SHIRLEY HIGH SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY.

Mission Statement: We deliver high quality teaching and learning in an environment that meets the needs of our students, so that all achieve and enjoy.

Rationale

The purpose of the Assessment, Recording and Reporting (ARR) policy is to ensure that the achievement (this term combines attainment and progress) of all students at Shirley High School is tracked and monitored via a common assessment, recording and reporting system. This will enable student achievement, across their subjects, to be compared and analysed to identify and address causes for concern. In addition key data will be recorded on a centralised system managed by the School's Examination and Data Manager. This will support the monitoring of all groups of students to assess their progress in line with targets set. All students are expected to achieve at least their DfE attainment 8 estimate. This is calculated from their English and Maths 'fine' points score at Key Stage 2 from entry in Year 7 (Lower School = Years 7 & 8) to the end of Year 11 (Upper School = Years 9 - 11). Sixth Form students will be expected to meet their ALPS (A Level Performance System) by the time they complete their courses.

It is fundamental to our ARR values that we are open and clear when making judgements about students' achievement. We believe that students and parents/carers have an entitlement to assessment information through a precise, informative and understandable recording and reporting system. This information should tell students and parents/carers how progress is being monitored, what targets and support are required, what an individual's attainment is and how comparable this is in relation to his or her peers.

Principles

The principles upon which the ARR Policy is founded are:

- Marking and testing in all subject areas will be undertaken in line with a whole school format which recognises **Effort, Attainment** and **Target**.
- **Progress Reports** and an **Annual Achievement Report** for all students will be available to parents/carers via SIMS Parent App.
- For years 7 and 8 these reports will show progress towards expected subject competencies, examination performance, effort, behaviour, and homework.
- For years 9 – 13 these reports will show progress against baseline targets (Years 9 – 13), examination performance, effort, behaviour, homework and achievement.
- There will be at least one Parents' Evening for each year group.
- There will be PPE (pre-public examinations) or internal examinations for Years 7-13. Year 7 and Year 12 will sit a baseline English test in September of entry. The results of PPE and internal examinations will be reported to parents/carers.
- Internal summative assessments will be conducted by all teaching staff and the results kept by Heads of Department. Specific assessment data will also be recorded on the school's centralised database, to enable the school to monitor, evaluate and review targets for individual students (Appendix 1).

Whole School Formative Assessment

Years 7 & 8 – students can expect one piece of significant work marked in depth using the marking format illustrated below and in line with the following frequency schedule:

- Ebacc subjects (English, Maths, Science, MFL, History and Geography) – every half term (minimum)

- Non-Ebacc subjects (RS, Art, IT, D&T, Dance, Drama, Music, Food etc) – every term (minimum)

Years 9 – 13 - will have one piece of significant work marked in depth every half term
The following curriculum areas are excluded from this requirement: PHSE, Enrichment and Core PE.

This marking will include comments/grades for Effort, Attainment and Target (staff are advised to refer to 'FACE - pack' for marking strategies). To identify what marks have been given in each category the mark is enclosed within a circle, square or triangle. The marking criteria specific to both 'effort and attainment' is shown below. All homework and assessments/tests should be routinely marked to include

guidance on how to improve, within this marking it is acceptable for some homework tasks (especially in Years 7 & 8 to be peer or self-marked) and for the coding 'VF' (verbal feedback) to be used with the expectation that there is evidence that students respond to the VF given in their work.

EFFORT ◯   **ATTAINMENT** ▢   **TARGET** △

Marking criteria

E = Unacceptable   D = Satisfactory   C = Good   B = Very Good   A = Excellent

Marking Format:

The format used by staff either a stamp/sticker is illustrated below and will be used to mark pieces of significant work.

MMM sheet Making Marking Meaningful				
Name Date Topic		Focus	Effort ◯	Attainment ▢ Target △
a) Language for Learning (SPaGT/extended writing) b) REAL				
WWW, EBI				
Student response: Read Reflect Respond				

Formative Assessment in the Lower School (Years 7&8)

Students will be assessed using the criteria for effort (grade A – E) and attainment. (Working Below, Working At and Working Above) This will be tracked using Personalised Learning Checklists (PLCs) that will reference subject area competencies.

- Grade 3 = working beyond
- Grade 2 = working at
- Grade 1 = working towards.

Formative Assessment in Years 9 - 11

Students will be assessed using the same criteria for Effort. For 'attainment' students can be awarded either a grade/subgrade A – E for GCSE or Distinction, Merit, Pass for Vocational subjects.

