



HEADLANDS SCHOOL
SINCE 1965

Assessment, Recording and Reporting Policy

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Assessment, Recording and Reporting Policy

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1. Assessment Overview Aims

This policy sets out the systems, structures and procedures for assessment, recording and reporting at Headlands School, so that all teachers, students and parents can have a clear understanding of how assessment, data and tracking will work.

Our aim is to create data and tracking systems which provide teachers with useful information that can inform their planning and interventions. The data itself is just a means to an end; it is how the data is used in the classroom to support teaching, and at a school level to support accountability, which is key.

Our assessment policy aims to make the most of the freedoms which schools now have over assessment and curriculum by establishing a system for marking and feedback which is clean, clear and simple to understand. Also one that is based specifically on what we know works for teachers and students in the classroom to accelerate learning and progress.

Assessments link directly to the content of the curriculum and the disciplinary frameworks students are studying within each subject.

Teacher feedback is focused on highlighting misconceptions and identifying exactly what they need to do next through “challenges.”

2. Objectives of the Assessment Policy

To enable assessment and feedback to be an effective tool for promoting learning for all students.

To develop an interactive process that confirms when students are on the right track and then lets them know what needs to be done to improve and make progress through “challenges.”

The focus of verbal/written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done.

It is then essential that the student is prompted to improve their learning.

3. Expectations of teachers and subject leaders

- Designing Assessments and creation of all internal assessments is the responsibility of the individual Subject Leader.
- Subject Leaders identify key tasks to be marked in detail on the Assessment Criteria document (appendix 1).
- Subject Leaders are likely to have a large number of statements, skills, criteria etc. mapped out. Now they can start to distil down this information into a series of statements that capture the curriculum skills / concepts / knowledge each student should master by the end of each year.
- Subject Leaders should look carefully at existing examples - for instance National Curriculum statement banks, GCSE and A-Level specifications. This learning criteria can be further broken into sub-categories based on a judgement each Subject Leader makes about how the skills / concepts / knowledge in their subject can be most clearly grouped and explained to students.
- Opportunities are created each term to moderate key assessment activities to ensure consistency. Assessment Criteria is to be developed for each year group for the three Data Collection points in the academic year which demonstrate how to assess depth of learning/understanding for each student. Please see Appendix 1.
- Provide students and teachers easy access to descriptors (contained in Assessment Grid document) that are understood by all students.
- The teachers' records of marking are accurate and up to date in their mark book or on an electronic document/gradebook.
- Departments are expected to engage closely with assessment data and be strategic and creative in their response to it.
- Evaluations of the Scheme of Learning (SOL) is updated from assessments for strengths and weaknesses. What areas were covered well? What ideas/concepts did they not understand? What can we change for next year?
- They make any changes to student groupings that the assessments suggest. Should students move up or down? Are some groups too big or small?
- Redeploy Learning Tutors and co-teachers based on where need is greatest.
- Moderation and Data Entry is completed with Data Buddies.

These processes will:

- Ensure the results given back to students are accurate and fair.
- Give the data we report to students, parents and staff greater integrity.
- Diagnose issues/areas on underachievement, informing forward planning.
- Provide feedback on the quality of assessments and the quality of curriculum planning.
- Train teachers - sharpening their understanding of relevant assessment criteria.

Senior Leaders must ensure:

- They monitor the implementation of the Whole School Assessment Policy via the regular Line Management meetings and planned monitoring activities which check the expectations of Subject Leaders/teachers are successfully implemented.
- They evaluate the implementation of the policy and provide feedback on how assessment across the school can be further developed.
- They provide opportunities for high quality continuing professional development for assessment and feedback.
- The full assessment calendar for the coming academic year is shared with all staff (see school calendar).

4. Moderation

- CPL time is allocated by Subject Leads as appropriate to give opportunity for teaching staff to moderate assessed work within subject areas.

Moderation is intended to:

- raise performance;
 - monitor learner and staff performance;
 - ensure equality of approaches to marking for all;
 - clarify expectations;
 - ensure the highest possible quality of practice with regards to both teaching and assessing.
- Subject leads are responsible for this process. It is part of their role both to co-ordinate and to oversee moderation procedures within their area.
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.

5. Key Terminology

There have been a number of recent changes regarding assessments and tracking attainment is based on the recent government policies of:

- Not using National Curriculum (NC) Levels at KS3 (effective from Sept 2014).
- Not establishing a standard national assessment model at KS3 (effective from Sept 2014).
- New GCSE grades in KS4 (first awarded in 2017 for English and Maths, others subjects in 2018).
- The new strengthened curriculum and assessment changes.

Teachers should be aware of the following terminology:

1) KS2 SATs result. The result a student achieved in their KS2 SATs taken in Y6:

- These are now (as of 2016) expressed as a scaled score between 80 and 120. A scaled score of 100 or more means a student is working at or above the expected standard in the subject (AS). A scaled score of less than 100 means a student is not yet working at the expected standard (NS).
- Students now take SATs in punctuation and grammar, reading and maths.
- We use the reading & the maths result, or an average of the two KS2 SATs results as the 'baseline' against which our students' GCSE results will be measured. This is the data we use to support our initial target setting and student groupings.
- All KS3 and KS4 students will sit a formal examination at the end of each academic year. This will give a full picture of their attainment and progress at this stage and inform their class groupings for the coming academic year.

