to pupils, parents and others. The two main types of assessment are:

- Formative – this is the ongoing process in which pupils' positive achievements/ areas for development can be recognised, discussed and recorded. This can be carried out through feedback given to pupils both orally and written.
- Summative – provides a 'picture' of the overall achievement of a pupils at the end of a particular stage, phase or year and should provide a clear picture of where the pupils is, in relation to National age related expectations or GCSE target grades.

Underpinning both types of feedback is the diagnostic element – identifying learning or subject specific difficulties which may be scrutinised and classified so help and guidance can be provided in short, specific targets to improve pupils' performance.

### AIMS:

We believe high quality assessment must:

- support teaching and promote learning.
- help close the learning gap between current and expected learning.
- be meaningful and manageable.
- raise aspiration, confidence and motivation to encourage pupils to work hard.

Here, at The Chantry School, we have devised an assessment system which provides the following:

### FOR PUPILS:

- Create a dialogue between pupils and teacher/other adults because assessment outcomes are conveyed in an open, honest and transparent manner and reflect both achievement as well as areas for development in knowledge and skills.
- Ensure continuity for the pupils as s/he moves through plotted and graduated assessment opportunities across the phases of learning.

### FOR TEACHERS:

- Ensure continuity for the pupils as s/he moves through plotted and graduated assessment opportunities across the phases of learning.

- The ability to track progress through the curriculum
- The ability to identify areas of learning which need development and plan accordingly
- Ensure assessment is integral in guiding teaching and learning and reviewing/measuring what has been taught as well as informing future planning.
- Ensure assessment is inclusive of all abilities and differentiated appropriately, offering all pupils a suitable level of challenge.
- Signal areas of achievement to the pupils, thereby motivating them to make further progress.
- Ensure assessment is both formative and summative drawing on a wide range of evidence to complete a picture of pupils' achievement. The 'test' is only a snapshot of the pupils' ability.
- Ensure judgements are formed according to school/departmental policy. Language is used consistently within subjects when providing useful feedback/judgements and targets.

#### **FOR PARENTS, CARERS AND FAMILIES:**

- Clear information about progress and attainment within the curriculum
- Enable parents /carers to understand where their child is and how they can support their child to improve.

#### **ON ENTRY TO THE SCHOOL:**

Pupils will be placed in a threshold pathway based on their prior ability, and determined by several aspects:

- The pupils KS2 standardised attainment score (SAS) that projects/links to what the DFE expects pupils to achieve at the end of KS4.
- FFT H/M/L banding, FFT prediction of grades and chances.
- Progress Tests.

This will be used to create a flightpath of expected progress to KS4 that would give a Progress 8 measure of 0. This is their Minimum Expected Outcome. Pupils have the opportunity of achieving grades in excess of their minimum expected outcome. Those pupils who perform less well at KS2 will be identified for rapid intervention, early on.

The allocated threshold cannot be changed until after Cycle 1 assessment and moderation and then, after discussion, there could be possible movement

Furthermore, it will provide all teachers with useful information to help them understand strengths and areas for development for all pupils and identify the most effective way to teach them to ensure progress.

In the summer term, pupils in Y7 will be retested in the Progress Tests.

#### **ASSESSMENT CYCLE**

We operate a 12 weekly assessment cycle, where at the end of the twelve weeks, most subject teachers will give pupils at least one summative assessment\_(-more if needed) to test their knowledge and understanding of what has just been studied. These are normally substantial pieces of work/tests undertaken in exam conditions, in the classroom, and are extra to the formative assessment tasks that will have been completed during the studying of the unit of work. In some instances this may be on a half termly basis, or even more frequently.

For some subjects' summative assessments such as Music, Art, DT, ICT, Drama, tasks are cumulative and thresholds are awarded for the final outcome/product.