Formative Assessment in Sixth Form

GCSE grades provide the main baseline data for Years 12/13 through ALPS. This data is shared with students at the start of their courses. All Year 12 sit baseline English tests at the start of September to assess their suitability of course entry prior to the October census.

Students will be assessed using the same criteria for Effort and Attainment. A Level Grades (A*-E) and Vocational Courses (Distinction, Merit, Pass) are given sub-grades e.g. C1 – C3, Merit 1 – Merit 3 to record a teacher's judgement about how a student is currently performing. BTEC work will be graded as a non-pass, pass, merit or distinction (NP, P, M, Di), in line with the BTEC Plan and Procedure. The 'target' assessment could make specific reference to a sub-grade to aspire to and be accompanied with a supporting comment to put the target into context.

Whole School Summative Assessment

Achievement is assessed through 3 data drops for Years 7 – 13 in an academic year

   ACHIEVEMENT

SUMMATIVE ASSESSMENT

Years 7 & 8 - Working Below, Working At or Working Above
Years 9 - 11 – GCSE Grades 9 - 1 (+ / -); Vocational Grades D* - NP (1, 2 or 3)
Years 12/13 - A Level Grades A* - E (1, 2 or 3); Vocational Grades D* - NP (1, 2 or 3)

Marking Guidance

In general the aims of the work set and the criteria by which it will be marked should always be made absolutely clear to students before they begin the work. Marking should always provide constructive feedback to students to help them improve their learning and inform future lesson planning.

The Marking of Literacy (Spelling Punctuation and Grammar, Terminology SPaGT)
Spelling needs to be taught and student's attention should be directed to the internal structure of the word she/he needs to learn and to the commonest spelling rules. The ability to spell is part of all teachers' common responsibility for language development and is shared by all subject areas. The following common spelling marking should be used wherever possible, though this may be deviated from to meet the requirements of the examination boards:

- ^ Word/s missing
- Sp Spelling
- P Punctuation
- Gr Grammar
- t Tense. The wrong tense has been used
- ? Meaning is unclear
- Cp Capital letter needed/should not be used
- // New paragraph needed
- T Terminology

Marking

For **consistency** of approach across all subject areas, staff should ensure that:

- Students' work is marked.
- The Effort, Attainment and Target of the individual with regard to a specific task is acknowledged.
- One in depth piece of work is marked in line with the expectations as detailed earlier in this policy under 'principles'.
- Summative Attainment takes place in line with the expectations as detailed earlier in this policy under 'Whole School Summative Assessment'.
  Students are informed and marks recorded in a teacher's markbook for review by Head of Department and members of the Senior Leadership Team (SLT).
- They comment constructively, using diagnostic comments to point out areas for development as well as strengths in the work.

- They avoid comments such as 'Excellent' or "Unacceptable" on their own without explaining what it is that is 'Excellent' or "Unacceptable e.g. 'Excellent effort', 'Unacceptable presentation'.
- Comments are backed up with discussions when appropriate.
- They set clear targets for students in order that students know precisely what they have to do to improve.
- They avoid crossing out large amounts of students' work as this does little to improve either their self-esteem or motivation; it also gives the impression that the teacher has rejected the work.
- Marking is done in accordance with the use of coloured pens =
    - Purple – teacher
    - Red – self assessment
    - Green - peer assessment

Reporting in the Lower and Upper School

The School's Examination and Data Manager produces **Progress Reports** and an **Annual Achievement Report** which is issued to inform parents/carers of their son/daughter's subject specific achievements. In addition, there will be a minimum of one Parents' Evening for each year group during the academic year. The times of the year when assessments take place and reports are issued will be published in the annual school calendar and will appear in the ARR calendar which is issued to all staff.

Reporting in the Sixth Form

- All the principles that apply to both the Lower and Upper School reporting are maintained in Sixth Form
- Years 12/13 parents/carers are provided with interim study records specifying in each subject current standard, target standard, effort, behaviour, as well as deadlines missed, teaching sessions missed in a subject, and overall attendance and punctuality figures.
- Sixth Form students are identified for underachievement and interviewed after each progress check. These are conducted by form tutors, Head of Sixth Form and SLT member responsible for 16-19 provision.
- UCAS predicted grades and supporting school statements are provided at the beginning of Year 13. These are then used by Year 13 form tutors to complete UCAS references for students.
- Annual Reports for Post 16 students' detailing their progress are issued to parents/carers in the spring term for Year 13 and the summer term for Year 12.

