ASSESSMENT, RECORDING, REPORTING AND TARGET SETTING POLICY

Linked to the Helsby High School Feedback Policy

Helsby High School is committed to being a fully accessible and inclusive organisation, welcoming and respecting the diversity of its students, staff, community and visitors to the school.

Rationale

We are committed to providing a robust assessment, reporting and target setting strategy that establishes a consistent approach across the whole school, ensuring that:

- Staff know whether a student is making good progress and how to support that student to make better progress

- Students know and have a clear understanding of how their work is marked, assessed and reported on and what steps they need to take to make further progress

- Parents know whether their child is making good progress and what their child can do to further improve their progress.

Our aim is to ensure that students become independent learners who can take responsibility for their own learning.

This policy document is committed to and guided by the principles of:

- Promoting a coherent approach to assessment, reporting and target setting within all Key Stages.
- Supporting students' learning and achievements.
- Involving students in evaluating their own progress and allowing them to become more independent learners.
- Ensuring equality of opportunity for all students to make progress and demonstrate achievement.
- Seeking to raise standards by reviewing and improving the teaching and learning programmes.
- Ensuring progression and continuity of learning within the school and across the different phases of education.
- Providing valid, robust, reliable and comprehensible information for staff, students, parents and other users, so that informed decisions can be made.

Assessment Definition

Our working definition of assessment is that it "is a process which provides information on the experience and achievement of the individual student. It identifies what the student knows, understands and can do as well as providing information to guide future learning".

This assessment policy will assist the school in achieving its vision by guiding classroom practice to ensure that:

- The learning experience of all of the students is appropriate for their individual needs and abilities;

- All students are activity engaged in their learning and being challenged;

- Staff are provided with the progress data analysis they need to enable them to review and evaluate their classroom practice to maximise the learning experience for their students;

- All students know what is required of them so that they are able to move onto the next stage of their learning and achieve challenging targets.

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All subjects must have their own feedback policies that make reference to departmental assessment procedures as well as adhere to the whole school Feedback Policy. All assessment, marking and feedback procedures should be integrated into schemes of work and be realistic, meaningful, attainable and consistent. Each subject's assessment procedures should incorporate the following assessment objectives:

- Enable an informed judgement to be made about a student's knowledge, understanding, skills and attitude.

- Be a continuous process which is integral to the teaching and learning programme and should be built into the curriculum and used to inform future planning.

- Include a wide range of assessment techniques to be used in different contexts and for different purposes.

- Enable staff to raise standards by giving staff the feedback they need to review and improve their teaching and learning schemes of work.

- Enable staff to compare the internal assessment outcomes of their students with the internal assessment outcomes of other students across the year group and subject to ensure consistency of approach and expectation by all staff in the subject.

- Provide opportunities for effective differentiation to take place.

- Be a process in which students are involved so that they are encouraged to take responsibility for their own learning and in evaluating their own progress.

- Provide feedback that recognises achievement in order to increase a student's confidence and motivation.

- Be used to improve student retention.

- Support students in identifying strengths and areas for improvement, enabling them to set future learning goals, assist them in decision-making and enable them to make further progress.
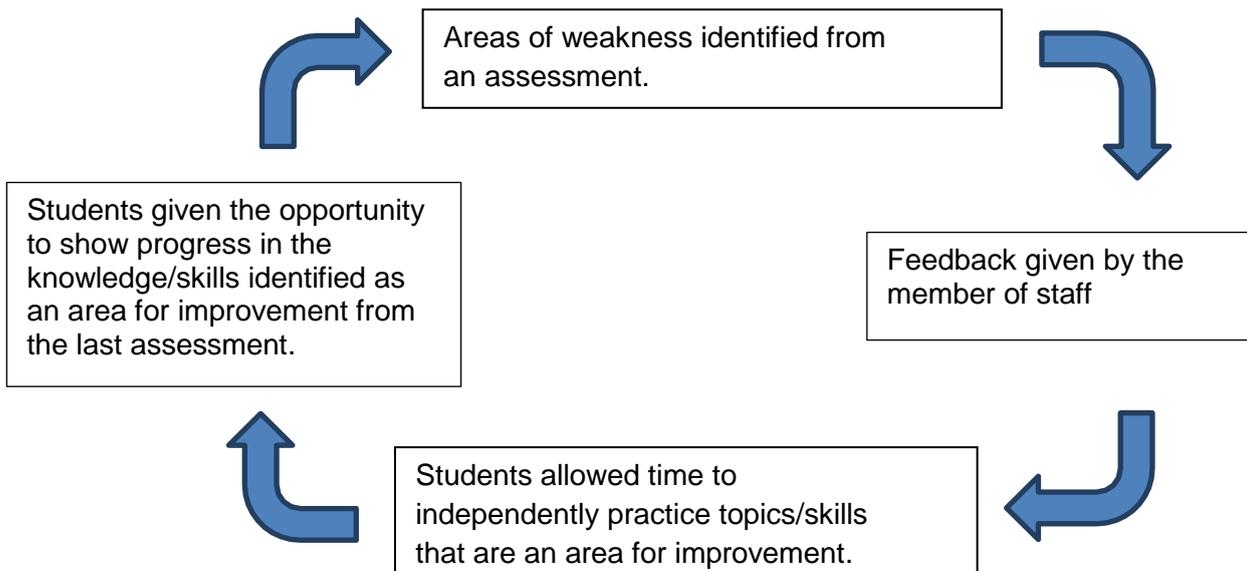
Assessment practice should be monitored regularly and assessment procedures modified if necessary as a result.

