



# **Assessment, Recording and Reporting Policy**

**2021-2022**

Headteacher	Anita Spires
Chair of Governors	Paul Rowley
Date ratified by LGB	
Renewal date	April 2023

## **Contents**

1. Policy and Procedures
2. The curriculum as a progression model
3. Reviewing the quality of teaching and the curriculum
4. Standardising summative assessments across subjects at KS3
5. Whole school data drops
6. Reporting to parents at KS3
7. Reporting to parents at KS4
8. Standardising summative assessments across subjects at KS4
9. Reporting to parents at KS5
10. Key responsibilities to ensure summative assessment data is used effectively

## **1. Assessment Recording and Reporting: Policy and Procedures**

This policy supports subject curriculums as the progression model and operates in partnership with our teaching and learning framework. The school produces an annual assessment calendar to accompany this document giving appropriate dates and timeframes.

Our assessment system is based upon the following principles:

- High expectations for all learners regardless of prior attainment
- Long term retention of the different knowledge types in subjects
- Evidence informed
- Workload friendly
- Simple and easy to understand – for staff, parents, students and governors.
- Consistent principles, to be used across subjects, but with flexibility so that it can be suitable for all subjects.
- Enables outcomes that are comparable to the best schools using the measure of progress 8

## 2. The curriculum as a progression model

The curriculum is content structured as narrative over time (Christine Counsell). The knowledge that every student is entitled to is specified and how this knowledge develops over time is mapped. Progression is therefore utterly bound up with specialist knowledge and cannot be meaningfully described in generic terms (Ruth Ashbee). In other words, progression is inextricably linked to the curriculum.

One way this can be achieved is by first working out what we want students to produce at the end of the curricular journey. Is the knowledge all mapped out deliberately, sequenced carefully, and built rigorously so as to allow all students to reach this ambitious end point? Using the curriculum as a progression model simply means that we make judgment of progress based on how much of the curriculum a pupil has learned. This is effectively done by comparing how much of the curriculum a student has learned to the ambitious end point for all students.

If many students have failed to achieve this end point, we should assume that the fault is with either the curriculum or its teaching. If a few students do not achieve this endpoint, we can assume that they might need extra support and begin the process of establishing what knowledge they are missing. This is the essence of what it means to use the curriculum as a progression model.

## 3. Reviewing the quality of teaching and the curriculum

We do not measure progress in terms of targets derived from prior key stage attainments as each subject's curriculum is the progression model for the subject. Measuring progress in terms of prior attainment has the potential to lower expectations for some students. When this happens, a significant number of students may end up not meeting their targets, which are the minimum expectations.

We measure progress against the curriculum endpoints defined for each year and each key stage. The key questions we ask all subject leaders are;

- How many students in your subject have achieved the end of year/end of key stage endpoints? If many students have not achieved the defined endpoints, we will proceed to interrogate and support the review of the quality of teaching and the knowledge sequence in the subject. If a small number of students have not achieved the defined endpoints, the subject leader will plan an intervention programme to support each student with the knowledge they have not secured.
- How many students have at least met their minimum expectation (based on KS2 standard scores) where prior key stage data is available? This is our new baseline and this is used together with attainment data at the end of the year to plan curriculum improvement for the next academic year.

## 4. Standardising summative assessments across subjects at KS3

At KS3, we standardize data from all subjects through the following;

- All subjects use only summative assessments for attainment data
- Summative assessments take place towards the end of the academic year
- Summative assessments assess the different types of knowledge. The different types of knowledge are substantive and disciplinary. Substantive knowledge can be further split into declarative and procedural (also known as skills)
- Summative assessments must assess all knowledge and skills specified as end of year endpoints
- Summative assessments are completed in one seating and under exam conditions
- Summative assessment questions are shared with SLT at least one half term before they are taken
- Summative assessment papers are locked away and only accessible by the subject leader
- Summative assessment papers must not contain questions that pupils and teachers have used for in class assessments.
- Access arrangement provisions are made for students that are entitled to such provisions

## 5. Whole school data drops

### At KS3

- We collect attainment data in each subject once a year, at the end of the academic year for years 7, 8 and 9
- Each subject makes curriculum progress judgment for every student against termly endpoints
- Subject teams use data from low stakes assessment to plan curriculum adjustments, intervention and support that enable all students to achieve the ambitious endpoint at the end of the year and key stage

## 6. Reporting to parents at KS3

At KS3, our report at the end of the year to parents will look like this:

Subject	How well the curriculum has been learned (FIME)	Endpoints that have not been learned
English	Intermediate	
Maths	Foundation	

Key:

- Foundation; Your child achieved below 50% of the specified endpoints
- Intermediate; Your child achieved below 80% of the specified endpoints
- Mastery; Your child achieved at least 80% of the specified endpoints
- Excellence; Your child achieved all of the specified endpoints for the subject
-  Your child has met their minimum expectation based on their starting point)
-  Your child has not yet met their minimum expectation based on their starting point)