The summative assessments:

- Provide a summary judgement about what has been learned by each pupil at a specific point in time
- Show what pupils can achieve without support
- Inform any subsequent interventions
- Allow internal moderation of standards across a year group

### SUMMATIVE ASSESSMENT in YEAR 7-9

Assessment/ success criteria is linked to GCSE Assessment Objectives(AOs) and only test the ideas/key concepts that are integral to the subject made explicit through teaching, using task specific mark schemes. Assessments will assess and report only on the specific skill/knowledge that has been taught at that 'moment in time'. All AOs will be tested at least twice throughout the academic year.

#### At the end of each Assessment Cycle:

- Teachers will use moderation to establish standards of attainment and exemplars.
- Teachers will give A/D/P/E for each AO (and this can be varied).

Excellent	↑	extending their understanding beyond the taught curriculum
Proficient		secure in their understanding of most / all of the taught curriculum
Developing		secure in their understanding of some aspects of the taught curriculum
Acquiring		beginning to build their understanding of the taught curriculum

- Teachers, using their professional judgement, will decide whether pupils are making **expected/above/below progress** according to their overall threshold. This will be reported to parents.
- If pupils are below expected progress, action should be identified on *Class Data Review Sheets* and *MINTCLASS* about how performance will be improved to ensure making expected progress.
- Any underachieving pupils will be flagged up at both line management level and Progress Meetings.

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#### More than Expected Progress

Has made more progress than expected this year. It is anticipated that s/he will exceed his/her end of KS3 attainment expectations, based on his/her entry point to the school.

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#### Expected Progress

Has made progress as expected this year. It is anticipated that s/he will meet his/her KS3 attainment expectations, based on his/her entry point to the school.

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#### Less than Expected Progress

Has not progressed as expected this year. It currently suggests that s/he will not meet his/her KS3 attainment expectations, based on his/her entry point to the school.

If a pupil is consistently making 'more than expected/exceptional progress' then a pupil should be considered for the next threshold.

This information is recorded on each department's SIMS database and is readily available to all. (Dates in MER calendar) Subject leaders and LT will regularly monitor and review what the data is 'telling us' and how it is informing planning and intervention strategies.

At the end of the academic year, all pupils, for each subject, will receive one final, holistic best fit threshold level for overall attainment (as stated above), combining all Assessment Objectives. This will assimilate the teacher's knowledge of individual pupils, formative tasks and assessments completed.

## **PROGRESS**

Pupils are expected to make progress over time in line with the expectations of the age-related curriculum and according to their threshold pathway. This will be reported on at the end of each cycle.

At the end of YR7-9:

- Teachers ask themselves if the pupil is still within the threshold and trajectory to achieve KS4 results. If above, then pupils should be considered for the next threshold.

At the end of each year:

- At the end of each year, pupils will roll forward in their thresholds, if they've made expected progress. For example, if finished in Y7D and made expected progress, then they start in Y8D unless moving up.

## **SUMMATIVE ASSESSMENT in Year 10&11**

All subject staff must carry out the assessments as identified in the medium term plan at an appropriate point throughout the unit of work, but it must be at least on a termly basis. In some instances, this may be on a half termly basis, or even more frequently.

This information is recorded on each department's SIMS database and is readily available to all. (Dates in the Monitoring, Evaluation and Reporting(MER) calendar). Subject leaders and LT will regularly monitor and review what the data is 'telling us' and how it is informing planning and intervention strategies.

- In most cases the targets will be 1-9, unless pupils are following a vocational qualification and these will be graded as Pass, Merit and Distinction
- At the start of Y11 targets are reviewed and confirmed as a single grade. FFT probability % are used to establish an aspirational target. Subject KS4 targets are not lower than national expectations without the specific agreement of the LT line manager.

## **TARGETS:**

Year 7-9, will embark upon a five year challenging curriculum journey and, will receive comment based targets both in formative and summative assessments. All pupils will know what they are achieving in relation to subject knowledge and skills, as well as how to improve.