2) Assessment Criteria

At KS3 and KS4 the following judgements will be made by teachers to judge progress against Assessment Criteria.

- Emerging
- Developing
- Secure
- Excelling

Students in KS4 should know their GCSE Aspirational target range, these are printed on stickers in exercise books.

3) KS5 Targets

Targets are set with the support of ALPs. ALPs methodology will generate a set of AS / A Level targets for each student (for their 3 to 4 subjects) based on their individual GCSE results. Targets will be developed from these; taking the ALPs suggestion as a baseline and rounding up to a slightly more ambitious set of grades. All targets must be known to students, teachers and parents.


6. Data and Recording

Changes to GCSE content and the reporting of student progress has led to changes in the monitoring and reporting of KS3 and KS4 data. This policy will address the changes put in place.

Assessment underpins our understanding of student progress and so is a vital tool in tracking student achievement ensuring that support is put in place early and that stretch and challenge are available in lessons to enable all students to reach their target and aspire beyond. Data generated from the assessments that take place during the school year then informs the whole school target setting and ensures we monitor and support our students as accurately as possible.

Headlands School has adopted a new KS3 assessment policy. This is based on individual departments assessment criteria which then links to the general criteria of 'emerging', 'developing', 'secure' and 'excelling', in terms of how well they are understanding and performing against the assessment criteria in each subject.

KS4 assessment is based on the new 9-1 GCSE scale (see fig 1 below).



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

Fig 1: 9-1 scale

When a student reaches Year 10 and Year 11 they will be studying their GCSEs (and L2 BTEC equivalents). A grade 4 is classed as a standard pass and the same proportion of students who previously achieved a grade C+ will now achieve a Grade 4+. Grade 5 is classed as a good pass. The new Grade 7 is equivalent to the old grade A and a grade 9 is a new standard above a grade A* which only 2-3% of the country will be awarded.

Teachers of KS4 classes will be expected to record a prediction based on whether the student is emerging, developing, secure or excelling in terms of their aspirational target range - this is a professional opinion, based on evidence of assessment.

Every student will have a GCSE aspirational target range based on their prior attainment at KS2. (see fig. 2 below) We have 2 KS2 systems in place; the legacy NC levels where 4b was the average KS2 level and the new scaled scores ranging from 80 to 120 where 100 is classed as the average score. Using these average KS2 scores as a baseline we have devised a GCSE Aspirational Target Range for each student. For example, a student with a KS2 score of 100 (or 4b in legacy NC

levels will have an aspirational target in the range of grades 5 to 7. These target grades will be shared with the students so they know what to aim for.

**Flight Path 'new' KS2 scaled scores	Flight Path 'legacy' KS2 NC level	GCSE Aspirational Target Range
80-<83	2	3 to 5
83-<86	3c	4 to 6
86-<89	3b	4 to 6
89-<92	3a	4 to 6
92-<98	4c	5 to 7
98 - <104	4b	5 to 7
104-<106	4a	5 to 7
106-<110	5c	7 to 9
110-<115	5b	7 to 9
115+	5a	7 to 9

Fig 2 - Aspirational Target Range

At the 3 data collection points, the results will be analysed and using aspirational targets, students at risk of underachieving will be identified to put interventions in place to help them get back on track. Sistra Analytics is a program that is used to analyse the data by SLT, Heads of Department, Class teachers and any other staff who have an input into the progress of the students at school. The analysis summary is produced by the Assistant Headteacher and then shared with Governors in the learning and progress meeting.

An assessment calendar is devised at the start of each year which shows the timings and deadlines for assessments to be sat, marked and moderated. When this is done teachers need to input the students' data onto Sims assessment mark sheets. The Sims assessment mark sheets have been specially tailored to fit Headlands School's assessment criteria, flightpaths and target grades. Formulas have been created in Sims behind the scenes to generate colour codes when data is inputted. Staff will have a strict deadline of when the data is to be entered by. It is the Heads of Departments' responsibility to check the data for their own subject areas and identify any potential errors and gaps in the data. This information is then checked again by the data team and then reports are created for individual conversations between students and SLT and then sent home to parents via email at the end of each term.

7. Reporting

We value our partnership with parents and reports are one way of ensuring that parents have clear information about both pastoral and academic matters in relation to their child. Reports to parents do not replace our regular dialogue with them. Any parent with a query or concern is always invited to contact the school and to discuss this with the appropriate staff in accordance with the guidelines provided for parents. Throughout the academic year we report to our parents in the following ways:

Parents' evenings are held at least once during the school year to give parents the opportunity to meet their child's teachers and to discuss a student's progress. In addition to this, we have a pathways evening for students and their parents to prepare them for KS4 and KS5 option choices. This is an opportunity for students and their parents to learn more about subjects on offer at KS4 and KS5. We also have an open door policy where a child's progress can be discussed at all times of the school year, by booking an appointment with the appropriate staff member. The pastoral team are available to talk through any concerns that parents may have.

