



Assessment, Recording and Reporting policy

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The assessment of students' work is central to good teaching and learning because it enables teachers (and students) to quickly identify gaps in student knowledge and understanding, and therefore plan the next steps in students' learning helping ensure that they make good progress. Both formative and summative assessment practices will be used to help improve teaching and learning, since they both aim to establish what has or has not been learned and will, therefore, help in planning the next steps in learning.

- *Formative* assessment establishes how students are progressing and provides students with the support needed to make that progress; assessment becomes formative when evidence is used to work out the next steps required for students' learning; i.e. to adapt teaching and ensure students respond to feedback;
- *Summative* assessment aims to establish what students have learned and provides a measure of attainment, usually in the form of grades or marks; it is used to summarise learning in a way that can easily be recorded and reported.

The following principles and guidelines will be used by faculty and/or subject teams to develop and implement their assessment, recording and reporting policy and practice:

1. Subject teams will **use a range of assessment tools** in order to establish, in fine-grain detail, what students have and have not learned in terms of the planned curriculum.
2. In developing and implementing a range of assessment tools for a subject 'assessment toolbox', departments will set out a **clear rationale**, detailing the *type* of assessments used, their precise *purpose*, the *frequency* of their use and the *method* by which outcomes will be recorded.

3. In order to ensure assessment is useful, teachers should aim to devise assessments that are both **valid** (i.e. they measure the things we claim to be measuring and the interpretation of the outcomes is reasonable) and **reliable** (i.e. the measure stays the same for different students or different occasions).
4. In using the range of assessment tools, **teachers will assess students regularly**. *Informal*, mainly formative, assessment of students' performance will typically happen most lessons, such as through classroom dialogue, observing students at work, checks of students' written work and low-stakes quizzing. *Formal*, mainly summative, assessment of students' performance, such as through 'milestone' assessment tasks, test papers mid-year and end-of-year exams, will happen less frequently but typically this will occur at the end of units or by the end of a half term. The precise timing and frequency of assessments will be decided by each subject team, so that they fit in with the curriculum. However, departments will need to ensure they have sufficient data to accurately report attainment (such as to school leaders and parents) and to track progress so that timely interventions are put in place.
5. A **mid-year and end-of-year exam or test** will be taken by all students in all subjects for the purpose of informing teachers, school leaders and parents about students' attainment and progress in the school curriculum for that year. In KS4 these will be in the form of mock exams; in Year 9 there will be exam weeks for all subjects for mid and end-of-year exams; in Years 7 and 8 subjects will decide when it is best to set mid and end-of-year exams within a calendared window.
6. In Year 7, **baseline assessments** will be used to establish students' starting points so that teachers are able to judge progress against those starting points across the year. As part of the process, Year 7 students will take part in standardised tests (CAT4) in order to gather data on students' abilities soon after they enter the school. Other year groups may also take part in school-wide tests in order to gather useful data on students' progress in aspects of learning such as literacy, numeracy and reasoning.
7. Teachers are required to keep up-to-date, accurate and easily accessible **records of summative assessment data for the purposes of tracking student attainment and progress**. The data will be used to inform decisions about the next steps in students' learning at classroom, faculty and whole-school level. Faculty or subject teams will decide how to record this data (for example, using Excel mark sheets) and decide which data will be recorded and tracked centrally by the subject or faculty leader. Some assessment data, such as mock exam grades or mid and end-of year exam outcomes, will be uploaded onto SIMs so that school leaders and parents are able to track attainment and progress. Decisions about what data is stored in this way, and with whom it is shared, need to be made between faculty/subject leaders and SLT. Therefore, typically, the record of day-to-day formative assessment will be in students' books or collected by the teacher, end-of-unit/half-term tests or milestone data will be collected by the department and mid and end-of-year/mock exams and tests will be collated centrally (on SIMs).
8. All assessment **outcomes will be shared with students** in order to ensure they understand their own performance and what to do to improve (see the 'Feedback and marking policy' for more detail). Although there is no requirement to share outcomes for individual assessments with parents, other than for mock or mid and end-of-year exams, staff should communicate attainment with home by encouraging and enabling students to **share the outcomes with parents**, by sending work home or setting homework tasks that require a response to feedback.
9. By the end of each term (autumn, spring and summer), teaching staff will complete a summative **progress report**, which will report attainment and progress to parents so that they and school leaders can monitor students' performance. Using the assessment data and records of students' work, as well as their professional judgement, teachers will report the following on SIMs:

- a. **KS3:** each student will be awarded a *grade from A-E for attainment* (see appendix 1), giving a snapshot of overall performance. In addition, teachers will decide, for each individual, the extent to which that grade (and therefore the data that sits behind it) constitutes good progress and will award a *progress indicator* (see appendix 2). Each student will also receive a *descriptor for attitude to learning* (see appendix 3). These grades are intended to 'flag up' underachievement and help identify which students need support to make further progress - they should be the beginning of a conversation; it is the data behind the grades that will give the precise detail about what a student needs to do to improve. It is important that staff are able to justify the attainment grades awarded with reference to their records of assessment;
- b. **KS4:** for each subject the student studies, the report will list their *target grades* and teachers' *projected grades* (see appendix 4 on projecting GCSE grades), as well as a *grade for attitude to learning* (see appendix 3). The gaps between target and projected grades will help identify which students, for which subjects, are meeting expectations and which are not and therefore who needs to make faster progress. Year 11 will also receive half-termly progress reports in October and February in addition to the end-of-term reports.

