HURWORTH SCHOOL

Assessment, Recording and Reporting Policy

Date Passed to Governors: October 2022

Approved / Adopted by Governing Body: November 2022

Date Policy Reviewed: New policy Oct 2022

Date of Next Review: July 2023

Introduction

The school's policy on Assessment, Recording and Reporting Achievement is in accordance with Government statutory requirements.

"A written report must be sent to the parent / carer on their child's progress for the school year by the end of the summer term. The report for school leavers must be sent no later than 30th September following the end of the school year in which the student left."

It must contain; general progress, brief particulars of achievements, highlighting strengths and developmental needs, how to arrange a discussion about the report with a teacher at the school, attendance record, grades achieved when entered for GCSE, and any other grades achieved.

School Reports on Student performance: guide for Head Teachers updated April 2022 which can be viewed via this web-link:

https://www.gov.uk/guidance/school-reports-on-student-performance-guide-for-headteachers#school-leavers-reports

Due to the recent pandemic and the lack of Key Stage 2 data, the ability to predict a student's target has become challenging. Where KS2 data is available, the Academy will use this to provide an end of Year 11 target grade for all students. Where this data is not available, currently for those children starting secondary school in 2020 and 2021, the Academy will use a variety of internal and external data (where available) to generate target grades for what a student can hope to achieve by the time they leave in Year 11.

Aims of the Policy:

- To outline the process of reporting and assessment at all key stages to enable parents and staff to monitor the progress of individual achievement based on an end of Year 11 target grade, generated using the evidence available at the time. The targets for students will be reviewed annually.
- To outline how the Academy intends to use formative and summative assessment to monitor the progress of all students and to provide appropriate catch-up and intervention strategies
- To use the process of regular assessment gathering to enable teachers to evaluate the success of their own teaching and support planning to ensure progress
- To promote and implement a consistent and rigorous approach to assessment processes, data collection and accurate recording and monitoring against an end of Year 11 target grade.
- All staff, parents and students should know their end of Y11 targets to enable clear tracking of progress against an end goal. Targets may go up when evidence is provided to demonstrate a child is working consistently above their end of Yr11 target grade.
- To ensure that all departments have a clear set of non-negotiable criteria that aligns with age related expectations and national curriculum expectations and that this criterion is used to shape planning for progress.

Section 1 – Target Setting

All students will be provided with an end of Y11 target. These will be generated from KS2 data, where available. We will also use FFT estimates to confirm the accuracy of targets set.

Targets are aspirational based on KS2 achievement and FFT estimates.

A child on a KS2 baseline score of 99 will have a range of end of Y11 targets of 4s and 5s. In this example, the English KS2 attainment score was higher than the Maths score. Therefore, the aspiration target for this child would be 5 for English and 4 for Maths.

Baseline	Attainment	English	Maths	
80	17.5	2.11	1.15	
81	17.5	2.11	1.15	
82	17.5	2.11	1.15	
86	22.05	2.59	1.765	
96	31.51	3.63	2.755	
99	36	4.055	3.335	
100	37.65	4.21	3.52	
108	58.01	6.01	5.825	
109	61.8	6.325	6.235	4.06,
111	69.46	6.945	7.12	

A range of external evidence, such as KS2 Data, information from primary school, CATS and FFT data will also be considered when calculating end of year all targets.

For children who began their secondary education in 2020 and 2021, when KS2 data was not available, the Academy will generate targets from external scores generated by CAT, FFT **and** internal baseline testing.

Section 2 – Definitions of Assessment

"Assessment strategies should help to activate students as owners of their own learning" Dylan Wiliams

Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect whole curriculum, and learning opportunities. The main aim of the assessment process must be to facilitate progress in a student's learning. Progress means knowing more and remembering more.
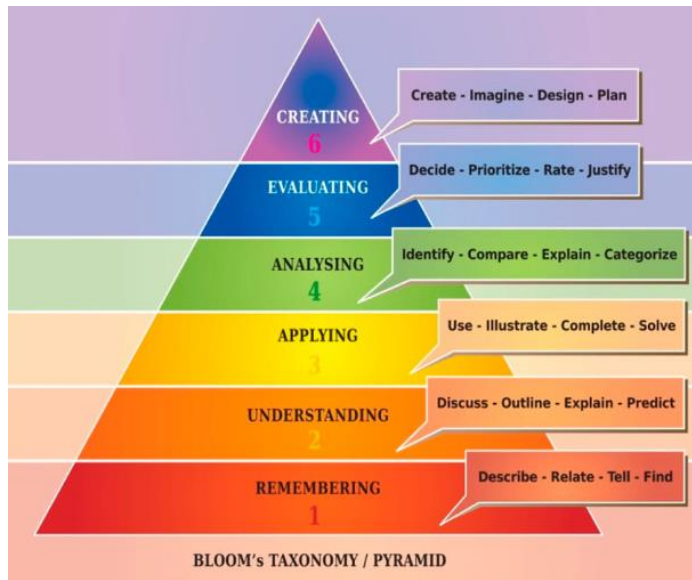
Formative Assessment

