

# HEATHFIELD COMMUNITY SCHOOL



# ASSESSMENT, RECORDING & REPORTING POLICY

Date reviewed : November 2019  
Date of next review : November 2021

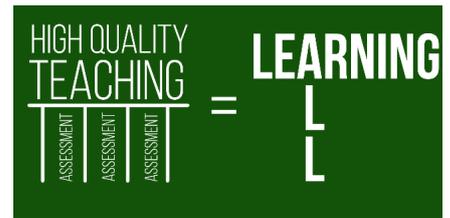
Reviewer : Ian Grant – Deputy Head  
Date of ratification by Governing Board : November 2019

Document Control		
Edition	Issued	Changes to previous

Policies / Documents referred to in this policy	Post Holders / Persons named in this policy
This policy links to other school policies on :	

## 1. INTRODUCTION

1.1 The School Development Plan (2018-19) continues to prioritise the key strand of the development of truly great teaching and learning. A key aspect of truly great teaching is embedding assessment practices consistently throughout all key stages to be the servant of great teaching and learning.



1.2 The school has focused significantly on the quality of feedback received by students ensuring that marking and feedback maximises student effort and enhances learning. The traditional picture of marking has been replaced by a much more dynamic and interactive process, whereby students are more involved in marking, responding to feedback, Dedicated Improvement and Reflection Time (DIRT) and target setting, and where assessment is undertaken in order to support student learning and facilitate progression. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

1.3 Teacher assessment is based on a broad range of activities in a variety of contexts. It may therefore involve examination preparation, long and short tasks, written and practical work and work done both at home and in school as appropriate. Assessment is the teachers' judgement of students' progress and achievement based on evidence. Refining of judgements will be carried out on a continuous basis, within subjects ensuring a process of internal moderation and standardisation wherever possible, involving the use of common mark schemes, shared marking of exemplar materials or the pairing of teachers to compare work.

## 2. KEY STAGE 3 ASSESSMENT

2.1 In June 2013, the government published a document for schools on 'Assessing without Levels', in which it was explained that the old system of Levels at Key Stage 3 would be abolished and not replaced. The report said the following : *We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools. The new programmes of study set out what should be taught by the end of each key stage. We will give schools the freedom to develop a curriculum which is relevant to their pupils and enables them to meet these expectations.*

2.2 At Heathfield, we agreed that levels were not always accurate and that they were potentially distracting from learning and the feedback we actually wanted students to act on. We have developed our own system, guided by the model by world-leading expert on assessment in education, Dylan Williams and Daisy Christodoulou. The model focuses primarily on improving the learning of our students, and builds on the following overarching principles :

- A move away from giving levels or grades to focusing on just giving great feedback;
- A key focus on formative assessment, for example, lots of quizzing (low stakes but high challenge) on the key knowledge in each subject. This allows the teaching to be 'responsive' and to challenge misunderstanding immediately;

- A move towards charting progress relative to a student’s starting point and away from simply charting attainment;
- Two examinations or practical assessments in Years 7, 8 and 9 – to produce summative data, and to prepare students for the challenging demands of the examination required by the reformed GCSE courses.

### 3. **SUBJECT ASSESSMENT OF PROGRESS**

- 3.1 All subject areas have a clear understanding of what their students should know, understand and be able to do by the end of each Key Stage. “Knowledge rich curriculum”
- 3.2 Students’ Key Stage 2 data (or, for some subjects, a baseline test) is used to organise students into prior attainment groups : **High Starters (HPA), Middle Starters (MS)(split into two groups) and Low Starters (LS)**. This information identifies a student’s starting point, but will not anchor them in any one group, or limit the progress they are able to make. It is subject to change on an annual basis given how well a student progresses. From this, subjects are able to measure a student’s relative progress throughout the year. Each of the four groups in the cohort will make progress that is relative to their starting point. There are four stages of progress.

The tables below demonstrate what this looks like for Year 7, 8 and 9 and Years 10 & 11.

