



HEADLANDS SCHOOL
SINCE 1965

Assessment, Recording and Reporting Policy

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Assessment, Recording and Reporting Policy

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Assessment Overview

This policy sets out the systems, structures and procedures for assessment, recording and reporting at Headlands School, so that all staff, students and parents/carers 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 teaching 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 establish 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 to make further improvements.

Principles of Assessment

Formative assessment is that which provides feedback to students and helps them to learn while the aim of summative assessment is to achieve a summary mark which captures a students' performance relative to that of other students' (Newstead, 2004, p97)

Formative assessment:

Formative assessment is part of our approach to teaching and learning and is not graded. It takes place in lesson time and can take many assessment for learning forms such as: directed questioning (cold calling), low stake retrieval quizzes, choral response, mini whiteboard activities. This is an interactive process that confirms when students are on the right track and also identifies misconceptions and allows for these to be corrected at the time.

HITs

This is a review of a small part of the curriculum that has just been taught. 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 to make further improvement. It is then essential that the student is prompted to improve their learning and this improvement work would usually be seen in red pen in student books.

In summary, formative assessment can be used as a tool to enable assessment and feedback to be effective for promoting learning for all students, alongside celebrating achievements and success.

Summative assessment:

Summative assessment is assessment of learning and is used to diagnose how much of the curriculum students have learned. This assessment is in the form of a test to see how well students' have learned the curriculum in comparison to others. This can also give leaders/stakeholders in school the information to take action in refining and improving the curriculum over time in order to improving classroom practice and student learning, allowing for targeted interventions when necessary.

Iterative Assessment:

At Headlands School we have developed the process of assessing curriculum knowledge and skills by means of an accumulative method. As the curriculum progresses, the iterative assessment needs to sample from a wider section of the curriculum, ensuring the sample covers all the key areas. This is in order to assess how well important knowledge has been retained and key skills are being mastered.

Below shows an iterative assessment plan from Year 7 Science. For the Autumn assessment (DC1) the test will sample key areas from 3 topics that have been taught in the first term of Year 7. For the Spring Assessment (DC2) the test will sample key areas from all 6 topics studied in the first 2 terms of Year 7. By the time students sit their Summer Assessment (DC3) the test will be a sample of all the key areas studied through the whole of Year 7.

This process will help students, staff and parents/carers to see how well the key knowledge and skills has been retained and learned over time.

Y7 DC1 Assessment	Y7 DC2 Assessment	Y7 DC3 Assessment
health and lifestyle	health and lifestyle	health and lifestyle
states of matter	states of matter	states of matter
energy	energy	energy
	cells and organisms	cells and organisms
	substances	substances
	electricity	electricity
		reproduction
		sound and waves
		fizzes and bangs

In Summary:

Our HITs	Our iterative assessments
<ul style="list-style-type: none">• Designed to identify knowledge and skill gaps on a small unit of knowledge/skills that has just been taught• No score or grade need to be worked out or given• Knowledge gaps are addressed by the teacher• The teacher shows students how to improve• The students responds in red pen to a task that helps them improve	<ul style="list-style-type: none">• Are designed to assess how well students have retained the knowledge and mastered the skills across the curriculum (effectively a mini exam)• This is likely to include knowledge retrieval questions and more extended tasks which assess how well knowledge is applied and how well key skills have been mastered• The test must produce a numerical value which is then used to calculate whether a student is emerging - excelling• Knowledge and skill gaps are still identified• The teacher still shows students how they can improve• Students still respond to tasks that help them improve

Expectations of teachers and curriculum leaders

- Designing assessments and creation of all internal assessments is the responsibility of the Curriculum Leader of each subject area. All students in a year group should sit the same assessment unless there are tiers of assessment.
- Curriculum 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.
- Curriculum 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 Curriculum 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.

- The teachers' records of marking of iterative assessments are accurate and up to date on the department trackers which inform data collection.
- 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.
- 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 Curriculum 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).

Moderation

- CPD time is allocated by Curriculum Leaders 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.
- Curriculum Leaders 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.

Key Terminology

There have been a number of changes over the last decade 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 (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 take SATs in spelling, 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 (iterative assessment). 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, the following judgements will be made by teachers to judge progress compared to all students in the year group.

- Emerging
- Developing
- Secure
- Excelling

At KS4, students are assessed using the GCSE 9-1 scale or equivalent L1/2 vocational qualification grades of Distinction* to Pass

Students in KS4 are given a GCSE or equivalent Aspirational target.

At KS5, students will be assessed using the A Level grading of A* to E or L3 vocational qualification grades of Distinction* to Pass.

Students in KS5 are given an A Level or equivalent Aspirational target.

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 iterative assessments which then links to the general criteria of 'emerging', 'developing', 'secure' and 'excelling', in terms of how well they are understanding and performing in the test compared with others in each subject.

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

Ofqual

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. 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 current working grade for each student, this means: *"If the student were to sit the GCSE exam at this stage, this is the grade I would expect them to achieve right now."* a professional judgement based on current assessment.

Target setting

Every student will have a GCSE aspirational target based on their prior attainment at KS2. These target grades will be shared with the students so they know what to aim for.

At the three 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. Sisra Analytics is a program that is used to analyse the data by SLT, Curriculum Leaders, 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 Leading Learning 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 assessment tracking sheets. Staff will have a strict deadline of when the data is to be entered by. It is the Curriculum Leader's 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.

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 an aspirations 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, achievement and behaviour points etc. along with the academic progress data for that term. These reports are sent home via email using the Edulink system.

The KS3 (Years 7-9) progress report will report assessment data in the form of the criteria: emerging, developing, secure and excelling in terms of progress in each subject along with a grade for attitude to learning (A-D).

The KS4 (Years 10-11) progress report will report in terms of GCSE/BTEC assessment criteria using the 9-1 scale or the BTEC grading (Distinction* - Pass). Teachers will report a current working grade and an attitude to learning grade.

On all year reports there will be a KS4 aspirational target grade based on their KS2 results in reading and Maths. This target grade has been calculated based on national estimates and expectations of similar students across the country. The target grade 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.