

ASSESSMENT POLICY 2017 – 18

Aims of the policy

- :
- to ensure that all teachers know what is expected of them as regards assessing pupils work and progress;
 - to support teachers in sharing this process with colleagues;
 - to help teachers make well-founded judgements about pupils' attainment and progress;
 - to track the attainment and progress of individual pupils and pupil groups over time;
 - to provide parents with accurate information about their child's attainment and progress;
 - to monitor practice in assessment and the use made of assessment information;
 - to collate information that enables the Governing Body to evaluate practice across the school;
 - to use assessment information when planning training and the deployment of resources;
 - to compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

Implementation of this policy will ensure:

- identification of strengths and diagnose weaknesses to inform and plan for future learning;
- recording of progress and achievement and reporting to pupils, parents, teachers and other agencies as appropriate;
- pupils and teachers are able to set goals to secure continuity and progression in learning;
- promotion of Key Skills across the curriculum;
- Review and evaluate the curriculum and the organisation of learning.
- Pupils are encouraged to be active in, and where possible share responsibility for, their own learning;
- Motivation and encouragement of personal development and fostering self-esteem and a positive self-image;

Purpose of assessment

Assessment is not an end in itself; it is integral to effective teaching and learning and should be a continuous process as part of normal classroom practice. Assessment should support teaching and learning by identifying what pupils already know and can do and what their next step/s should be. The most important function of assessment and marking is to assist pupils in improving and advancing their own learning. A clear picture of each pupil's progress should be available to parents and factors affecting progress should be discussed between staff, pupils and parents in order to maximise the progress being made.

By assessing pupils accurately and consistently and recording key information we can:

- build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- identify each pupil's strengths and the priority areas for their future learning;
- identify an appropriate curriculum for each pupil;
- identify "next steps" for each pupil and express these as clear learning objectives;
- identify the progress made in individual lessons or series of lessons;
- evaluate the progress that each pupil is making over time;
- evaluate and improve the teaching strategies used with each pupil;
- support pupils, where appropriate, to monitor their own learning;
- identify, celebrate and share achievement.

The assessment cycle:

The Department for Education has identified three linked aspects of assessment

- Day to day assessment
- Periodic assessment
- Transitional assessment

Day-to-day assessment - This includes information that teachers might gain from conversations with pupils about their work, as well as ongoing marking and peer and self-assessment. Day-to-day assessment gives pupils immediate feedback and provides them with relevant next steps. It also enables teachers to adjust their short-term planning in line with their pupils' needs.

Effective day-to-day assessment:

- is embedded in planning, teaching and learning
- requires a shared understanding of learning objectives and success criteria between teacher and learner
- draws on evidence of pupils' achievement and progress from a wide range of contexts within and beyond the classroom

- values information that teachers retain in their heads, as well as concrete evidence produced by pupils
- is based on evidence generated in the course of continuous teaching and learning, engagement with pupils through observation, discussion, questioning, and review and analysis of work
- helps to shape and refine future teaching and learning, and to personalise the experience of individual pupils
- provides the basis for discussions with pupils themselves, their parents/carers and with other professionals about their strengths, areas for development and future learning targets
- is the foundation upon which periodic assessment can be based
- recognises and celebrates pupils' progress in the light of their previous performance and motivates them to improve further
- promotes independence and self-motivation
- develops the capacity for peer and self-assessment among pupils.

Periodic assessment - This is based on reviewing performance over a period of time and taking into account evidence in a range of forms drawn from day-to-day assessment. It helps the teacher and pupil identify overall progress in a subject or aspect of learning, rather than just assessing learning of the most recently taught topic. It also gives the teacher a clear sense of whether pupils are able to use the knowledge, skills and understanding they have developed in different contexts. Periodic assessment can also inform the teacher's medium- and long-term planning and can provide the evidence to link pupils' attainment to national standards.

Effective periodic assessment:

- is based on existing evidence drawn from classroom activities/lessons
- requires evidence from a wide range of contexts, for example observation of group work, class discussions, oral responses, class work, homework
- can be based on individual or group activities
- will have most impact where outcomes can feed directly into medium- and short-term planning
- requires a structured, consistent approach to the review of evidence
- relies on good subject knowledge and a clear understanding of progression in key concepts and skills within the subject.

Periodic assessment has several benefits. It:

- does not necessarily require special assessment activities but involves making use of the opportunities provided by planned teaching and learning
- provides a broad picture of achievement, giving a better view of pupils who may have progressed unevenly in different aspects of the curriculum
- draws on a wide enough range of evidence to link pupils' achievement to national standards in a meaningful way, as well as indicating next steps for learning and longer term targets (Where are these pupils now? Where should their learning go next?).
- reveals aspects of the curriculum that need to be strengthened
- supports evaluation of progress and the setting of appropriate learning targets at both individual and group level.

Transitional assessment - The outcomes of transitional assessment are meant for a wider audience, including parents and other teachers. This type of assessment will most often be made at transitional points between year groups, schools and phases. Transitional assessment draws on the full range of assessment information, including periodic judgements made by the teacher, results from tests and any other evidence that may be relevant. Transitional assessments provide a formal recognition of achievement and valuable baseline information for a pupil's next teacher.