#### *Year 7, 8 and 9 (Based on KS2 SAT scores)*

Starting Point (KS2)	Target range	
110 - 120	86 – 100%	Excellence
100 - 109	71 – 85%	Secure
90 - 99	51 – 70%	Developing
80 - 89	30 – 50%	Foundation
	0 – 29%	Emerging = below

#### *Year 10 and 11 (Based on KS2 levels)*

Starting Point (KS2)	Target range	
Level 6/5a	86 – 100%	Excellence
Level 5b/c	71 – 85%	Secure
Level 4a/b/c	51 – 70%	Developing
Below Level 3	30 – 50%	Foundation
	0 – 29%	Emerging = below

- 3.3 As National Curriculum Levels are no longer awarded at Key Stage 2, students from 2016 onwards will arrive with a Key Stage 2 standardised score. Ofqual have determined that 100 will be the expected score in literacy and mathematics.

#### **4. REPORTING KS3 PROGRESS, ATTITUDE TO LEARNING, ALLOWS OTHERS TO LEARN**

- 4.1 Progress measures are reported at two data entry points during the year directly to parents, alongside a strategy to improve, to ensure that we are focused on helping students learn best and not simply measuring their progress. Strategies for improvement are specific to each subject area and shared with the students to inform next steps.
- 4.2 Each subject will create suitable assessments, twice a year, to test the knowledge, skills and understanding of students against the performance descriptors. For most subjects, this is likely to be an examination, in preparation for terminal assessment at Key Stage 4.
- 4.3 All students sit an examination paper/or carry out a practical based task before mid-January and during the dedicated examination week in April. Work is assessed against an agreed subject set mark scheme. Subject moderation is carried out ensuring consistency across teacher groups. Subject Leaders calculate grade boundaries and each student's assessment compared to their starting points and attainment is compared to their current target range. As a result, the attainment a student achieves is able to be plotted against their current progress and tracked to expected progress (exceeding or meeting their target grade), working towards expected progress or underperformance against expected progress. Strategies and interventions to improve are subject specific and inform next steps.
- 4.4 Through SIMS (School Information Management System) we will have an ongoing record of student progress and end of year attainment. This information will be accessible to parents through E-praise in time.

#### **5. REPORTING KS4 PROGRESS, ATTITUDE TO LEARNING, ALLOWS OTHERS TO LEARN AND ATTAINMENT**

- 5.1 Progress measures are reported at two data entry points during the year directly to parents, alongside an attitude to learning/allows others to learn grade and strategy to improve. Attainment will be awarded a 9-1 grade, which has replaced the old A\* to G letter grades system. Attainment at KS4 will be consistently reported by all subjects. The grade (9-1) inputted into SIMS will be based on the likely final grade related to current performance, proportionate to the course completed. This will be an indication of a likely grade to parents. \*The grade (9-1) will be awarded for all reformed subjects, an A\* to G grade will be awarded for Design and Technology, Pass, Merit, Distinction will be awarded to BTEC subjects.
- 5.2 All students sit an examination paper in Year 10 during the calendared dedicated examination week and Year 11 mock examination periods. Examinations are marked against examination board mark schemes. Subject moderation is carried out ensuring consistency across teacher groups. Subject Leaders use examination board set grade boundaries and each student is given an accurate grade against these recognised grade boundaries.
- 5.3 The Deputy Headteacher with responsibility for Student Data and Tracking oversees the collection and maintenance of data.

## **6. FEEDBACK**

*See Department Policy on Feedback.*

## **7. WORK SCRUTINY / WORK REVIEW**

- 7.1 Subject Leaders undertake the work sampling of their subject in accordance with the whole school self-evaluation cycle and calendar of middle leader responsibilities. Senior Leadership Team work sampling will also take place throughout the year; one vehicle for this is the SLT / Subject Leader Line Management meeting which take place once per half term. As part of formal lesson observation for Performance Development, teacher and student feedback will be reviewed.