Formative Assessment is part of the instructional process. Assessment **for** Learning should be a continuous process in the classroom. It is rooted in self-referencing; a student needs to know where they are and understand not only where they want to be but also how to "fill the gap".

This involves both the teacher and the student in a process of continual reflection and review regarding progress. When teachers and peers provide quality feedback, students are empowered to take the appropriate action. Teachers adjust their plans in response to formative assessment. Assessment as learning is the use of assessment to understand a student's ability to retrieve knowledge and will be used strategically prior to summative assessments. All teaching should be adaptive to learners' needs; a teacher's role is to engage in 'responsive teaching' whereby their instructional inputs and interactions with students' need to adapt and respond, depends on how the learning is going.

Engineering effective classroom discussions, tasks and activities that elicit evidence of learning may take the form of:

- Starter activities/unlock tasks – activities that encourage the recall of prior knowledge
- Learning Objectives (intentions) that link to blooms taxonomy and used to shape learning and progress. Crucially students need to understand intentions; it is not sufficient to simply be told them

Bloom's Taxonomy / Pyramid:
- CREATING 6 — Create - Imagine - Design - Plan
- EVALUATING 5 — Decide - Prioritize - Rate - Justify
- ANALYSING 4 — Identify - Compare - Explain - Categorize
- APPLYING 3 — Use - Illustrate - Complete - Solve
- UNDERSTANDING 2 — Discuss - Outline - Explain - Predict
- REMEMBERING 1 — Describe - Relate - Tell - Find

BLOOM's TAXONOMY / PYRAMID

- High order questioning including diagnostic and hinge-point questions.
- Tasks that enable students to own the process and make students think – not generate emotional responses
- Collaborative learning – students teach things to each other to clarify their own understanding
- Peer assessment focused on improvement and checking progress towards the shared learning objective (intentions). Reflection should be structured.
- Quizzes
- Observations of individuals as they work
- Student reflection time following marking and then re-marking to provide evidence of improvement
- Live marking
- Homework and ILT tasks
- Timed task in class
- Use of white boards to show instant understanding
- Plenaries/lock tasks to assess understanding in the lesson

Summative Assessment – Key Indicator Pieces (KIP)

Assessment **of** Learning is carried out at the point within a medium-term plan where it is most appropriate. This may be at the end of a topic, unit, skill development period – a point in time when it is reasonable to capture an assessment of progress made over a period of time.

The Key Indicator Piece (KIP) may be an assessment, element of coursework, completion of an image or model, extended writing and homework/ILT task that may be marked and redrafted. KIPs should be planned to provide evidence of these non-negotiables being met and where they have not been met, planning should include opportunities to revisit knowledge/skills gaps – as per the diagram in Section 3.

The KIPs will demonstrate how a child is progressing towards achieving their end of Y11 target grades throughout Key Stage 3 and Age-Related Expectations, as identified by the Non-Negotiable Knowledge outlined in long and medium term plans in each department.

At Key Stage 4, assessments/exams will be marked using GCSE grade descriptors to determine how students are performing towards their end of Year 11 target grades based on an actual performance in a GCSE examination context.

Teachers will use standardisation and moderation meetings for KS3 and 4 summative assessments as an important quality assurance opportunity to ensure grades and marks reflect potential

performance.

Examples of summative assessments throughout the 5 year curriculum will be in the form of;

- End of topic assessments based on current knowledge (KIP)
- End of unit assessments that focus on previous knowledge (KIP)
- End of unit/topic coursework (KIP)
- Key Indicator Pieces taken directly from sections of a GCSE paper
- Mock examinations/assessments
- Actual vocational and GCSE examinations

In Year 7,8 and 9 tests will be based on the topics studied and previous knowledge. As students' progress through Year 9, testing will link to the expectations of GCSE criteria.