Each of these aspects of assessment provides a different perspective on what has been achieved and what the next steps should be. The most effective assessment requires the collection, analysis and interpretation of all three types of information in order to make professional judgments about the progress of pupils.

Assessment at HCC aims:

- to provide all stakeholders with a regular review of progress in the context of individual targets, in order to raise pupil levels of achievement;
- to ensure that the processes of assessing, recording and reporting are consistent and accurate throughout the school;
- to ensure that all pupils know how they are doing and understand what they need to do to improve;
- to ensure that every parent and carer knows how well their child is doing, what they need to do to improve and how they can support their child and their teachers;
- to ensure information for parents is relevant, specific and easy to understand;
- to comply with the statutory rights of parents regarding their child's progress information;

Outcomes

The outcomes expected from these guidelines are:

- Consistent and holistic approach to assessment embedded in all subjects.
- Staff will set challenging work at the correct level for each pupil.
- Pupils' progress will be tracked and intervention put in place for pupils not making expected progress.
- There will be frequent opportunities for self and peer assessment allowing pupils to review the extent to which they have met the learning objectives.
- Half termly opportunities for formal assessment against relevant assessment criteria.
- Grades will be recorded and updated in Go 4 Schools mark books on a half termly basis.
- Graded exemplar work will be displayed in teaching rooms and used as a teaching aid.
- Parents/Carers will have access to information on the progress of their child against individual targets throughout the year (through half termly reports, parents' evenings, and real time information through Go 4 Schools)

Assessment

Key Stage 3

Current Levels should be shown as a “School” assessment grades (E/D/1 – 9), subdivided where appropriate by the use of (+) or (-) to represent how securely pupils are working within each grade boundary. For pupils whose attainment level lies outside the expected range or are dis-applied appropriate codes should be used.

Key Stage 4

Projected Grade is the grade the teacher expects the pupil to achieve *when final results are published*. These are based on previous assessments, current work, effort and attitude (The accuracy of projected grades is of upmost importance as these inform decisions about intervention and also enable all stake holders to have as clear a picture as possible of likely future performance).

Recording of Assessments

Staff must keep a detailed record of the achievement of each pupil for whom they have a responsibility and ensure that data is regularly updated in Go 4 Schools in line with the published assessment calendar.

When reporting **current / projected grades** it is vital that these are professional judgements based on a holistic view of a pupil’s overall performance. An individual test/assessment should not be used in isolation to form these judgements. Teachers should follow their department’s guidance when arriving at these levels.

Target Setting

Based on Key Stage 2 information a target GCSE grade (9-1) is generated which pupils will spend 5 years working towards. Pupils will be set interim targets for the end of each year based on the amount of progress needed to remain on track and they should be aiming to achieve these interim targets in each subject if they are to achieve the GCSE grades of which they are capable in Year 11. The interim targets are taken from the Pathways.

Pathway 1 demonstrates the interim targets set for English, Maths, Humanities and Science. Pathway 2 demonstrates the interim targets set for Art, DT, MFL, ICT, Music and PE. Each pathway indicates where pupils should be at the end of each year to keep on track to achieve the end grade they are capable of achieving based on KS2 data.

The target set in Year 10 is for the end of KS4 and will remain the same in Year 11.

In exceptional circumstances where teachers feel targets are too high this should be brought to the attention of the SLT leader with responsibility for Achievement through their Subject Leader. Teachers must **not** move targets up or down in Go 4 Schools without prior consultation.

Targets are shared with parents at consultation evenings, in reports and will be accessed by parents through Go 4 Schools.

Reporting

There are six tracking reports as detailed in the Assessment Calendar. All reports will be produced electronically. It is expected that at parents' evenings discussions will relate to the progress being made in subjects as highlighted by the latest Tracking Report.

Tracking Reports will consist of:

- Individual subject targets, current levels for KS3 and projected grades for KS4.
- Attendance, punctuality, rewards and sanctions will be extracted automatically from Go 4 Schools.
- Interim reports will report on attendance, punctuality, rewards and sanctions in addition to current/projected grades for each subject.
- Half termly reports in addition will provide individual subject 'Attitude to Learning' grades for Progress, Resilience, Conduct and Homework, each with code descriptions.

Current levels are based on a holistic view of a pupil's level, and as such should not simply record the latest assessment result unless this is an accurate reflection of the overall level of the pupil.

Parents also have access to reports and progress data through Go 4 Schools.

Tracking Report dates 2017 - 18:

- Half Term Report – 6th November 2017
- Interim Report – 8th January 2018
- Half Term Report – 26th February 2018
- Interim Report – 16th April 2018
- Half Term Report – 4th June 2018
- Interim Report – 16th July 2018

Verbal reporting will take place at annual parents' evenings (parents can arrange to see individual teachers through appropriate channels should they so wish at other times in the year).

Data reviews will take place the day each Tracking Report is sent home. Pupils will analyse their reports and complete the relevant pages in their planner to reflect on their progress in each subject.

Class analysis ribbons and report data will be made available to staff following each track and these should also be used to track progress rates of different classes and subgroups within departments. The Heads of Lower and Upper school, with support from the pastoral team, will identify key pupils who would benefit from intervention. Departments will then identify other key pupils within their subjects that would benefit from intervention and this will be put in place at a departmental level.