

2015- 2018

Assessment, Recording and Reporting Policy Llanishen High School

This document contains the specific policy and associated information relating to assessment, recording and reporting at Llanishen High School

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SECTION 1 : AIMS

1.1 Assessment, recording and reporting of student progress serves many purposes. The most important are to track progress and to improve learning outcomes i.e assessment of learning and assessment for learning. Assessment is a vital tool in helping students to develop their knowledge, understanding and skills.

1.2 Assessment has three aspects:

- Formative Assessment designed to help a student to understand their current level of achievement and what they need to do to move forward in their learning. Such assessment is descriptive and usually delivered during lessons but also includes comment on written work or other tasks.
- Summative Assessment, usually quantitative, summing up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standard. A summative assessment may be derived from a written test, an observation, a conversation or a task.
- Diagnostic Assessment identifying gaps in a pupil's learning or knowledge which is used to target learning and intervention support.

1.3 Through assessing, recording and reporting on students' work, we aim to:

- Plan the curriculum more effectively
- Evaluate the effectiveness of our teaching
- Inform our lesson planning to meet the needs of all students and give them the opportunity to show what they know, understand and can do
- Use assessment data to set challenging targets
- Give students feedback to enable them to understand where they are on the learning continuum, what they need to do to move to the next level and motivate them to become more effective learners
- Engage parents/carers in their child's learning and progress
- Report to school leaders, parents, governors and relevant bodies including the local authority and Welsh Government

SECTION 2 : PRINCIPLES

2.1 Our policy is underpinned by key principles. We believe that good assessment practice should:

- Be based upon clear curriculum objectives
- Be consistent within faculties and across the school
- Be robust and timely
- Be an integral part of teaching and learning
- Be an assessment both *of* learning and *for* learning
- Involve the student in reflection, review and progress planning
- Draw upon a wide range of evidence
- Inform record keeping
- Indicate strengths and identify areas for development
- Inform student progress
- Inform student and school targets
- Be inclusive and address the needs of all students, including those with additional learning needs or challenging personal circumstances

SECTION 3 : ASSESSMENT PRACTICE

3.1 Subject teachers complete assessments for students in all year groups every half term (with the exception of year 11 and year 13 students who are not assessed in the summer term and year 7, year 9 and year 12 students who are not assessed in the first half of the Autumn term). The assessments are entered on data spreadsheets which facilitate monitoring of student progress by subject teachers, subject leaders, year team leaders, senior leaders and governors. The assessments are checked against whole school and individual student's key performance indicators so as to focus intervention strategies.

3.2 Assessments for individual students are derived from observation, listening, questioning and marking written work and tests.

3.3 Formative Assessment is largely carried out during day-to-day teaching and used to shape the teaching and learning process and where it should be focused. Key features are

- Purposeful questioning designed to develop metacognition (thinking about thinking) and thinking skills, allow for a range of answers and promote discussion

- Discussion with learners of written diagnostic feedback
- Peer and self-assessment to embed students' understanding of what is required to improve their learning

3.4 Summative Assessment prepares students for end of Key Stage assessments, GCSE, BTEC and AS and A2 examinations, giving them the opportunity to develop their examination technique. Such assessments:

- Have clear criteria which are shared with the students
- Are linked to national curriculum levels or examination grades
- Are differentiated appropriately to ensure that the needs of learners of all ability levels are catered for.
- Are marked consistently by all staff.
- Are moderated by subject and curriculum leaders
- Inform future teaching
- Provide feedback to students on how to improve

Subject leaders and curriculum leaders are responsible for the monitoring and evaluation of assessments in their subjects in accordance with the Monitoring, Evaluation and Reporting calendar.

Targets and Testing

3.5 The overall target for students at the end of Y9 is that they should progress two National Curriculum (NC) levels compared with their levels at the end of primary school (Key Stage 2). Key stage 3 ends at the end of Year 8. Where students complete the subject at the end of year 8, the levels that they achieve at this time are used for their end of year 9 National Curriculum (NC) levels. If the students carry on with subjects into year 9, for example core subjects and KS4 option subjects, then their teacher assesses NC levels at the end of year 9 and this is used for the Welsh Government collation and analysis. Year 7, year 8 and year 9 students also take external literacy (reading) and numeracy (procedural and reasoning) tests that are marked and the results sent to the Welsh Government for collation and analysis.