Staff must:
- Provide regular feedback to students about their work, giving indications of how they can make improvements to allow progress to be made.
- Allow students the opportunity to reflect on the advice given and plan appropriate time into their medium term lesson plans that allow students to revisit topics that have been identified as an area for improvement.
- Record, as appropriate, information relating to a range of assessments electronically in department markbooks or tracking systems.
- Follow the model indicated below in terms of closing the gap between identifying problems as the result of an assessment, independent study and re-assessing a student's understanding at a later date.

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Areas of weakness identified from an assessment.

Feedback given by the member of staff

Students allowed time to independently practice topics/skills that are an area for improvement.

Students given the opportunity to show progress in the knowledge/skills identified as an area for improvement from the last assessment.

Recording of Assessment Data and the use of Feedback

- Each teacher is to follow department policy with regards to assessing students' progress, and moderating and recording students' assessment results.
- Each department should have a schedule of common assessments for each year group, that provide accurate assessment information on student attainment in line with the 9-1 GCSE grading structure for KS4, and examination criteria at KS5.
- Appropriate thought needs to have gone into these assessments, mark schemes and grade boundaries to ensure the robustness of the predictions being made as a result of these assessments.
- Each teacher is to record the required student progress data in SIMS marksheets at the designated whole school data collection periods, which are informed by, but independent of department assessment procedures and schedules.
- Progress assessments are to be marked and, where appropriate, graded, in conjunction with detailed feedback from the class staff that gives areas for improvement.
- It is the responsibility of the class teacher to ensure that enough time is set aside to allow students to be able to reflect on the feedback given and show that progress has been made in terms of the areas of improvement that were identified in the assessment. Students' class books, supplementary work and homework should demonstrate that this reflection period has taken place and that individual progress has been made with regards to areas identified as needing improvement.

Moderation

Moderation is intended to:
- Monitor and raise learner and staff performance.
- Ensure quality and consistency of treatment of all learners.
- Clarify expectations.
- Ensure the highest possible quality of practice with regards to both teaching and assessing.

This includes:

- Ensuring that there are consistent standards for assessing learners' work.
- Setting these standards against fixed criteria.
- Keeping portfolios of exemplar work for reference purposes when making judgements.

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Department Leaders and Senior Staff are then responsible for making sure that checks are in place to ensure that work of a similar standard is graded equally and fairly across the whole school as part of the MER.

Reporting

All staff need to familiarise themselves with the school calendar which gives the dates of the various data entry points for each year group. At each data entry point, staff will be expected to enter student progress data as prescribed in the bulletin, prior to the opening of the marksheets. Depending on the year group and time of year the data to be entered will be some, or all of the following:

- Current Cumulative Grade – This grade is an overall assessment of the students' attainment taking into account all assessment information of the student, such as departmental assessments, coursework, homework and classwork. It also takes into account the stage of learning in terms of content covered within the schemes of learning or exam specifications.
- End of year/key stage Projected Grade - What the student would be expected to achieve if they continued at the current rate of progress.
- Progress Indicator – A statement of either 'Below expected progress', 'Making expected progress', or 'Above expected progress', that refers to the students' current grade in relation to their Expected Attainment Pathway grade at any point in the year or stage of learning.
- Effort grade – If this is a grade C or below the teacher must select an area for development for the student to address the concern.
- Behaviour grade – If this is a grade 3 or below the teacher must select an area for development for the student to address the concern.
- Classroom Intervention – If the Progress Indicator states that the student is working below expected progress for their Expected Attainment Pathway, the teacher must select a classroom level intervention strategy that will be put in place for that student to reflect their individual needs and aid their progress.
- Specific student development comment – For all students regardless of attainment, progress, A2L, or BfL, the teacher must select an appropriate comment that reflects an action that the student must take in that specific subject area to enhance their understanding and improve student progress further in that area.

The Current Cumulative Grade is broken down into sub grades of -, = and +. These will be communicated to parents with the following descriptors:
- (-) – The student is demonstrating the knowledge, skills and understanding of this grade at an emergent level.
- (=) – The student is demonstrating the knowledge, skills and understanding of this grade at a secure level.
- (+) – The student is demonstrating the knowledge, skills and understanding of this grade at a mastery level.

It is the responsibility of the teacher to ensure that all necessary student progress information has been considered and reflected upon, so that current and projected grades are as accurate and robust as possible. All staff are accountable for the accuracy of their current and projected progress grades, especially in Year 11 and 13, as whole school accountability measures are calculated from the data that is entered by staff.

Quality Assurance

It is an essential part of the reporting process that the assessment of students' attainment at any point is an accurate reflection of their ability. To ensure consistency across each department and a school as a whole, the data entered by teachers will be quality assured by Departmental Leaders and SLT Links prior to the data being reported. This quality assurance will identify any irregularities in the data such as regression,

attainment significantly above their Expected Attainment Pathway, missed data etc. These irregularities will then be evaluated and changed were necessary upon dialogue with the class teacher, to ensure that the final data is as accurate as possible.

Target Setting

An essential part of improving achievement is to agree targets with each student that are aspirational and enable students to make progress in-line with, or exceeding that of students with the same KS2 stating point nationally. Students' Expected Grade and their progress towards them will be discussed regularly with students and their parents/carers.

Targets set should be SMART (specific, measurable, achievable, relevant and time limited.

- Parents receive information about progress of their child against agreed Expected Grade regularly through the school reporting schedule and parents consultation meetings.
- The governing body receives information on student progress throughout the year to enable it to make informed decisions when agreeing targets and monitoring and evaluating student progress and school performance.
- Where a student is meeting, or exceeding, their Expected Grade, teachers will discuss and agree a higher, aspirational target with the student and the Assistant Headteacher responsible for Data and Student Progress.
- Students' progress towards their Expected Grade will be a focus for at least one of a teacher's performance management objectives and reflect the career stage expectations for that teacher.

Monitoring, Evaluation and Review (MER)

Individual staff are responsible for:

- Using a full range of assessment methods in their subject and anticipating performance outcomes.
- Keeping up-to-date with latest methods of AfL and sharing of good assessment techniques.
- Maintaining consistency of assessment across the department.
- Maintaining an assessment record on every learner according to departmental assessment policy, which is stored centrally, and updated as appropriate.
- Using individual/ department feedback protocols to identify areas for improvement.
- Ensure that students receive regular formative and summative feedback in line with the Departmental and Whole School Feedback Policies.
- Analysing student progress information at each whole school data entry point to plan strategic classroom level intervention for students who are below their Expected Attainment Pathway at this point. This intervention must inform the student of their individual areas for development, as well as providing clear steps to address these areas that are monitored and evaluated by both the teacher and student. This intervention is recorded and monitored through SIMS.

Department Leaders are responsible for:
- Ensuring that appropriate and timely progress assessments have been carried out so that accurate and reliable Current Cumulative Grades can be established and reported on.
- Quality assuring the data entered by teachers across the department after each whole school data entry point.
- Regular MER of department/subject tracking mark sheets and general marking and feedback.
- Ensuring standards are met with regards to staff marking and feedback when work sampling is carried out, and take the necessary steps to support and intervene where this is not the case using the Line Management structure.
- Regular evaluation of samples of work in each class/set in each year group.
- Supporting and guiding individual staff assessment.
- Where appropriate, reviewing exam performance using examination board post results services (Edexcel Results Plus and AQA e-aqa)

- Monitor and evaluate the classroom level intervention of teachers at each whole school data entry point to hold teachers and students to account and measure the impact of this intervention.
- Analyse student progress information for each year group at each whole school data entry point to identify specific cohorts for Departmental Intervention. Plan structured intervention that identifies students' areas for development and outline strategies to address these areas that are reviewed and evaluated in a timely manner.

