ASSESSMENT, RECORDING AND REPORTING POLICY IN A SECONDARY SETTING

TRANSFORMING LIVES, TRANSFORMING COMMUNITIES

DOCUMENT CONTROL TABLE

Purpose of this statement:	To outline the Trust policy on Teaching and Learning in a Secondary Setting
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CONTENTS

1. INTRODUCTION

1.1 The Assessment, Recording and Reporting Policy outlines the procedures to be followed by teachers so that the progress of learners is effectively monitored, accurately recorded and punctually reported to parents.

1.2 The guidance is essential to ensure that there is consistency across school and accurate and timely reporting to parents, However, it is also crucial in determining whether intervention is required and who needs it.

2. AIMS

2.1 To ensure consistency and accuracy across the school of assessment, recording and reporting to parents.

2.2 To inform other key school improvement systems, especially pupil intervention and staff professional development, performance management and line management.

2.3 To support the mission, vision and values of the Trust and its establishments

3. WHO IS RESPONSIBLE FOR THIS POLICY?

3.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the Trust Central Team, Local Governing Body and Principal of each Trust secondary school.

3.2 The Local Governing Body and Senior Leadership Team at each Trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

4. SUMMARY OF ASSESSMENT, RECORDING AND REPORTING THROUGHOUT THE YEAR

4.1 At KS3/4/5 there will be a termly formal assessment unless a school is in category for the quality of education, at which point at KS4/5, there will be a half- termly formal assessment. (In order to bring about rapid improvement and assess impact). The formal assessment will result in a year-end forecast level/grade being reported to parents.

4.2 Each subject will make a termly (KS3/4) and half- termly (KS4 and KS5 for those schools in a category for the quality of education) data input to report on the assessment grade of the pupil and whether they are on-track to achieve their end of year grade for KS3 and end of course at KS4 and KS5. This will be recorded in a central database.

4.3 The results of each termly (KS3/4) and half-termly for schools in category for the quality of education (KS4 and KS5) data input will be sent to parents through report cards. All report cards will be sent during the first week after each term (KS3) or half-term holiday for schools in category for the quality of education (KS4 and KS5).

4.4 In addition to the performance review meetings for targeted pupils, there will also be an end of year parents' social evening for all parents who wish to speak to staff about their child's progress or wellbeing.

5. FLIGHT DATA

5.1 The setting of academic targets is essential to ensure that learners make excellent progress across Key Stage 3, Key Stage 4 and Key Stage 5 that the school meets its collective academic targets for attainment and achievement.

5.2 At the start of the academic year, the Data/Exams Officer will be asked to input the subject targets (using the 9-1 grading system).

6. TARGET SETTING IN YEAR 7

6.1 Targets for Year 7 should be set using KS2 scores achieved at the end of primary school.

Subject	Target-Setting Based on KS2 Score in...		
	Reading	Maths	Average
Eng Lang	X		
Eng Lit	X		
Maths		X	
Science			X
History			X
Geography			X
RS			X
Comp Sci			X
MFL			X
Other			X

6.2 The table below shows how Feversham Education Trust generates targets by using the pupil's KS2 fine levels, creating a "flight path" from KS2 to KS4 for all pupils using personalised KS2 data.

	KS2		EOY7	EOY8	EOY9	End of KS4
High	114+	3-	4	5+	7	9
High	107-113	2+	3+	4+	6	8
Middle	103-106	2=	3	4	5	7
Middle	99-102	2-	2	3	4	6
Middle	94-97	1-	1	2	3	5
Low	86-93	TR	TR	1	2	4
Low	80-85	TR	TR	TR	1	3
Below	B/Not entered	B	TR	TR	TR	2

6.3 When setting Year 7 targets:

6.3.1 The maximum target that can be set is 4.

6.3.2 The target is for the end of the year.

7. TARGET SETTING IN YEAR 8 AND 9

7.1 The process of raising the target if a pupil is achieving or exceeding their target should be visited throughout the academic year to ensure pupils' targets always remain aspirational, but again, not lowered if the opposite was happening.