In Year 10 and 11 tests will be based on the knowledge covered to date and linked to GCSE criteria and exam style questions

Assessment **of** Learning provides a prediction of attainment at the end of Key Stages based on classwork, homework/ILT, marking tokens and assessments.

Both formative and summative assessment should be used to evaluate student progress towards the end of Y11 target and both should be used to assist future planning. Formative and summative assessment must be used to modify planning lesson by lesson and over the medium and long term planning per department.

Section 3 – Assessment Cycles, Recording and Reporting to Parents

Formative and summative assessment should show students how much progress they have made towards meeting the end of Year 11 targets. Progress towards this target will be collected at various points throughout each term.

Formative assessment should be collected lesson by lesson. Formative assessment should provide opportunity for students to reflect on the progress being made and enable staff to correct any misconceptions or gaps in knowledge. Live marking will facilitate the ability of all staff to celebrate success and provide timely intervention.

This will allow students to instantly appreciate what they have achieved and where they need to go next to deepen knowledge and understanding.

Summative assessment will depend on the frequency of the subject taught and where a topic or unit of work starts and finishes within each department's medium and long term plans.

All departments will map out where Key Indicator Pieces will be undertaken. An example of how this may look:

Subject	Year	Term 1									
		September				October				November		December
Maths	7	Number	KIP	Algebra	KIP	Fractions	KIP	graphs	**Data entry 1**	Recap and revisit gaps of knowledge	KIP	Dividing fractions
English	7	Reading-inference		KIP	Writing to persuade	KIP	Analysis of language	KIP		Recap and revisit gaps of knowledge	KIP	Reading inference and analysis

Art	7	Landscape drawing	KIP	Landscape painting	KIP	Refining techniques		Analysis of artist homework/ redraft	KIP	Application of artist style to landscape

Non-Negotiable Knowledge

This is criteria set by all departments based on what students need to know, understand and remember to make progress. Non-negotiables should be based on National Curriculum expectations at Key Stage 3 and examination requirements at Key Stage 4. They will be a combination of essential knowledge that creates the building blocks to develop depth of understanding and essential skills needed to apply that knowledge.

This criterion will be used by staff to identify if a student is working towards meeting their target grade, where gaps of knowledge are arising to inform future planning and to ensure that appropriate intervention is applied to support deeper understanding. This criterion should be used to standardise work, it is not essential to track all of the criteria but the overview should be used to shape discussions about planning and criteria should be used as a reference when marking.

Departments will use the following to ensure student's knowledge in Key Stage 3 can be tracked and gaps in knowledge identified:

- **Secure** Consistently working in line with expectations with very few gaps
- **Developing** Working in line with expectations with some gaps
- **Emerging** Working towards expectations, has significant gaps

Where developing or emerging knowledge has been identified, departments inform future planning to address gaps.

Using standardised evidence in departments, a judgement for each KS3 student will be made and recorded at each progress review:

- **Above Target** – a student has secured all non-negotiable knowledge and has **exceeded expectations.** Students who work consistently work above target will have their end of Year 11 grade raised
- **On Target** - a student has secured a majority of non-negotiable knowledge and is working in line with expectations to achieve their end of Year 11 Target
- **Not On Target** – a student has significant gaps in their non-negotiable knowledge and are working towards their end of Year 11 target but are not yet secure.

In Key Stage 4 using standardised evidence in departments, projected grades will be calculated taking into consideration a range of evidence, including:

- Classwork
- Homework
- Behaviour
- Attendance
- Performance assessments
- Coursework will be factored into the PG if this is an element of the overall grade in a subject.

Projected Grades will be recorded and shared with students, parents and carers.

A current working grade will also be recorded by departments, to track where students' performance is currently. This will allow departments and SLT to identify specifically what students need to do in order to be working towards or secure aspirational Y11 Target Grades.

Assessment Recording and Cycle:

When a Key Indicator Piece, homework, ILT or GCSE based assessment is completed, the mark, grade or percentage should be recorded in a departmental tracker. Departments will average these figures to assess overall progress and the assumption that; if they continued to perform in a similar way over time, this would mean the student would meet, exceed or fall below their target grade.

KIPs should be standardised by the HoD to ensure consistently of accurate marking and monitor the formal evidence provided. KIPs will be completed dependent on how each department maps these in relation to the requirements of their medium term plans.

Before each progress review, all staff should have gathered formative evidence and summative data to inform a professional opinion on every student's progress towards their end of Y11 target grade.

