ASSESSMENT AND REPORTING POLICY

Related Policy:
Teaching and Learning

Reviewed: November 2021

ASSESSMENT, RECORDING AND REPORTING POLICY

1.   Rationale
   1.1 Our Assessment, recording and Reporting policy is designed to provide a framework for monitoring and supporting the progress of individual pupils throughout their school career. It also underlines the school's commitment to regular, meaningful feedback as a means of motivating pupils and keeping them and their parents informed of progress.

   1.2   **Aims**
   • To raise levels of aspiration and achievement throughout the school.
   • To keep pupils, parents and teachers informed about progress and actively involved in its
      promotion.
   • To provide a framework which encourages pupils to be actively involved in discussions
      about their achievement and future learning.
   • To inform future teaching and learning strategies, support and intervention.
   • To facilitate meaningful curriculum development and differentiation in the learning process.

   1.3 **Guidelines**
   • Pupils are provided with regular and accurate feedback on their progress (i.e. through a combination of verbal comments, progress check comments, comparative progress based in ranking, test results, grades (Key Stage 4 and 5) and assessments).
   • Departments are expected to standardise and moderate their assessments of key tasks on at least a termly basis and to adopt a variety of assessment strategies for their tasks.
   • Appendix A provides guidance on the KS4 grading system which we are using from years 7-11, and how these equate to the previous national assessment systems for KS3 and 4.

4.   Target Setting

<u>School Target Grades</u>

School targets are provided by the school data team. For students in Years 7 to 11. Targets are not shared with students until part way through key stage 4, this is to remove any limitations targets may place on students based on their key stage 2 national test scores. We have high aspirations for all students and progress in key stage three is comparative to their peers in each subject.

   • FFT20 (which uses national data sets to predict what the top 20% of performing students might achieve at GCSE in each subject, based upon their KS2 data) will be used to identify GCSE target grades for each student in each subject.
   • Where KS2 data is missing for year groups affected by the National pandemic, CATs tests internally will be taken and imported in to FFT to calculate a target grade.

- Where the context of a student has influenced a student's FFT 20 target, making it lower, we adjust the target upwards to ensure we have the same high expectations of all students from the same starting point.
- These grades become the SCHOOL TARGET GRADE for each student in Years 10 and 11. We annually check whether it is more appropriate to use an FFT 5 target for high performing subjects.
- For students in Years 7, 8 and 9, the KS 2 data and FFT20 target grades are used for internal progress tracking only.
- There is a probability that students can achieve higher than their FFT target, to ensure students and parents are aspirational for their achievement this will be made explicit to students and parents in Key stage 4.
- School Target Grades are used to track student progress and to identify underperformance or concerns so that appropriate support and intervention can be planned and put in place.

Target Setting for Sixth Form Students

Aspirational 'ALPS' target grades are used for Years 12 and 13 students, which are based upon GCSE results. These will be aspirational targets for the end of each course, whether it be a one or two year course.

5. Reporting

5.1 Students and their parents are kept informed of progress through three progress checks a year. In year all 7, 8 and 9 Progress checks consist of an application and organisation score. One progress check also includes a personalised comment, which inform students and their parents about what they have done well and how they can develop in each subject. Two progress checks will contain a comparative progress score 1-5 for each subject. Application, organisation and progress scores are colour-coded to highlight the importance of these qualities

In year 10 and 11 Progress checks all contain an application and organisation score. One progress check also contains comments, which inform students and their parents about what they have done well and how they can develop in each subject. Two progress checks will contain the grades they are currently working at. One of these will be based upon their achievement in formal mock exams.

5.2 In addition to the progress checks, a Parents' Evening for each year group is calendared. All parents are invited into school to meet with subject teachers to discuss their child's progress, achievements and areas for improvement.

5.3 Year 7 students also have a Parents' Evening with tutors early in the year to see how their child has settled into school.