8. TARGET SETTING FOR YEAR 10 AND 11

8.1 The process of raising the target if a pupil is achieving or exceeding their target should be visited throughout the academic year to ensure pupils' targets always remain aspirational, but again, not lowered if the opposite was happening.

9. TARGET SETTING AT KS5

9.1 The target for all subjects at AS and A Level will be set using the ALPS system. This will be based on the average GCSE points score for each particular pupil.

9.2   Pupils will be given a single grade as a target, to be achieved in each of their A Level subjects.

Average GCSE Points	Minimum A Level Target
7.0 or higher	A
5.8-6.9	B
Below 5.8	C

9.3   Vocational pupils will also be set targets for their BTEC course, depending on their average GCSE points score

Average GCSE Points	Minimum A Level Target
6.1 or higher	Distinction*
4.0 – 6.0	Distinction
Below 4.0	Merit

10. END-OF-YEAR REVIEW OF TARGETS

10.1   The process of raising the target if a pupil is achieving or exceeding their target should be visited at the end of the year to ensure pupils' targets always remain aspirational, but again, not lowered if the opposite was happening.

11. FREQUENCY, RANGE AND ACCURACY OF ASSESSMENTS

11.1   At KS3/4, all pupils must be formally assessed each term, unless a school is in category for the quality of education, at which point at KS4/5, all pupils must be formally assessed each half-term in order to bring about rapid improvement and assess impact.

11.2   At KS5, all pupils must be formally assessed at least once each fortnight during the assessment slot in the timetable – though some subjects may choose to assess weekly.

11.3   In addition to the formal termly (KS3) and half-termly (KS4) assessment (or fortnightly assessment at KS5), a range of assessments should be employed in the classroom to provide accurate feedback on whether pupils have made progress. These include:

11.3.1   Effective questioning in class, targeting particular pupils' understanding and differentiated to reflect the range of abilities in the classroom.

11.3.2   Peer assessment of pupil work, with clear success criteria or a mark scheme to encourage effective learning through the assessment of the progress and responses of each other.

11.3.3   Self-assessment of work with clear success criteria or a mark scheme.

11.3.4   Formative assessment tasks such as creative writing, mind-mapping and class discussion and debate.

11.3.5   Summative assessments through regular tests on concepts and processes learnt in the classroom.

11.4   These assessments are most effective when they:

11.4.1   Are engaging and relevant to the learning that has been undertaken.

11.4.2   Are differentiated to reflect the diverse ability range in the classroom;

11.4.3   Linked to specific success criteria or GCSE/A Level Grades;

11.4.4   Lead to informed feedback to pupils on how to improve their responses.

11.4.5   Are used to plan future lessons and intervention to clarify diagnosed misconceptions and rectify identified omissions in understanding.

11.5   At KS3, pupils will also have formal termly assessments.

11.6   In order to ensure that assessments are accurate, Directors of Learning/Middle Leaders and teachers should take a methodical approach as outlined below.

11.7   For Year 7, 8 and 9, formal assessments should:

11.7.1   Mimic the style, structure and weighting of new GCSEs;

11.7.2   Be cumulative in nature;

11.7.3   Cover the range of grades available (e.g. for Year 8, assessments should cover the range of grades 5-1);

11.7.4   Use subject progression maps (grade descriptors) for each topic or Assessment Focus to determine the current grade (in the new grading system). These progression maps will describe what is needed for each grade.

11.7.5   Use one of two approaches to grading:

11.7.5.1 Assessment is marked, then converted to a percentage and then a grade is awarded. Grade boundaries are determined on number of marks available for each grade.

11.7.5.2 Assessment is graded directly using grade descriptors.

11.8 To decide grading with sub-grades, determine whether the grade has been achieved strongly (e.g. 4+), moderately (4) or weakly (4-).