10. **Parents' Evenings** for each year group (two for Years 10 and 11) will be used to ensure parents understand students' attainment and progress and to give clear information about the next steps in students' learning, including what can be done out of school;

11. In **evaluating and improving** assessment, recording and reporting **practice**, staff should consider the following questions:

- a. What will the assessment system tell me about what students have learnt from their curriculum?
- b. Is assessment regular, valid, reliable, fair and inclusive of all abilities?
- c. How will I communicate the information I gain from assessments to students (& sometimes parents) in a way that helps them to understand what they need to do to improve?
- d. How will assessment data be used to inform planning for future lessons and interventions?
- e. How can assessment data be recorded most effectively and efficiently to make sure it is useful?

With whom should it be shared and how can it be shared meaningfully to help students improve?

Appendix 1: KS3 attainment grades (A-E)

The following grades will be used to give a snapshot of students' performance by the end of each term. These grades are not used to assess students' learning in a subject on a day-to-day or unit-by unit basis, but are used to help track students' overall performance in the curriculum, to 'flag up' underachievement and to report this to school leaders and parents. It is important that staff are able to justify the attainment grades awarded with reference to their detailed records of assessment. Teaching teams should moderate samples of students' work near the end of each term so that, as far as possible, there is consistency about what is expected for each grade in a particular subject. Understanding what 'exceptional', 'secure' or 'limited' means, for example, will require discussions about the curriculum and the assessments used, which in turn draws on teachers' professional knowledge of the subject they teach.

Attainment grades	What characterises the performance standard?
A	The student has performed exceptionally well in all aspects of the subject's curriculum so far, consistently revealing an excellent knowledge and understanding. Their performance is usually well above average.
B	The student's performance has been at least good in all aspects of the subject's curriculum so far, revealing a secure knowledge and understanding. Their performance is usually above average.
C	The student has performed at least competently in all aspects of the subject's curriculum so far, revealing a reasonable knowledge and understanding. Their performance is usually in line with the average.
D	The student's performance has been inconsistent, showing competence in some aspects of the subject's curriculum so far, but not all, revealing an elementary knowledge and understanding. Their performance is usually below the average.
E	This student's performance shows a basic grasp of some aspects of the subject's curriculum so far, revealing a limited knowledge and understanding. Their performance is usually well below average.

Appendix 2: KS3 progress indicators

Once teachers have used their assessment data to award students a grade for attainment (see appendix 1), they will need to decide the extent to which that grade constitutes good progress and award one of the four 'indicators' below. In deciding these, staff should use prior and current assessment data and whole-school data, as well as their professional knowledge.

- 1. Exceeding expectations*
- 2. Meeting expectations*
- 3. Slightly below expectations*
- 4. Significantly below expectations*

Appendix 3: Attitude to learning (AtL) descriptors - all years

Exceptional

Good

Need for Improvement

Cause for Concern

Things to consider when awarding the grade:

effort, engagement and participation, homework, organisation, attitude towards peers and staff.

On the report home it will state that:

“Attitude to Learning

A key component of how well students achieve at school is their attitude to learning. There are four possible descriptors for students’ attitude to learning on the report: *Exceptional, Good, Need for Improvement* and *Cause for Concern*. In choosing a descriptor, teachers have considered each student’s effort, level of engagement and participation in class, completion of homework, organisation and preparation as well as their attitudes towards peers and staff. Where the descriptor says ‘Need for improvement’ or ‘Cause for concern’, staff will discuss the areas in need of progress with your child and may contact home where necessary. There will also be an opportunity to discuss your child’s progress and attitude to learning at the forthcoming parents’ evening.

Attendance information is also included in the report. We know from national data and educational research that students with excellent attendance (i.e. above 95%) make the most progress and are more likely to exceed their minimum target grades. Thank you for your support with ensuring that students have high attendance rates.”

Appendix 4: KS4 ‘target’ grades and ‘projected’ grades

Minimum Target Grade

This is the minimum grade that a student is expected, or is aiming, to achieve. Minimum target grades are provided by the Fischer Family Trust and are based on similar students’ past performance in national tests; they draw on national data of schools with a similar profile of students’ attainment on entry, characteristics, and rates of progress in order to set targets for all students. FFT5 are used to set target grades and so are aspirational.

Projected Grade

The *projected grade* is the teacher’s professional estimate of a student’s most likely final grade, taking into account the student’s previous and current performance, their results in assessments including mock examination results, as well as the quality of their classwork and homework (including revision) and their attitude to learning and attendance. Many factors affect students’ achievement - including their work rate, revision programme and their focus in class, amongst other things - meaning projections are not guaranteed; there will be students who fail to meet these projections as well as those who exceed them. Fine grading may be used to indicate how secure a projected grade is as follows:

‘+’ means the grade is ‘more secure’ and the student has the potential to achieve a higher grade ‘-’ means the grade is ‘not fully secure’ and it is possible the student will achieve a lower grade

Notes for staff:

It is important that teachers use a range of data, as well as their professional knowledge, so they have a confident grasp of students’ current attainment and progress and are therefore able to reach decisions about projected

grades. These projections should be as honest as possible and aim to predict the 'most likely' outcome, since they are used to monitor students' performance and plan for intervention; they are also used to help students make decisions about the next stages in their education and training. In order to reach 'accurate' projections, teachers will need to use the range of data collected in conjunction with their understanding of the standards required for each grade in their subject. Teachers should discuss the awarding of projected grades with department colleagues, as led by the Head of Faculty or subject leader, in order to improve their ability and confidence. Projected grades are not to be used to make judgments about the quality of teaching and teachers should not feel they have to 'hide' any underperformance when awarding projected grades. Projected grades are also not intended to communicate the 'best grade a student *could* get if...' and should not be used to motivate students; although conversations about what a student needs to do to raise their attainment will be taking place, only when there is sufficient evidence of sustained improved performance will a higher grade be predicted as the 'most likely' outcome.