3.6 Individual targets for Key Stage 4 students are derived from Fischer Family Trust (FFT) type 20 data. FFT specialise in creating targets for students at the end of KS4 based on a number of parameters including prior attainment and socio-economic background. Type 20 refers to the target grade that if achieved would put a student or cohort in the top 20% of schools in the UK. Accordingly, challenging targets are set for KS4 students.

3.7 End of Key Stage 4 testing is via GCSE, BTEC, and Welsh Baccalaureate. All students are entered for examination or assessment in the subjects they have studied unless there are valid educational reasons for not doing so (see the Examinations Policy). The majority of students take GCSE examinations, with others opting for BTEC pre-vocational qualifications.

3.8 Individual targets for Key Stage 5 (Years 12 and 13) students are set using ALPs (Advanced Level Performance Systems). A predicted grade is created using students' GCSE performance and this target grade is used for each A Level or BTEC subject studied. Performance against target is then calculated and compared against other schools. Students in Years 12 and 13 are tested via AS and A level GCSEs, level 3 BTEC qualifications and the advanced Welsh Baccalaureate.

3.9 All target data is collated into whole school key performance indicators. Half-termly assessments and end of key stage results are measured against these to ensure that learning interventions can be focused in the areas where they are needed and staff, school leadership and governors have an accurate picture of progress.

SECTION 4 : RECORDING

4.1 Records of students' progress and attainment are used for a variety of purposes including:

- Monitoring progress against departmental and whole school targets
 - Comparing performance of students between subjects (ipsative data)
 - Discussing progress with and mentoring students
 - Setting learning objectives and targets for and with students
 - Providing written and oral reports to parents and other agencies
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- Satisfying teacher assessment, reporting and national data collection requirements,

including those for students with additional learning needs

- Passing information from teacher to teacher or between schools when a student transfers
- Allocating students to appropriate teaching groups
- Reviewing progress of students on the school's Special Educational Needs (SEN) register including those with SEN statements
- Providing evaluative information for curriculum planning and review

4.2 Accurate and accessible records are crucial to the assessment policy. Records range from brief informal notes to more formal, detailed accounts.

4.3 The school's formal records:

- Contain basic detail of students' Key Stage national curriculum levels, Cognitive Ability Test [CAT] scores, FFT targets and reading and numeracy scores
- Show students' progress over a Key Stage
- Record a student's level/grade against their target
- Are used to produce full and interim reports for students' parents/carers

4.4 Teachers are required to enter on the records a progress level for every KS3 student and a grade for every KS4/5 student every half term, together with an effort level for every student.

4.5 Year Team Leaders review the data for their year group and send letters of commendation to those students who are achieving well. Letters and/or parental meetings are arranged for those students who are underachieving in a number of subjects (taking into account both effort and predicted outcomes).

4.6 Formal recording in departments is:

- In teachers' mark books and/or on computerised spread sheets
- On students' work and/or on individual student record sheets

4.7 Subject-specific requirements dictate the exact nature of the information recorded and may influence the format of a record. Each department ensures that recorded information is:

- Passed on where there is a change of teacher
- Supported by internal standardisation and a portfolio of exemplar work

SECTION 5 : REPORTING

5.1 Individual students and their parents/carers are entitled to receive regular reports of students' achievements – a right which is underpinned in law. Full and interim reports, based on assessment records, are issued to all parents/carers. Reports are written on the school's data system by subject teachers and form tutors. Any parent/carer unable to access a written report for reasons of disability or language issues is entitled to ask their child's form tutor for a meeting to discuss the report.

5.2 Full reports contain a separate slip for each subject giving:

- The student's name and form group
- A brief outline of the programme of study or exam specification
- A comment on effort, homework, behaviour and progress
- An attainment level or grade which reflects each student's achievement and their end of key stage target (end of year target in year 7)
- For students in year 7, 8 and 9, literacy & numeracy assessments
- Teachers' comments highlighting strengths and weaknesses
- Where available recent test scores
- Areas for improvement and targets to achieve progress
- A student's attendance percentage to date for that academic year.

