

Mount Grace School

Policy	Assessment	Responsibility of	Ann Lawrence
Date of ratification	Autumn Term 2010	Date for Review	Autumn Term 2012

1. Purpose

The key aim of the school is that every student will achieve to his / her full potential. We believe that this will be best achieved through a close partnership between parents, students and a highly motivated and skilled staff

The purpose of this policy is:-

1. To enable students to know what they are doing well and what they need to do to improve.
2. To support teachers to use assessment data to inform teaching and better direct learning
3. To set out a process which will keep students, parents and staff accurately informed about how well each child is doing, rates of progress and what needs to be done to secure maximum progress.
4. To provide data on student attainment and progress to be used by the school in monitoring the quality of teaching and learning and impact of schemes of work.
5. To provide data to inform intervention programmes to support students' learning.

2. Relationship to other policies

This policy should be read in conjunction with the curriculum, homework, equality, performance management, SEN, G&T and Teaching and Learning Policies.

3. Roles and responsibilities of headteacher, other staff, governors

a. The headteacher will ensure that:

1. Students will only follow syllabuses or be entered for external examinations approved by the governing body; this includes registered pupils studying in other schools and colleges
2. Where a subject does not have national standards as a reference then school standards will be provided and standardised assessment will be used to inform teacher assessment of pupil progress
3. National tests are applied in accordance with the statutory framework
4. All teachers receive training on how to use formative assessment to inform lesson planning – this will include setting learning objectives, observing pupils learning, discussion and questioning, and giving feedback
5. Marking of pupils' learning complies with the school's guidelines, and is used to motivate pupils and to provide them with specific guidance on what further learning is required
6. A database of students' attainment will be used to track individual progress, but information about individual students will only be made available to them or their parents/carers
7. All students will receive a full report for each subject once per year written in accordance with agreed procedures and at least one interim report showing current levels (Y7-9) / estimated grades (Y9-13)
8. Parents will be informed regularly about their child's progress and annually about the results obtained in national tests and examinations
9. Any changes required to this policy in the light of practice and changes in national requirements are reported to the governing body.

b. All teachers are expected to ensure that: -

1. Students are actively involved in learning and self-assessment of progress
2. Care is taken to ensure that assessment processes build pupils' motivation, confidence and self-esteem
3. Lessons begin with clear expectations, and learning objectives are shared with pupils. These are reviewed at the end of the lesson or series of lessons
4. Each student receives regular feedback about the standard of their work in terms of levels / grades, progress and targets for improvement, although this may not always be in writing (regular means at least half termly for detailed feedback)
5. Where work is marked this may show the standards reached against the national expectation if close to the end of a key stage, but it must always show what is required for the pupil to improve and move on to the next level / grade.
6. Results of assessment are used to inform further planning, intervention programmes and differentiation
7. Students are encouraged to take responsibility for their own learning through:
 - assessing their own work and, where appropriate, the work of other pupils
 - setting targets for their own learning as part of the school's review and reporting system
 - asking for help and advice in improving their work.
 - attending parent consultation evenings
8. Students should be able to discuss their progress and targets with each other and with teachers, TAs and observers.

d. The governing body is responsible for ensuring that the school profile includes information about the school's National Curriculum assessment results and GCSE, BTEC, AS and A Level results and that national comparative data is provided for similar schools and national averages. (This information is already in the profile form when it comes to the school, so it is a matter of checking accuracy.)

4. Arrangements for monitoring and evaluation

Subject leaders or heads of department will oversee marking and assessment practice within their areas of responsibility. Lesson observation and work sampling will be part of this process. The leadership team and the governing body will evaluate the success of the policy by asking for feedback from pupils, teachers and parents.

The headteacher will report annually to the governing body on:

- the outcomes of monitoring, and changes in practice that have resulted from them
- the overall standards achieved in each subject by year group
- the overall standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by pupils with SEN and groups considered to be vulnerable
- the impact of external intervention or support on standards
- the views of staff about the action required to improve standards
- feedback received from pupils and parents

5. **Dissemination:** this policy will be shared on the public drive/General Information for Staff/Policies

6. **Review:** to be undertaken by the Pupil Achievement Committee every 2 years.