Progress Reports are provided three times during the school year at the end of each term. The report will display the latest pastoral information, such as attendance and punctuality data, reward stamps, negative comments etc. along with the academic progress data for that term. These reports are sent home via email using the Sims 'In Touch' system.

The KS3, KS4 and KS5 progress reports will report assessment data in the form of the criteria: emerging, developing, secure and excelling in terms of progress in each subject.

On all year reports there will be a KS4 aspirational target range based on their KS2 results in reading and Maths. This target range has been calculated based on national estimates and expectations of similar students across the country. The target range is aspirational as we want students to be supported and challenged throughout their school experience and therefore achieve their full potential.

When reports have been generated, every student in the school meets with a senior leader (3 times a year) to discuss their progress across all subjects and this allows students to talk about any problems in lessons they may be experiencing and the Senior leader can help and offer advice. This is also an opportunity to set targets for students to work towards for their next progress report. The senior leader can put in place any interventions that may be necessary at this point.

8. Centre/Teacher Assessed Grades under Covid-19 restrictions

Grades for GCSEs, A-levels, and most other qualifications including BTECs will be based on a process involving:

- **teacher assessment** against national standards set by the exam boards (yet to be confirmed)
- **internal quality assurance** which means all grades will have been checked and double checked against the evidence portfolio provided within the school by teachers, subject leaders, the Assistant Head for Assessment, Data and Timetabling, the Deputy Headteacher and finally the Headteacher and Head of Centre, Mrs Bone
- **external quality assurance** by the exam boards where the exam board's request samples of evidence to justify the final grade awarded

Students can achieve any grade providing they have a quality evidence portfolio and can demonstrate that they are, and have been, consistently working at the final grade awarded.

The impact of COVID-19 on the final grading

In 2021 students will only be assessed on the subject content they have been taught during the course of the qualification because of the continued disruption of the pandemic.

This means students will not be disadvantaged if they individually, their whole class or whole year group have been unable to complete their full course due to self-isolation and they have not been able to continue learning via Google Classrooms.

However, it is important to note, final grades can only be submitted on the basis of an evidence portfolio.

Students who would usually have extra time in the exams will benefit from the same arrangements in teacher assessment.

The evidence portfolio

A range of assessment evidence will be used from across a student's study of the course, up until the 28 May 2021. This may include classroom assessment, homework tasks, and mock exams.

There is no requirement for any one piece of assessment to be used - it's about a performance across a range of evidence.

- No one piece of evidence will have a higher weighting than another.
- There needs to be a common and consistent approach to the evidence used across all classes/cohorts.
- The result of the mock exam may only be used as one piece of evidence towards the final grade. Other pieces of evidence may also help determine the final grade.

What processes will be in place to ensure the grades are as fair as possible?

Headlands School will make sure that their assessment process is fair, using guidance from exam boards as well as our own internal robust moderation systems.

Exam boards can also check our assessment process by requesting a representative sample of evidence portfolios.

The standard against which teachers will be assessing students is set nationally by the exam boards. This is the standard that will be used during external quality assurance and appeals to ensure consistency and fairness across the system.

Final Grades

Teachers will only be able to discuss the evidence that is to be used in student portfolios. However, teachers will not be allowed to disclose the final submitted grade which will be given to the exam board.

Y11 and Y13 students will find out their final grades on 10th August 2021 and 12th August 2021, respectively.

Teacher Assessment Evidence timeline 2021

Date	Action	Completed by
w/c 1st March	Preparation of Assessments (Exams office have originals but these may need to be adapted) - added to Assessment QA folder, once okayed, sent to repro and exams	Asap but no later than Friday 19th March
w/c 1st March	Subject leaders collate other information/evidence that could be used in the process to inform teacher assessed grades - evidence collated in assessment QA folder	Friday 26th March
Friday 12th March	Y11&13 Students return	
Thurs 25th March	Y11 Parents Eve (tutors)	
w/c Mon 29th March	Easter Holidays	
w/c Mon 5th April		
w/c Mon 12th April	Students return and prepare for PPE/assessments	
w/c Mon 19th April	PPE fortnight	Friday 30th April
w/c Mon 26th April		
w/c Tues 4th May	Marking and moderation of assessments in departments to determine a rank order of students. HOD to carefully check the calculations and marking process.	
w/c Mon 10th May		
w/c Mon 17th May	Moderation and data collection with data buddies - predicted grade and rank order. Discussion with SLT regarding	Thurs 20th May
w/c Mon 24th May	Analysis of results. Moderation of grades by Deputy and Assistant Head and discussions with HOD	
Friday 28th May	Y11 & 13 students last day at Headlands	
w/c Mon 31st May	Spring Bank Holiday	
w/c Mon 7th June	Analysis of results and discussion with Deputy and Assistant Head re. evidence base for results	
w/c Mon 14th June	Exams officer and Assistant Head to submit teacher assessment grades. Headteacher as Head of Centre to verify all grades.	Deadline 18th June

Assessment Cycle