## 7. At KS4

There are 2 data drops at KS4

- Each subject makes curriculum progress judgment for every student against defined endpoints
- We collect only 'on track' data from subject teams during the year
- The 'on track' data is used in subject teams to plan curriculum adjustments, intervention and support that enable all students to achieve the ambitious endpoint at the end of the key stage

For years 10:

- The first data drop is an 'on track' data drop in February
- The second data drop is an attainment data drop in June

For year 11:

- The first data drop is an attainment data drop in January
- The second data drop is an attainment data drop in March

## 8. Standardising summative assessments across subjects at KS4

At KS4, we standardise data from all subjects through the following;

- All subjects use only summative assessments for attainment data
- Summative assessments assess the different types of knowledge. The different types of knowledge are substantive and disciplinary. Substantive knowledge can be further split into declarative and procedural (also known as skills)
- Summative assessments must assess all knowledge and skills specified as end of year endpoints
- Summative assessments are completed in one seating and under exam conditions
- Summative assessment questions are shared with SLT at least a month before they are taken
- Summative assessment papers are locked away and only accessible by the subject leader
- Summative assessment papers must not contain questions that pupils and teachers have used for in class assessments.
- Access arrangement provisions are made for students that are entitled to such provisions

## 9. At KS5

For years 12:

- The first data drop is an 'on track' data drop in February
- The second data drop is a 'test grade' data drop in June

For year 13:

- The first data drop is a 'test grade' and 'on track' data drop in January
- The second data drop is a 'test grade' and 'on track' data drop in March

## 10. Key responsibilities to ensure summative assessment data is used effectively

### Subject Teachers must:

- Teach the curriculum as set out in the schemes of learning of the subject
- Implement our whole school teaching and learning framework with all groups they teach
- Prioritise the teaching of all types of knowledge as set out in the schemes of learning
- Implement retrieval practice and spaced learning as specified in the schemes of learning
- Use the centrally agreed pedagogy during subject co-planning to teach lessons
- Actively engage with CPD in subject teams to improve pedagogical content knowledge
- Actively engage in whole school instructional coaching to continue to improve classroom practice
- Implement whole school culture, values and behaviour expectations
- Implement feedback strategies that are effective, timely and support learning
- Implement department marking policy consistently
- Actively participate in standardization and moderation to ensure judgements are accurate and consistent
- Submit summative assessment information according to the school calendar requirements;

### Heads of Department must:

- Ensure that the whole school assessment, recording and reporting policy is implemented in their subject teams
- Implement our whole school culture, values and behaviour expectations and set a good example as a middle leader
- Ensure that appropriate endpoints have been defined for all year groups and key stages
- Ensure that the different types of knowledge are explicitly taught and assessed as part of assessing progress towards endpoints
- Have a deep knowledge of curriculum implementation by all colleagues through regular lesson visits and professional conversations
- Reduce workload and ensure there is consistently high quality teaching in the subject through subject CPD, co-planning of pedagogy, resources and practicals where applicable
- Check accuracy of data submitted by subject teachers;
- Lead standardisation and moderation meetings to ensure accurate assessment judgments;

- Where applicable, keep examples of moderated assessment tasks and examples of work across the different Key Stage 3 thresholds and at Key Stage 4 and 5 across different grades and BTEC levels;
- Ensure staff submit data according to the assessment schedule deadlines;
- Hold teachers to account for student progress through the curriculum;
- Analyse assessment data across the department in order to inform the review and improvement of curriculum, teaching and learning and staff development.

**Form Tutors must:**

- Meet all the criteria listed above for teachers
- Implement whole school reading curriculum in tutor time consistently
- Contact parents where appropriate to commend for excellent progression through the curriculum
- Implement our whole school culture, values and behaviour expectations

**Director of Studies must:**

- Meet all the criteria listed above for teachers
- Work with Form Tutors to identify and celebrate pupil achievements
- Work with Form Tutors to coordinate the appropriate response where there is student underachievement across a range of subjects, including referral to the Achievement Team where necessary
- Liaise with the relevant Head of Department to discuss and record details of intervention for specific groups of students, especially disadvantaged, white British boys and PP students
- Implement whole school reading curriculum consistently
- Understand our assessment, recording and reporting policy and be able to explain it to parents
- Contact parents where appropriate to commend for excellent progression through the curriculum
- Implement our whole school culture, values and behaviours foci and set a good example as a middle leader

**SLT must:**

- Meet all the criteria listed above for teachers
- Implement our whole school culture, values and behaviour expectations and set a good example as a senior leader
- Meet with directors of studies regularly per half term to review their responsibilities as listed above and support improvements
- Ensure that appropriately challenging endpoints have been defined for subjects by subject teams and approved by subject leaders
- Meet with subject leaders after every data drop to discuss the quality of teaching and knowledge sequence in subjects with subject leaders with a view to supporting subject leaders to further improve the curriculum experience of students in the subject.