Appendix 1

A. Assessment procedures KS3

1. KS2 Teacher assessments, CAT test results, reading and writing ages and preferred learning styles of all new year 7 and incoming students will be made available to staff through SIMS and to Y7 parents in the first status report in November.*
2. Target level for the end of KS3 will be set for all subjects. (*Subjects without national standards eg. Drama and Business will develop their own levels against which progress can be tracked over KS3 *) These will be reported to Y7 parents in the first status report in November.*
*(* Parents of students transferring later will receive this information within a half term.)*
3. Each faculty / department will arrange for assessment activities to take place regularly throughout the key stage to track progress against National Curriculum levels. (*Subjects without national standards eg. Drama and Business will develop their own levels against which progress can be tracked over KS3 *)
4. Regularly means at least once each half term. Assessment activities should take a variety of forms eg. written exercises, tests of knowledge and understanding, practical activities, homework, applied learning activities etc. and should cover the range of assessment strands specified in National Curriculum outlines.
5. Over the course of each year of KS3 each strand should be assessed at least once. Students failing to make appropriate progress should be given further support and opportunities through intervention programmes.
6. Each faculty / department will ensure that there is a clear outline of assessment activities for KS3 so that all teachers are aware of when assessment activities are scheduled to take place and the aim / nature / focus of the activity.
7. Heads of Faculty will ensure that mark schemes / exemplar levelling outlines are prepared and available to students so that all teachers are clear about the requirements for different levels and are grading consistently. Heads of Faculty will provide training for new teachers and updates for more experienced colleagues.
8. Heads of Faculty will ensure assessment activities have taken place and receive the outcomes of each assessment to evaluate the impact of schemes of work and identify underachievement and exceptional progress.
9. Heads of Faculty will ensure that there is a formula for aggregating assessment outcomes from different activities data into levels for reporting to students and parents.
10. Teachers will provide feedback to individual students on outcomes within 3 working weeks of an assessment activity taking place. Feedback will outline the results of the assessment piece, impact on their overall level and guidance on how to make further progress.
11. Faculties will prepare intervention programmes for students who are underachieving, (involving parents) and provide further assessment opportunities to enable students to achieve their target levels.
12. Heads of Learning will use assessment data to identify students who are underachieving in more than 3 subjects and work with subject teachers, parents and students to achieve more rapid progress.
13. During Years 8 and 9 students will be given experience of examination conditions and controlled assessments in the school hall / in lessons, to prepare them for GCSE challenges.
14. Students will be given opportunities (at least half termly) to assess their own work and that of peers and agree their own targets from the guidance provided by teachers in their feedback.

B. Assessment procedures at KS4 and 5

1. Initial targets will be set each September when courses begin, with final targets established during the autumn term when FFT data arrives.
Students in Y10 will have targets for their end of their one / two year course.
Students in Y12 will have targets for AS and A2 stages.
(Parents of students transferring later will receive this information within a half term.)*
2. There will be 5 formal assessment points, reported to students and parents, over each key stage. Teachers will use assessment data to give ESTIMATED GRADES. Estimated grades are the teacher's prediction of what the student will achieve at the end of the course based on all available assessment data, rate of progress, work habits, professional judgement etc.
3. Heads of Faculty will ensure that there is a range assessment activities planned throughout the courses to enable teachers to reach sound estimated grades and for students, parents and teachers to track progress and arrange intervention to prevent underachievement. These will be clearly outlined for staff, students and parents at the beginning of each year.
4. Heads of Faculty will ensure that there are prepared mark schemes / exemplar grading outlines so that all teachers are clear about the requirements for different grades and are grading consistently. Heads of Faculty will provide training for new teachers and updates for more experienced colleagues.
5. Heads of Faculty will ensure assessment activities have taken place and receive results of each assessment to evaluate the impact of schemes of work and identify underachievement and exceptional progress.
6. Heads of Faculty will ensure that there is a formula for aggregating assessment outcomes from different activities data into grades for reporting to students and parents.
7. Teachers will provide feedback to individual students on outcomes within 3 working weeks of an assessment activity taking place. Feedback will outline the results of the assessment piece, impact on their overall grade and guidance on how to make further progress.
8. During Years 10-13 students will be given experience of formal examinations in the school hall in all examined subjects, to prepare them for GCSE / GCE challenges.
9. Faculties will prepare intervention programmes for students who are underachieving, (involving parents) and provide further assessment opportunities to enable students to achieve their target grades.
10. Heads of Learning will use assessment data to identify students who are underachieving in more than one subject and work with subject teachers, parents and students to achieve more rapid progress.
11. Students will be given opportunities (at least half termly) to assess their own work and that of peers and agree their own targets from the guidance provided by teachers in their feedback.