11.9 For Year 9-11, formal assessments should:

11.9.1 Mimic the style, structure, weighting and content of new GCSEs. This includes use of specimen and past papers;

11.9.2 Be cumulative in nature;

11.9.3 Be designed to access grades 9-4 predominantly;

11.9.4 Be marked, then converted to a percentage, and grade boundary guidance is used to decide on the current grade. For example

Lang Boundaries	
Grade	%
9	94
8	85
7	73
6	67
5	61 'Strong Pass'
4	54 'Standard Pass'
3	42
2	30
1	20

*These grade boundaries are for illustrative purposes only.

Actual boundaries will be issued in September

12. MARKING OF CLASSWORK AND ASSESSMENTS

12.1 Work of each pupil at KS3 and KS4 should be marked in a timely and regular manner. Classwork at KS5

does not need to be marked, as there will be fortnightly assessments with feedback instead.

12.2 The marking should involve:

12.2.1 Grading of work (where appropriate) using 9-1 grading at KS3 and KS4 and A*-grading at KS5.

12.2.2 Identification of areas of good practice or progress made since previous assessment;

12.2.3 Identification of an area requiring improvement or development (with an example or explanation to clarify if possible);

12.2.4 Date that the work has been assessed

12.3 Each pupil should also have a formal assessment undertaken and marked with feedback at least once each term at KS3/4 and at half-term at KS4 for those schools in category for the quality of education in order to bring about rapid improvement and assess impact (or at least once each fortnight at KS5). The mark and grade achieved should be recorded in the pupil's book or file as well as in the teacher's subject tracking sheet. To support the giving of feedback, teachers must use an approved subject-specific feedback sheet
– or the generic school version (Appendix 1)

12.4 Particularly at KS5, a written subject specific feedback sheet should be completed which identifies the core assessment objectives of the subject and the action pupils need in order to improve their performance, particularly should it fall short of their target grade. An exemplar feedback sheet is provided as Appendix 2.

13. SETTING AND MARKING OF HOMEWORK

13.1 Homework will be set according to the Homework Policy.

13.2 The homework can be a learning or revision homework, research activity, self-assessed or peer- assessed.

14. RECORDING

14.1 Teachers should record the following in their planners, files or tracking sheet:

14.1.1 Starting grade and academic targets for each pupil.;

14.1.2 Special educational needs (if any) of each pupil;

14.1.3 Pupils' Reading Test Score (KS3 and KS4);

14.1.4 Attendance for each lesson;

14.1.5 Marking of classwork (including mark or grade achieved)

14.1.6 Submission and marking of homework (including mark or grade achieved);

14.1.7 Results of termly, half-termly (at least fortnightly for KS5) assessments undertaken (including whether on-target or not);

14.1.8 Record of progress reviews and data inputs given for interim and final reports (including whether on target or not);

14.1.9 Record of any contact with parents for a formal purpose (including concern about progress or behaviour);

14.1.10 Record of any formal disciplinary measure taken for a pupil (including pupil reports etc.).

14.2 Teachers at KS5 should also record the percentage/grade achieved in each fortnightly assessment.

15. ACCURATE FORECASTING AND REPORTING

15.1 Teachers will be asked to report on the progress of learners via a database on MIS, in line with the published annual reporting cycle.

15.2 It is important to ensure that the information given during these data inputs is accurate, timely and clear as this is then used to provide half-termly updates to parents.

15.3 Data collated will be reported to the Trust Central Team in line with reporting arrangements.

16. FORECASTING

16.1 Accurate forecasting depends on the following factors:

16.1.1 How long to go: Y7-9 forecasts are for end- of-year 9 (for those subjects in year 9 not following a GCSE syllabus), Y9-13 forecasts for end of course (for those subjects in year 9 following a GCSE syllabus);

16.1.2 Whether the subject is skill based (Eng/Lang), content based (Ma/Sci) or a combination (Hi/Gg/RE/CS);

16.1.3 Nature of the assessment that was completed (topical, average or cumulative);

16.1.4 Any controlled assessments (some subjects still have CA);

16.1.5 If the assessment reflects the difficulty of the full exam (i.e. has a harder component been left out?).

16.2 Accurate forecasting requires the direct involvement of the middle or senior leaders – it is not the decision of teachers.