We will not set end of year targets because we want to encourage the mindset where all pupils strive for excellence, the idea that intelligence isn't fixed and that a pupil's success is very much determined by his/her effort and determination to succeed. However, on a termly basis, all teachers will use the assessment information to identify any further in class support/intervention, if deemed necessary.

Whereas, KS4 pupils are issued with a target at the start of the new academic year. Y10 are issued with an end of KS4 target band (FFT): e.g. 1-3, 3-4, 4-5 etc

#### **CLASS DATA REVIEW SHEETS;**

After each cycle, teachers will fill in a class data review sheet, for each class/ year group taught reflecting on what:

- The pupils have achieved/understood/demonstrated well,
- How the teacher will further develop/challenge progress
- What pupils have struggled with and need further development of skill/knowledge,
- Who the focus pupils are,
- Strategies to secure progress

This will be shared with the Head of Department in preparation for the line management meeting

#### **FORMATIVE ASSESSMENT:**

All subjects provide feedback to pupils, for identified key pieces of work within the unit of work either verbally or through written comments, in order to identify strengths and areas which need development. Teachers will not routinely provide grades on individual pieces of work. Instead teachers provide opportunities for pupils to address the areas for development to ensure that they can demonstrate application and understanding of the knowledge, skills and processes within the curriculum. This formative feedback complements the 'levelled' assessments which normally occur at the end of a unit of work.

**(See Separate Formative Feedback policy)**

## REPORTING

The DFE states it is a statutory requirement to send a written report to parents/carers by the end of the summer term each academic year.

The purpose of the report should be to:

- Acknowledge the achievements of the pupils and identify their strengths, according to the curriculum studied,
- Inform pupils how they can improve,
- Inform parents how they can best support their child's improvement,

It is a requirement that the written report covers the pupil's:

- General progress
- Brief particulars of achievement highlighting strengths and developmental needs
- How to arrange a discussion about the report with a teacher at school

### **FREQUENCY:**

There are three data collections (12 week assessment cycles) for each year group.

Each year group will receive 2 progress checks and one full report with comments and targets written for each subject.

### **EXPECTATIONS:**

- Comments and targets must reflect the content matter taught,
- We must ensure vocabulary is informative, concise and descriptive and relevant to the individual, where possible avoiding a best fit,
- It must be grammatically correct,
- There is a need to use language that parents will understand,

Throughout the year, tutors will write a form report.

**ATTITUDE TO LEARNING CRITERIA EXPLAINED:**

	<b>Effort</b>	<b>Organisation</b>	<b>Behaviour</b>
1 = Excellent	Effort, both in class and beyond, is outstanding and includes evidence of initiative and resilience. All homework is handed in on time. The standard of work produced is excellent and often shows evidence of initiative and diligence.	Always comes with the correct equipment required for the lesson, arrives on time ready to learn.	Behaviour is exemplary and your child is always interested and engaged and takes an active role in developing their own learning.
2 = Good	Effort is consistent resulting in work being completed to a high standard. Homework is handed in on time and is completed to the best of their ability.	Most of the time your child brings the correct equipment required for the lesson and arrives on time ready to learn.	Your child behaves well and displays an attitude to learning which is positive.
3 = Requires improvement	Effort is inconsistent, resulting in work produced being variable in standard. Homework is not always handed in on time and the standard is variable. Or. Homework is handed in on time, however it is below the expected standard.	Your child often comes to school without all the correct equipment required for the lesson, is often late and not always ready to learn.	Behaviour is hindering progress and needs to be addressed. Your child is sometimes interested and engaged but is generally passive concerning their learning.
4=Inadequate	Effort is minimal, as a consequence work is rarely completed to a good standard. Homework is not completed or handed in on time.	Your child seldom comes to school with the correct equipment required for the lesson, is frequently late and is not ready to learn.	Behaviour is having a negative impact on progress and is currently unacceptable. Your child is rarely interested and engaged and appears disinterested in their learning.