Appendix 2: How target grades / levels are reached

	Planned / current arrangements	Areas for discussion
Y7 2010	<p>Target levels based on CAT testing. KS2 TA will be used for target setting supported by the outcomes of CAT testing</p>	<ul style="list-style-type: none"> • Drama: set own targets. • Share a reporting section with English? • Relevance of KS2 TAs CAT testing to Art, PE, Music (they are based on what students in the CAT sample achieve nationally)
Y8 2010	<p>Target levels based on CAT testing.</p> <ul style="list-style-type: none"> • Results of CAT testing are used to give a target level for the end of KS3 in all subjects other than Drama. Drama set their own targets. • This testing is done in the first week I September and we have the results in time to give to parents early in November and in time for interim reports. • We can apply the tests to include students who arrive during KS3. • Exemplar testing shows CAT targets to be less challenging than FFT, however FFT is based on KS2 tests and a) is not available until the end of the Autumn term and <p>There is NO built in enhancement / challenge These targets are to be regarded as minimum expectations.</p>	<ul style="list-style-type: none"> • Drama: set own targets or share English? • Relevance of CAT testing to Art, PE, Music (they are based on what students in the CAT sample achieve nationally)
Y9 2010	<p>Target levels based on national lines taken from English, Maths, Science KS2 results. ie. what students nationally achieve with the same KS2 scores.</p> <p>Art, Music and Drama set their own target levels following assessment work in the first half term.</p>	
Y10 and Y11	<p>Target grades set using FFT type 'D' data placing us in the top 25th percentile of similar schools nationally. FFT provides a target grade range. The grade is determined by the 'orange box' giving the grade the student has the highest probability of achieving. The 1,2,3 are determined by the chance of achieving a higher / lower grade. eg. If the next highest chance suggests the student could achieve a higher grade the target has 1 added. However if the next highest probability is that the student will achieve a lower grade a 3 is added. If there is little / no difference a 2 is added. BTEC targets are based on the Creative Arts targets.</p>	
	<p>ALLIS + 7.5% is used. The ALLIS target is based on KS4</p>	

Y 12 and Y13	<p>outcomes and comes to us as a chances table. ALLIS chances graphs are available quickly whereas FFT do not arrive in school until Dec/Jan. Once FFT is available it will be used by tutors in discussion with students to explore the range of possible outcomes.</p>	
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Appendix 3: Agreed use of terminology to describe student progress (to match traffic lights)

a)

Gold	1: Exceptional progress	student who exceeds their target grade / level.
Green	2: Good progress	student who is on target.
Orange	3: Satisfactory progress	student are broadly in line with their target grade / level; one sub level off target (-2)
Pink	4: Inadequate progress	student two sub levels off target. (-4)
Red	5. Poor Progress	Student at least 3 sub levels / whole level or grade off target. (-6)

These criteria can be used to determine individual student progress.

HoF/L: to be involved in intervention programmes for students making inadequate progress.

b) Use of data to determine class / group / cohort performance against targets

In many cases a judgement will be clear.

In others

1	Outstanding	Exceptional progress: a large majority, 66%+ are sig+ in Raise. 66% good or better (green/ gold)
2	Good	Good progress: majority 50%+ sig+ in Raise 50% good / better (gold / green)
3	Satisfactory	Satisfactory progress: not significantly below average 66% satisfactory or better (orange-gold)
4	Inadequate	Inadequate progress: general pattern is sig- 50% or over making inadequate / poor progress.

Circumstances should be taken into consideration

Eg.

Q: small A level groups...in an A level group of 8: 2 are making outstanding progress, 2 are making good progress, 2 are making inadequate progress and two poor progress....of those underachieving 2 with poor progress all are presenting attendance issues and underachieving in all subjects?????

Good ...because 50% are making good-exceptional progress

Or

Inadequate because 50% are making inadequate or poor progress.