16.3 Forecasting can be checked by Directors of Learning/Middle Leaders and Senior Leaders by 'anchoring':

16.3.1 Comparing % 9-7, % 9-6 & 9-5 (or % Grade 4c+ etc at KS3) with last year's actual result;

16.3.2 Comparing % 9-7, % 9-6 & 9-5 (or % Grade at 4c+ etc at KS3) with the pupil targets.

16.4 Forecasting can be corrected (manually) by:

16.4.1 Using 'tramlines' that prevent a pupil's forecast from falling or rising too far from a target (if historic performance justifies);

16.4.2 Using teacher judgement to change a small number of individual forecasts once a formulaic approach has been implemented.

16.4.3 Ensuring forecast grades are within 2 grades of the previous input;

16.4.4 Changing the forecasting model until % 9-7, % 9-6 and % 9-5 etc are similar to last year's actual result (if historic performance justifies).

17. DATA INPUTS

17.1 In data inputs, it is important to interpret the information accurately and consistently across school.

17.2 Each pupil will receive a termly (KS3) or half-termly (KS4 and KS5) progress (data) report.

17.3 During data inputs, teachers will be asked to provide:

17.3.1 An end-of-year target grade (this will be provided at the start of the academic year);

17.3.2 The latest forecast grade for the end of the year (KS3) or end of course (KS4 and KS5) based on a formal assessment;

17.3.3   Whether the pupil is above, on or below target (calculated automatically).

17.4   For example, in a Year 8 Art data input in January, the following would need to be completed for each pupil:

End of Year Target Grade	End of Year Forecast	Currently working at	Effort	Homework
3	3-	2	Y	Y

- 'Target Grade' is the end-of-year target grade set in September (already in the system)
- 'End of Year Forecast' is the end-of-year grade the teacher feels that the pupil is going to achieve at the end of the year (based on their current progress). For Years 9-11, this will read 'GCSE Forecast' and it is a prediction of the grade they are expected to achieve at the end of the course (in year 9 this is only for those subjects following a GCSE syllabus). For Years 12 and 13 this will be an end of course forecast.
- 'Currently Working at' will be the formal assessment completed termly for KS3/4/5 and half- termly for KS4 and KS5 for those schools in category for quality of education.
- Effort and Homework data will be on an A-D grading.

17.5   In addition to reporting grades and whether homework and effort are outstanding to poor, the school will also report other information to parents. This includes:

17.5.1   Attendance figure for the year to date;

17.5.2   Punctuality to school;

17.5.3   Information relating to poor behaviour in the classroom, indicating the category of the incident, date and reporting teacher.

17.5.4   Information relating to achievements and rewards, indicating the category and the subject concerned.

18. MONITORING, EVALUATION AND REVIEW

18.1   The policy will be promoted and implemented throughout all Trust secondary schools.

18.2   The Trust will monitor the operation and effectiveness referred to in this policy at each Trust secondary school.

18.3   The Trust will review this policy every two years in consultation with each Trust secondary school, but the data will be reviewed annually in line with National Data.

APPENDIX 1: EXEMPLAR GENERIC FEEDBACK SHEET

Feedback Sheet

Pupil	
Assessment Focus	

Target Grade		Achieved Grade	

What Went Well (WWW) (strengths, progress, good practice)…

Even Better if (EBI) (weaknesses, misunderstandings, lack of progress) …

Student Response Time, Next Steps:

Teacher		Date	

APPENDIX 2: EXEMPLAR KS5 FORTNIGHTLY ASSESSMENTS FEEDBACK SHEET

Name of Student	
Date of Test		Block	

A2 Chemistry
Module 6 Organic Chemistry and Analysis
(Chapter 25 Aromatic Chemistry)

Min. Target Grade: _____   AST: Y / N

Achieved %: _____   Grade: _____

Question	Mark
1	/8
2	/3
3	/9
4	/6
5	/12
Total	/38

Keep using these...	
★	
★	
To get the next grade...	
Overall Comment	

Member of Staff		Date	

Student Response – What can I do to improve this test result?