Recording and Reporting to Parents

Using the departmental trackers, informal assessment evidence which has been quality assured by the HoD, staff will enter data into a pre-prepared SIMS marksheet for the purpose of reporting to parents.

Key Stage 3 students will be judged as being ***on, above*** or ***not on track*** to meet their Y11 target grade. In Year 7, 8 and 9 this should be based on students meeting the majority of the non-negotiable knowledge as outlined in departmental long and medium term plans.

Students who are recorded as being *not on target* in Key Stage 3 should be discussed in detail at progress evenings. At progress evenings detail should be provided by the class teacher as to why they are *not on* (which non-negotiable knowledge they have still to secure) and the intervention strategies being deployed to support future learning. Parents/carers of identified students will be invited specifically to attend these evenings.

It should be noted that accuracy of projections towards an expected grade outcome will become more accurate as a student secures knowledge and understanding. Therefore, Year 9 progress reporting should be a more realistic indicator of whether a student is likely to meet their Y11 target grade.

In Key Stage 4 the summative assessment will provide an actual grade based on GCSE criteria. The projected grade should be based on how a student is meeting the non-negotiable knowledge criteria holistically in addition to their performance in summative tests and/or internal examinations. Students will be provided with a Projected Grade (PG), which takes into consideration a range of evidence, including:

- Classwork
- Homework
- Behaviour
- Attendance
- Performance in assessments and internal examinations
- NEAs will be factored into the PG if this is an element of the overall grade in a subject.

This will be recorded and reported alongside an aspirational target grade.

At the end of Y10 students will complete their first GCSE assessments. Parents/carers of Y10 students will receive a final report in July with their child's target grade and projected grade. The Projected Grade will take into consideration all the formative assessment, KIPs and assessment grades. Consideration of a student's holistic performance (projection) negates an issue where certain topics have not been taught yet, poor performance or absence in an assessment/exam despite day to day progress indicating the student may be on track.

Staff will also be required to record points to note and intervention strategies to support any student who is *not on* target to meet their end of Y11 grade in line with the cycle below.

Subject specific ClassCharts data will be reported to show how students are performing in each class.   Parents/caerers have access to ClassCharts feeds and comments.   Reminders of ClassCharts log-ins for parents/carers and students regularly sent out.

Reporting	Data Window 1	Report to parents	Data Window 2	Report to parents	Data Window 3	Report to parents	Y10 Assessments
Month	November	December	February	February	June	July	July
Year group	All years	Y11	KEY STAGE 4	Y10	KS3, Y10	KS3	10
		January	March	March, May			
		KS3	KS3	Y11			
				April			
				KS3			

Role of Staff

Quality First Teaching is essential to ensure all students make progress. All staff should:

- Understand the non-negotiable knowledge and use this to inform marking, feedback and planning
- Use formative and summative assessment to inform planning, both during a lesson, before the next lesson and to adjust medium and long term plans
- Must report progress accurately, being able to evidence their judgement through work in books, tests, KIPs and departmental standardisation
- Use live marking and other methods to check levels of understanding in class and mark all KIPs extensively, providing opportunities to re-draft, improve and remark. This is when a marking token can and should be used when appropriate
- Provide immediate support for any student demonstrating misconceptions or lack of understanding of a concept or skills
- Differentiate learning to enable all students to know more and remember more, reshaping learning to address individual needs
- Monitor the progress of individual students in their class through the use of a mark book/teacher planner and be able to record that progress in terms of progress towards and end of Y11 target
- Discuss and formulate intervention strategies and amendments to long term plans with Heads of Departments when non-negotiables are not being secured
- Complete accurate parental reports in line with the school's progress review calendar

Role of the Head of Department

- Agree and set non-negotiable knowledge and skill criteria that accurately supports the reporting of progress towards an end of Y11 target

- Line manage their department rigorously through undertaking regular learning walks, book reviews and student voice
- Standardise assessments, examinations and NEAs to ensure accuracy of predictions.
- Challenge inconsistencies in marking and assessment procedures
- Monitor the input of data at each assessment cycle and check evidence is available to support judgements.
- Monitor persistently underachieving students and provide support and guidance for members of the department to ensure intervention is timely and effective
- Check accuracy of parental/carer reports prior to sending

Role of Senior Leaders

- The Data and Assessment Lead should provide adequate training to support the understanding of the assessment and reporting process in accordance with this policy
- The Data and Assessment Lead should check all reports to parents prior to sending and monitor persistently underachieving students
- The Data and Assessment Lead should develop a common tracking system that ensures departments are tracking progress against the non-negotiable knowledge and progress towards and end of Y11 target
- The Quality of Education Leads should ensure that Quality First Teaching is evident across the Academy and all staff know how to use formative assessment to inform planning.
- All Senior Leaders line manage a department and should ensure that Heads of Department are quality assuring all marking and evidence to support individual judgements

Preparation for External Examinations

Students should be well-prepared for external assessment throughout Key Stage 4.