5.4 Year 9 and 11 each have an Options' Evening where they can discuss with subject staff the suitability of the courses on offer for their child at Key Stage 4/5. These Options' Evenings are also supported by interviews with a member of the Senior Leadership Team. Parents are invited to attend these evening events and interviews.

5.5 The successes achieved by our pupils are recognised and celebrated by verbal and written comments, postcards, reports, merits, certificates and trophies – in both a personal and a public domain.

5.6 All Year 11 pupils are provided with a Record of Achievement when they leave school. This contains certificates of their achievement throughout their time at Liskeard School.

5.7 Students are expected to keep a record of their progress checks in their student planners for reference. Time is given during a tutor period for students to review their progress check and set their own targets based on the feedback.

6. Monitoring & Intervention

6.1 Systems of records are maintained which enable us to monitor and analyse progress over a period of time. Data collections three or four times per year from the teachers show us how pupils are progressing towards their targets and comparatively to their peers and their last assessment in a subject.

6.2 Following each set of data collections, the Head Teacher, SLT i/c Data & Assessment, Raising Standards Lead (RSL), SENDCo, relevant HOY and subject leads review the data. A Horsforth quadrant is produced to evaluate student progress against average application scores.

6.3 In year 10 and 11, all teachers identify no more than 5 students who would benefit from further support in class after each progress check. The teacher records the planned interventions on SIMs in a process known as GRAPS (Group Raising Achievement Plan).

6.4 In year 7, 8 and 9 teachers in Maths, English and Science identify no more than 5 students who would benefit from further support in class after each progress check. The teacher records the planned interventions on SIMs in a process known as GRAPS (Group Raising Achievement Plan). A Head of Department may request teachers to focus on a specific group of students, as identified by the data at a subject level.

6.5 Teachers, Heads of Faculty and Heads of Year analyse the data after each Progress Check and consider key under-achievers or groups of underachievers and plan appropriate intervention.

6.6 The Head of Year, SENDCo, EHWB lead and SLT i/c data and assessment meet to plan support, mentoring and intervention outside of the classroom for students who have below expected average application score and have made lower than expected progress (red Horsforth quadrant students).

6.7 The Raising Standard Lead (RSL), meets HoF and HoD after the last progress check in year 10 and after every progress check in year 11 to ensure intervention is targeted at the correct students and co-ordinated across all subjects in year 11. These meetings are called RAG meetings and will take place during year group link meetings.

6.4 The extended leadership team and the senior leadership team have a responsibility for monitoring the quality of the school's assessment procedures.

Appendix A NEW GRADING SYSTEM

Old KS3 Levels	Old Letter GCSE Grades	New Number Grades
10	A*1	9.8 9.5 9.2
9	A*2 A*3	8.8 8.5 8.2
8 a 8	A1 A2 A3	7.8 7.5 7.2
8c 7 a	B1 B2	6.8 6.5 6.2
7 b 7c	B3 C1	5.8 5.5 5.2
6 a 6	C2 C3	4.8 4.5 4.2
5 a 5	D1 D2 D3	3.8 3.5 3.2
5 c 4	E1 E2 E3	2.8 2.5 2.2
4 c 3	F / G	1.8 1.5 1.2
3 c 2 a	U	0

Appendix B

Parental Contact Year 7 – 11, 2021 - 2022

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Tutor Evening PC with comments Bring your grown up to Maths, English and Science events. Parents' Evening Data Update KS 3 Revision Evening PC	PC with comments Data Update Parents' Evening KS 3 Revision Evening PC app/org and progress	PC with progress data Parents' Evening Data Update KS 4 Options Evening Options Interviews PC with comments PC with progress for core subjects	GCSE Success Evening PC with comments Data Update Parents' Evening KS 4 Revision Evening PC app/org	GCSE Success Evening and Yr 10 Mock Results KS 5 Options Evening Yr 11 Mock Results PC with App and Org Parents' Evening PC with data KS 4 Revision Evening
9	**5**	**6**	**6**	**7**