5.3 Interim reports provide for each subject:

- The student's name and form group
- For year 7 students their end of year 7 target level and their current progress in achieving this target
- For year 8 students their end of key stage target and their current progress in achieving this target
- For key stage 4 and 5 students their expected grade at the end of their GCSE/BTEC/WBQ studies and their current progress towards achieving this grade

5.4 In addition to individual subject reports, on full reports each student receives a Guidance Report from the Form Tutor, which gives:

- Their attendance percentage and a comment on punctuality
- A summary of the report and an overview of progress, use of planner, response to guidance, uniform, etc.
- Comments on the student's contribution to the life of the school
- Any outstanding achievements
- Suggestions on how progress can be improved (or maintained)

5.5 Dates of issue of full and interim reports are outlined below and published in advance in the annual school calendar. Parents/carers have an opportunity during the school year to attend a parent consultation evening to discuss the student's progress. Parents also have the opportunity to complete and return a written response to a report.

5.6 KS3 Year 7 students receive a full report in the summer term. Year 8 students receive a full report during the spring term. This report includes the National Curriculum attainment level at which the student is currently working in each national curriculum subject and drama and RE. As NC level descriptors are quite broad, a sub-category of U, M or L is included. U (for upper) indicates that the student is achieving well within the level awarded. M (for middle) shows that the student is achieving moderately well within the level awarded. L (for lower) means that the student is just achieving the level awarded.

Year 8 students' parents are invited to attend an information evening on option choices for key stage 4

At the end of the summer term Welsh Government generate a report on literacy and numeracy national test scores in years 7, 8 and 9 which we print and provide parents.

5.7 Year 9 is now included in Key Stage 4 and students study GCSE subjects. However the levels for the end of Key Stage 3 are reported at the end of Year 9. At the end of year 9, students receive a certificate listing their end of Key Stage 3 achievement. Detail of the performance of the cohort is published on the website in accordance with Welsh Government regulations. Year 9 students also receive their full report in the summer term which comments on progress towards their KS4 targets.

5.8 KS4 Year 10 students receive a full report during the summer term. The report lists their likely subject achievement at GCSE or BTEC in light of their work to date.

Year 11 full reports are issued in the spring term, and reflect achievement in the mock GCSE examinations and BTEC progress. Students receive their GCSE exam results in the summer.

5.9 KS5 Year 12 students receive a full report in the spring term reflecting their likely grade at AS level, in light of their work to date.

Year 13 students receive a full report in the autumn term reflecting their likely grade at A2 level, BTEC and Welsh Baccalaureate in light of their work to date.

5.10 Interim reports are issued twice a year in the terms when the student does not receive a full report.

SECTION 6 : MONITORING

6.1 The implementation of the assessment policy is monitored through

- Lesson observation – each teacher is observed during the school year
- Book scrutiny – including scrutiny of homework setting and marking. A range of books are taken in by the subject leader and curriculum leaders to ensure that assessment is up to date, accurate, diagnostic and conforms to the school marking policy. Each year group has one book scrutiny each year. Individual faculties can organise independent book scrutinies.
- The annual self-assessment review of each faculty in the Autumn term

6.2 The input of data to the recording system is monitored by subject and curriculum leaders to ensure that entry by each member of staff is accurate and made at the correct time. To facilitate this the Data Manager advises subject leaders and the Senior Leadership Team when data deadlines are missed.

6.3 External agencies such as the Central South Consortium Joint Education Service and Cardiff County Council may verify and moderate assessments.

6.4 Heads of Year and subject leaders monitor reports to ensure consistency and accuracy. Samples of reports are reviewed by the Senior Leadership Team to provide further moderation.

Section 7: Related Policies

Curriculum

Homework and Self Supported Study

Teaching for Learning

Examinations

Marking

An equality impact assessment has been carried out for this policy and as necessary changes made to mitigate any identified negative differential impact on individuals having one of the protected characteristics contained in the Equality Act 2010.