Preparation may include:

- Retrieval strategies throughout the year and planned revision strategies to support securing knowledge in long term memory
- Having taken several assessments of similar structure as part of the course
- Having had feedback on performance in assessment papers and opportunities to improve responses
- Tutoring in revision and examination techniques which should form part of the subject Medium Term Plans
- Revision strategies shared through assemblies and Parent/Carer Evenings
- A briefing of what to expect - this could include information about the format of the tests, their significance, the nature of the questions, the structure of the exam weeks, opportunities for revision and details of available support
- Y11 will experience exam wrap-around sessions in both mocks and final GCSE exams in preparation for exams. This will also feature in GCSE and vocational exams for Y10
- A welfare package in place which includes exam stress workshops and anxiety support

Examinations Officer will:

- Oversee the arrangements for public examinations and internal mock exams
- Keep up to date with local and national developments relating to assessment, disseminate relevant documentation to Heads of Department and advise other colleagues when necessary
- Ensure the school meets JCQ requirements in all exams

The Data Manager will:

- Support, monitor and evaluate assessment/recording/reporting within the school

The Head Teacher will:

- Ensure that this policy is followed consistently by all staff
- Provide training to ensure the policy is understood
- Report progress regularly to Governors

Policy into Practice

Marking and Feedback

Live marking:

Plan tasks that are long enough to allow you time to circulate the room to live mark. Use live marking to check for misconceptions, spelling, punctuation and grammar, whilst also providing more formalised verbal feedback on extended pieces of work.

Use of whiteboards – Show-Me Boards:

White boards should be used for short responses to check instant understanding. E.g. to write out a maths solution, show a diagram, write an equation, reflect on a feature of a poem or piece of music, respond to a true or false question. Use a disciplined routine that makes every student show their board at the same time. They should keep the boards up for as long as you need to check the responses. The purpose of the process is to give you feedback so, after scanning the boards for correct, incorrect responses, common errors or misconceptions, engage with a sample of students to discuss their responses to consolidate, deepen or correct as needed. Combine with probing questions and check for understanding.

They should not be used for long explanations / responses / tasks.

Marking tokens:

Marking tokens should be used to support a teacher's ability to mark effectively and in detail. It should not be confused with peer marking or assessment.

A marking token should break down the non-negotiable knowledge to focus a student on the areas that need to be addressed. It should include a positive comment and specific support in what a student needs to do to make progress.

Opportunities must then be provided in the lesson, or as a homework task to redraft and improve the work based on the written feedback provided.

This work should then be remarked to demonstrate progress and a reflection on the guidance provided in the token.

Peer Assessment:

Peer assessment should only be used when students have been trained on the criteria to be used and are clear about the expectations of successful peer assessment. Peer assessment should not be used to feed into an overall formative judgement of progress as a child may have assessed a piece incorrectly or simply copied the answer when shown.

Peer assessment should be used to support depth of understanding by being able to articulate what another student has done well or needs to do to improve, thereby strengthening their understanding of specific criteria.

Retrieval / Starter/Unlock/Lock activities:

Retrieval, recall activities etc should be used to assess long term memory retrieval. Their aim should be to develop understanding, improve confidence and secure fluency of knowledge and skills.

Quizzing: Quizzing should be well planned to provide a balance of intensity and spaced practice over time with the aim of developing fluency of recall. Question style should elicit short answers, short problem solving, multiple choice, true or false, image recognition, recitation of quotes or definitions, short bullet points.

Ensure you give enough time for all the questions to be answered – circulate the room. Do not provide answers before they have checked their own recall. The white board may be used following the 'show-me' together model. If paper is used, ensure students swap the paper to ensure they do not just copy the answers and mark correct.

Use praise but also take time to ask students to provide examples of their recall. Ensure you know who did not get them correct and re-teach as needed.