Senior staff are responsible for:

- Ensuring consistency and accuracy of student progress data across their Link Departments.

- Reviewing and ensuring statutory requirements are met within their Link Department areas.
- Reporting to governors to provide accurate and up to date assessment and progress information of students across all year groups and key stages.
- Consulting regularly with Link DLs to ensure appropriate intervention is in place where under-achievement has been identified. This intervention is monitored and evaluated to measure its impact on student progress.
- Taking an evidence based view of progress and attainment through lesson observations, work sampling, student voice, exam performance and tracking sheets and as part of department MER and MER QA.

A. Pritchard-Roberts
June 2018

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Appendix 1

Assessment Calendar 2018-2019

Progress Data Collection Point	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn	Dec	Dec	Dec	Nov	Nov	Nov	Nov
Spring	March	March	March	March	March	March	March
Summer	June	June	June	June		June	

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Appendix 2

Types of Assessment

Formative (assessment for learning)

Is the use of day-to-day, often informal, assessments to explore student's understanding so that the staff can best decide how to help them develop that understanding. Formative assessment can take place as an on-going process and may not leave any written record. Formative assessment should encourage students to become more reflective learners.

Summative (assessment of learning)

Is the more formal summing-up of a student's progress that can then be used for a number of purposes ranging from providing information to parents to certification as part of a formal examinations course.

Assessment for Learning Strategies

Self-assessment

Students should be encouraged when appropriate to assess their own work in line with appropriate assessment guidelines and success criteria and be able to identify their strengths and any areas for improvement.

Peer assessment

Students should be encouraged when appropriate to work in pairs/groups to consider others' work and assess it accurately in line with assessment guidelines and success criteria.

Dialogue

Students should be encouraged to talk about their work with both their peers and staff/other adults in the classroom. They should be encouraged to ask and answer questions on a regular basis. Questions that are asked by staff should be open-ended and challenging and focus on higher order thinking skills such as analysis, synthesis and evaluation.

Appendix 3

Purpose of Assessment

Purpose

Assessment is an essential part of any high quality curriculum and through the information gained plays a crucial role in raising standards of learning and achievement. It should be used for:

- Diagnostic purposes, i.e. to determine what knowledge and skills a student already possesses to help identify strengths and areas for improvement, to give appropriate guidance and to support effective interventions;
- Formative purposes (assessment for learning) i.e. to provide information in order to assist with the planning of the next steps of a student's learning;
- Summative purposes (assessment of learning) i.e. when it summarises the progress and attainment of a student and indicates what is known, understood and can be done;
- Evaluative purposes i.e. when it provides information which indicates the success of lesson plans, schemes of work, resource allocation and continuing professional development.

We see assessment as a means of identifying:

- Improvement on prior attainment;
- Whether all classes perform to their potential;
- Comparative performance between staff, subjects and other schools;
- How to analyse, review and respond to learners needs.

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Appendix 4

Uses of Assessment

Assessment determines what staff and learners do next, as well as providing ways to measure whole school performance.

In order to achieve this, staff must, in accordance with their department's assessment policy and having considered prior attainment, use assessment to:

- Predict potential and indicate future success. Staff will be held accountable for the accuracy of any predicted outcomes e.g. GCSE Projected Grades;
- Recognise and track progress, under-achievement and high achievement;
- Ensure the effective transfer of information to departmental colleagues;
- Provide information to parents and other outside agencies;
- Complete any form of report writing.

As a school we recognise that assessment, recording and reporting are central to successful learning and teaching. We believe the core purpose of assessment is to move students on in their learning and to improve standards, not merely to measure them. That the quality of assessment has a significant impact on attitudes to learning and on attainment by simulating and challenging students to work hard and by encouraging staff to focus on how to improve the learning of individual students.

- Review learners performance;
- Lead to enhanced learning, attainment and hence progress;
- Provide meaningful feedback and identify areas for improvement;
- Measure progress over time;
- Enable a review of teaching methods and learning objectives;
- Involve formal and informal methods;
- Include dialogue (which may not be recorded).