

Policy Review Sheets

POLICY NAME	ASSESSMENT and REPORTING POLICY
IN CHARGE:	Nicola Clear
REVIEWED (Date):	December 2021
PUPILS CONSULTED (Yes or N/A):	
HOW:	
PARENTS CONSULTED (Yes or N/A):	
HOW:	
STAFF CONSULTED (Yes or N/A):	Yes
HOW:	
GOVERNORS CONSULTED (Yes or N/A):	Yes
HOW:	
WHERE IS POLICY ADVERTISED:	
Notes.	
<ol style="list-style-type: none"> <li>1. This sheet should be at the front of each policy in the School Handbook</li> <li>2. If it is not appropriate to consult with any of the above parties write 'N/A' rather than No.</li> </ol>	

# THE CHANTRY SCHOOL

## ASSESSMENT, DATA AND REPORTING POLICY

### RATIONALE

The Chantry School is committed to creating an assessment policy that inspires pupils and gives them a sense of self belief that they can achieve. It will encourage confidence, motivate 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 and 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.

### 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 AND FAMILIES:

- Clear information about progress and attainment within the curriculum
- Enable parents 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.
- CAT Tests taken on entry to the school.
- Indicative FFT GCSE Grades.
- 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 appear to do worse at KS2 should be identified for rapid intervention, early on.

Pathway	Attainment	FFT GCSE Indicator Grade
E	+ Upper, = Middle, - Lower	7,8,9
P	+ Upper, = Middle, - Lower	5,6
D	+ Upper, = Middle, - Lower	4
A	+ Upper, = Middle, - Lower	1,2,3

The allocated threshold cannot be changed until after Cycle 1 assessment and moderation and then, after discussion, there could be possible movement. It is not in our interest to move them down a threshold because this could affect their minimum expected outcome.

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.

Teachers will be asked to use the data above as a guide to pupil's possible potential, along with your own collated subject evidence and judgement of the pupil in your subject so far, to then review the 'Threshold Pathway' in Assessment Cycle 1. This will be used to create a flightpath of expected progress to KS4.

**It is not in our interest to move pupils down a threshold because this could affect their expected outcome.**

These Thresholds are not supposed to be 'labels' for pupils – pupils are not told them as we do not want to limit their expectations of themselves. They are a planning tool for teachers, giving a starting point to plan for progression. **These flightpaths should not be shared with parents or pupils.**

*In the summer term, pupils in Y7-9 will be retested in the Progress Tests and NGRT.*

## 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'.

Excellent		extending their understanding beyond the Y7 core curriculum
Proficient		secure in their understanding of most / all of the Y7 core curriculum
Developing		secure in their understanding of some aspects of the Y7 core curriculum
Acquiring		beginning to build their understanding of the Y7 core curriculum

All AOs will be tested at least twice throughout the academic year. At the end of the year, summative assessments will be based on an average of 'moment in time' assessments and aggregated at the end of the 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 assessed and this can be varied).
- Teachers, using their professional judgement, have reported on each pupil's individual attainment for the term:
  - + Upper, = Middle, - Lower
- Teachers, using their professional judgement will decide whether pupils are making **expected/above/below progress** according to their threshold overall.

- If pupils are below expected progress, action should be identified on Class data review sheet and 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.

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

*If less than expected progress, then we should be asking how do we boost performance?*

Another way of addressing the shortfall is to ask ‘What needs to be done to boost X’s progress and put him/her on track?’

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. This will be reported on at the end of each academic year.

The attainment will then calculate the progress made. Expected progress is made if the termly progress attainment grade is within the Threshold Pathway for the pupil.

<b>Above expected Progress</b>	Has made more progress than expected this term. It is anticipated that s/he will exceed his/her end of KS3 attainment expectations, based on his/her entry point to the school.
<b>Expected</b>	Has made progress as expected this term. It is anticipated that s/he will meet his/her KS3 attainment expectations, based on his/her entry point to the school.
<b>Below expected Progress</b>	Has not progressed as expected this term. It currently suggests that s/he will not meet his/her KS3 attainment expectations, based on his/her entry point to the school.

At the end of YR7:

- 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 an identified assessment 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.

### **TARGETS:**

Year 7-9, in line with the new National Curriculum and removal of levels, 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, for other pupils, at the start of the new academic year, pupils are issued with a target.

- Y10 are issued with an end of KS4 target band (FFT). Whilst we become familiar with the new GCSEs, we are going to use bands eg 1-3,3-4,4-5 etc
- In most cases the targets will be 1-9.
- Y11 targets are reviewed and confirmed. 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.

### **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 HoD in preparation for the line management meeting

Time has been allocated in the calendar schedule.

### **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.

	<b>Attitude to Learning Grades explained</b>
<b>1</b>	She/he is always interested and engaged in the lesson taking an active role in developing his/her own learning. Effort and motivation, both in class and at home, is outstanding and includes evidence of initiative, diligence and resilience, thus resulting in work that consistently shows his/her best ability.
<b>2</b>	Usually, s/he displays a positive and engaged attitude to learning. Effort and motivation is consistent both in class and beyond, suggesting time and care has been spent on the task requiring completion. Work completed is usually reflective of his/her best ability.
<b>3</b>	Effort, motivation and engagement in learning, either in class or at home is inconsistent, resulting in the work produced being variable in standard. Sometimes, s/he is not always focused in lesson and can disengage or become distracted. S/he should look to make improvements in his/her learning habits because it is hindering his/her progress.
<b>4</b>	Effort, motivation and/or engagement is minimal and, therefore, work is rarely completed to a standard s/he is capable of. S/he is rarely interested or engaged in his/her learning. Homework is rarely completed to a satisfactory standard expected. His/her progress is hindered because of a poor attitude to learning, and it needs to improve significantly.