Recording

It is the responsibility of each member of staff to ensure that accurate records of assessment are recorded for every student that they teach. The school will be able to extract reports that can be used for making predictions regarding GCSE/BTEC examination results or suitability for courses in the Upper School and Sixth Form. They will also assess the effectiveness of the work in each subject area. This will enable specific targets to be set to help raise students' achievement and to highlight possible management issues relevant to specific departments in the context of, for example, assessment procedures, schemes of work and teaching strategies.

Responsibilities

Every member of staff has the responsibility for the consistent implementation of this policy but specific staff responsibilities are as follows:

Form Tutor will:
- Check students' planners to ensure that all subject based target setting has been recorded.
- Produce a pastoral statement as part of a holistic Annual Achievement Report on the students in their tutor group.
- Monitor the academic progress of their students and to discuss any progress issues related to targets to achieve with their Head of Year to agree appropriate intervention strategies.

Heads of Year will:
- Use their professional judgement to assess the quality of the content of the form tutor report as being of an appropriate standard.

- Monitor the academic progress of their students and to discuss any progress issues related to targets to achieve with their Form tutors, respective Heads of Department and SLT line manager to agree appropriate intervention strategies.

Subject Teachers will:
- Contribute to the development of department strategies to ensure effective assessment.
- Produce an Annual Achievement Subject Reports for the students they teach.
- Keep accurate records
- Use assessment to identify the learning needs of individual students.
- Monitor the progress of all students and use assessments to support professional opinions and to discuss any individual / teaching group progress issues related to targets to achieve with their Head of Department to agree appropriate intervention strategies.
- Be able to respond quickly to demands for information about class or individual student achievement (progress and attainment).

Heads of Department will:
- Use their professional judgement to assess the quality of the content of the subject reports across the department as being of an appropriate standard
- Ensure the effective formative and summative assessment of students in their area.
- Ensure that all summative assessment (as requested for SIMS data drops), is a result of thorough standardisation and moderation within departments,
- Develop, monitor and change, where necessary, their department's methods of assessment, in line with the school and National Curriculum requirements.
- Ensure staff are keeping accurate records and carrying out effective moderated and standardised assessments especially in the context of the progress grade reports.
- Monitor the academic progress of their students and to discuss any progress issues related to targets to achieve with their staff, respective Heads of Year and SLT line manager to agree appropriate intervention strategies.

Senior Leadership Team will:
- Monitor the quality of assessments and reports.
- Produce the ARR calendar.
- Review the ARR policy annually.
- Support the monitoring of the academic progress of students in the departments they line manage related to targets to achieve with their Heads of Department and the SLT member of staff with responsibility for standards to agree appropriate intervention strategies.

Students' Responsibilities:
It is important for all staff to emphasise the contribution that students have in this process. For the marking to be effective, students need to be encouraged to:

- Read comments made, or targets set, by the teacher.
- Act upon advice or guidance and create personal targets and action plans where appropriate.
- Hand in work for marking at the time stated by the teacher or, if absent, during the next attended lesson.

Links

This policy is linked to the following policies:

- Inclusion Policy
- Teaching and Learning Policy
- Literacy Policy
- Homework Policy
- Behaviour Policy.

Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth.

Appendix 1

Target Setting for Key Stage 4.

Rationale

The principle and primary objective of the school's target setting procedures is to ensure at the very minimum that all students by the time they reach the end of the Upper School (KS4) have met as a minimum their 'attainment 8 estimate from KS2 to 4.

The target setting process will enable monitoring, evaluation and review to ensure that high standards of academic success (relative to prior attainment) are achieved.

Data Source

The target setting process is informed by referencing one specific set of data, this is:

FFT Aspire estimates for the end of KS4 performance for subjects and working backwards on the basis of a two sub-grade progress measure per year.

Example: KS4 starting attainment of 3- set from FFT Aspire using the 9 – 1 grading system.

SEP YR 9	FEB YR.9	JULY YR.9 & SEP 10	FEB YR.10	JULY YR.10 & SEP 11	FEB YR.11	JULY YR.11
3-	3	3+	4-	4	4+	5-

Progress Range:

The progress range indicates performance which is deemed to be within an acceptable tolerance.

The 'progress range' will be:

- Year 9 = - 2
- Year 10 = -1.

Student Targets:

1. Coloured Grade Reports for Years 9 – 11 are issued at the end of every term.
   Performance **'above'** this range will be reported red, within this range **('on')** will be reported green and **'below'** this range will be reported blue.
2. If a student's target is exceeded by the end of the year, then that new sub-level / grade will inform an 'aspirational target'.
3. If a student fails to reach their end of year target their original targets will remain the same.
4. Student targets can only be adjusted 'up'