Use these strategies and others as appropriate - but whatever you use please ensure that you understand the underlying rationale, the evidence base and how it should be used to maximise effectiveness.

Reporting to Parents/Carers: (See Appendix A)

Data entry will be calendared every year. Time will be provided in departments to standardise evidence towards a predicated grade or *on, not on* or *above* achieving the end of Year 11 target grade. Staff will also be expected to provide specific intervention for every child who is unlikely to meet their target grade, effort grade and a point to note – if applicable.

Reporting	Data Window 1	Report to parents	Data Window 2	Report to parents	Data Window 3	Report to parents	Y10 Assessments
Month	November	December	February	February	June	July	July
Year group	All years	Y11	KEY STAGE 4	Y10	KS3, Y10	KS3	10
		January	March	March, May			
		KS3	KS3	Y11			
				April			
				KS3			

It is important that the Points to Note reflect the child accurately and there should be a correlation between all data entered. For example, a student with ClassCharts percentage lower than 90% is unlikely to be exceeding the end of Y11 target grade, unless exceptional circumstances exist.

The specified date in the months allocated for each data window will fall after the standardisation and input CPD time.

The Data Manager will run a report for all Heads of Department to check the overview before generating reports to parents/carers.

Reports to parents/carers will be generated once a final check has been done by the Data and Assessment Lead. Progress Evenings should fall after reports have been issued.

ClassCharts percentages will be published as follows:

ClassCharts	
School Average	Is the average percentage of positive clicks in the school for all students in all lessons in all year groups.
Year Average	Is the average percentage of positive clicks for all students in all lessons in the year group.
Overall Pupil Average	Is the average percentage of positive clicks for students in all of their lessons, registration, SMSC, activities and behaviour outside of the classroom. The expectation is that students should be achieving 95% or above on Classcharts.
Student Average in Subject	Is the average percentage of positive clicks in each subject.

Intervention strategies for welfare support

1. Head of Year 1 to 1 Support
2. Early Passes provided
3. Time out pass provided
4. Tutor Support
5. SLT 1 to 1 Support
6. External Referral completed
7. Mental Health Referral completed
8. Behaviour report in place
9. Behaviour and Welfare Officer 1 to 1 Support
10. Communication with parent/carer
11. Parental/Carer meeting
12. Has accessed the choices room
13. Placed on ABC contract
14. Safety Plan/ Risk Assessment in place
15. VPP referral completed
16. Alternate Education Package
17. Reduced Timetable implemented
18. Mentoring Support Plan in place

Intervention strategies for class teacher report (Maximum of 2 can be chosen)

1. Increased 1 to 1 support in the classroom by the teacher
2. Differentiated resources and/or tasks
3. Adapted seating plan
4. Paired and group work, peer support
5. Has changed set
6. Support sessions offered at lunch time and/ or after school
7. Strategies offered on how to revise and retain information
8. Opportunity to revisit an assessments/classwork following guidance
9. NEA catch-up offered
10. Exam/assessment preparation sessions offered
11. Work packs to be sent home to support learning
12. Specific advice/strategies offered to parents/carers
13. Small group tuition in core subjects (external tutoring)

(Maximum of 2 can be chosen)

Code	Comment
1	Takes an active part in lessons
2	Excellent subject knowledge and application
3	Contributes well to class discussions
4	Homework is completed on time and to an excellent standard
5	Completes classwork to an excellent standard
6	Quality of classwork meets expectations
7	Attendance to lessons needs to be improved
8	Be more punctual to lessons
9	Improved effort and focus required to demonstrate consistent engagement in lessons and tasks
10	Better quality classwork needed to demonstrate the knowledge and skills learnt
11	Hand in homework on time
12	Ensure homework is of an excellent quality
13	Ensure homework is handed in on time and is of a good quality

Non-negotiable knowledge and KIPs

Every department must have the KIPs planned across the medium-term plans.

KIPs must be standardised across the department and used to assess the non- negotiable knowledge to ensure progress.

Departmental trackers must show evidence of how a prediction or judgement towards meeting or not meeting a target grade has been arrived at. Each KIP should assess the non negotiable knowledge and Heads of Departments should plan that KIPs cover all non-negotiable knowledge over time. The mark, grade or percentage should be recorded on the departmental tracker for each KIP to enable Heads of Department to 'average' the performance at each data collection to determine the report outcome.

Departments can use the S, D, E judgements to ensure gaps in knowledge are identified and adjustments in planning made to fill gaps in knowledge.