## **8. DATA MANAGEMENT**

- 8.1 Data related to attitudes to learning/allows others to learn and progress is collected from all teaching staff for each year group twice a year. Data is then analysed, and a meeting takes places between Head of Department / Head of Year, the Deputy Headteacher with responsibility for Student Data and the SENCO to discuss students whose data is a concern. Actions and interventions are then put in place for those students. Student portraits are created which include detailed notes to explain barriers to learning and possible strategies to improve learning.

## **9. ATTITUDES TO LEARNING / ALLOWS OTHERS TO LEARN**

- 9.1 These grades (Appendix 1), are used to determine a student's level of engagement, commitment and determination in each subject area. This data is then disseminated to the Head of Year and form tutors. At each point of data entry, students are awarded these grades in conjunction with their progress grade. These grades are used by Head of Year / Head of Department and Form Tutors to inform pastoral intervention and academic interventions. Subject Leaders also use these grades to determine appropriate interventions in terms of academic progress.

## **10. TARGET GRADES**

- 10.1 From September 2018 students' parents will no longer be issued with a target grade for KS3 and KS4. This is in keeping with developing a growth mindset culture throughout the school. Students need to be constantly challenged and their efforts and progress celebrated; as a school we believe this can be done successfully without publishing a target grade. Labelling students with a target grade can encourage them to adopt a fixed view of their achievement and potential, creating a ceiling on expectation; this is not in keeping with a growth mindset culture. Research suggests that a target driven culture does little to improve students' grades, progress or aspirations, but can make students afraid of failure and can make them anxious and lower their self-esteem. While targets do provide a measure, they are statistical likelihoods not predictions and therefore should not be a limiting factor in student achievement.

10.2 Teachers will continue to be issued with targets grades, which will be calculated using Fischer Family Trust Aspire. The targets will be subject specific, with the benchmark set at its highest so as to foster an aspirational culture. They will be shown as a 'target range.' Teachers will continue to have a wealth of data related to students' prior learning, and this along with ongoing assessment will continue to inform their planning for the teaching and learning of students of all abilities. As a school we will continue to focus on great teaching and learning 'to inspire confident learners to thrive in a changing world'.

## **11. REPORTING**

11.1 Verbal reports of student progress are made to parents on an annual basis at Parents' Evenings. Year 11 will have two. One such evening is held for each year group as shown on the School Calendar. Progress measures are reported at two data entry points during the year directly to parents, alongside allows others to learn/attitude to learning. The timings of these reports are shown on the School Calendar.

## **12. ROLES AND RESPONSIBILITIES**

12.1 The Deputy Headteacher with responsibility for the assessment, recording and reporting of achievement is in overall charge of the development and maintenance of the school's policy.

12.2 The Deputy Headteacher with responsibility for Student Data and Tracking is currently responsible for the production of statistical data concerning students' achievement, and for overseeing the production of spreadsheets recording student targets and achievement.

12.3 The Deputy Headteacher is responsible for the organisation of annual Parents' Evenings.

12.4 The Examinations Officer is to co-ordinate arrangements for formal testing at the end of each key stage and for that demanded by all public examinations.

12.5 Head of Department are responsible for the overall policy of student assessment within their own subject area. They are also responsible for the process of internal moderation of student assessment/progress and for the recording and reporting of achievement both internally and externally. Head of Department should regularly sample colleagues' work, thereby monitoring marking and assessment within their department.

## **APPENDIX 1**

### **1. Attitude to Learning (1-3)**

With the right attitude to learning students will find it much easier to make progress and to develop the necessary skills and understanding. Attitude to learning encompasses how prepared the students are for the lessons, having a positive attitude, completion of homework and whether they are challenging themselves and taking ownership of their learning.

It is a scale from 1-3. The default position is a 2 as most students demonstrate a positive attitude to learning. Students that routinely do not get a 1. A 3 is to be given to students who have actively demonstrated going above and beyond on a fairly routine basis. Because of their excellent attitude to learning they are demonstrating a real thirst for learning.

### **2. Allows Others to Learn (1-3)**

Scale from 1-3. The default position is a 2 as most students allow others to learn. Students that routinely disrupt the learning get a 1. A 3 to be given to students who have actively been seen to give constructive help to others in class, again on a fairly routine basis.