



ASSESSMENT of LEARNING

Last Review Date	November 2015	Next Review Date	November 2016
Leader of Policy Review	Mr. J. Colclough, Mr. C. Ellis, Mrs G. Roberts		
Associated Policies	Assessment for Learning, Additional Needs, Attendance, Behaviour, Home School Partnership, Record Keeping		

The school's Assessment Policy comprises two strands:

- Assessment of Learning
- Assessment for Learning

This policy document focuses primarily on Assessment of Learning, although it will necessarily contain references to Assessment for Learning strategies.

Assessment of learning should:

- ◆ offer clear guidance to students
- ◆ be a formative process that informs teaching and intervention strategies
- ◆ lead to the reward of achievement and motivate students
- ◆ actively encourage the participation of students and parents
- ◆ offer evidence of the work of the school and provide data for analyses
- ◆ be manageable

Responsibility for whole-school guidelines rests with an Assistant Head. The Assessment Policy is a 'living' document and is supplemented by papers presented to committees guided by statutory guidance.

Responsibility for departmental practices rests with Heads of Department and is subject to regular review. Assessment policies of all departments will reflect the whole-school policy, conform to assessment criteria as specified in statutory orders (including procedures for KS3 levelling and the use of the standardised material), and form a working document integrated into departmental practice.

PRINCIPLES

- place equal value on all students and present all students with equal assessment opportunities
- maintain high expectations of all students and seek to raise expectations and self-motivation
- place the emphasis upon assessing performance in terms of what can (rather than what cannot) be done, and judged in relation to a student's own potential and previous performance
- ensure regular and systematic monitoring of the progress of all students
- provide accurate feedback to students and parents on performance
- involve students in their own learning
- enhance relationships between teachers, students and parents

Legal Requirements

- comply with all statutory requirements for assessment
- monitor at a departmental level the implementation of such orders
- report achievement to at least the statutory requirement
- seek to integrate such requirements into the school schedule

Curriculum Planning

- integrate all assessment policies within departmental programmes of study
- complement good practice and be used as a systematic part of the teaching strategy
- ensure progression through 11-16, taking into account links with pre-11 and post-16 education
- diagnose weaknesses so as to inform planning of learning targets
- assist in providing the information required to develop differentiated materials
- assist in the diagnosis and support of students with additional needs

Evaluation and Review

- be monitored and evaluated on a regular basis
- respond to statutory changes and incorporate further non-statutory guidance
- support and develop the skills of teachers in assessment, recording and reporting
- help to identify opportunities for professional development

ASSESSMENTS and REPORTS

During the academic year students are formally assessed a number of times, either through the spot check or annual report procedures. The school calendar states deadlines for the assessment of each year group. The dates refer to the deadlines for Spot Checks, Annual Reports, Examination/Assessment periods and Parents' Evenings. The dates are discussed at Development & Evaluation Committee in the Summer Term.

Year Groups	Autumn Term	Spring Term	Summer Term	Internal Assessment	Subject Report	Parents' Evening
7	√	√	√√ WNT		Summer	Spring
8	√	√	√√ WNT	Summer	Summer	Autumn
9	√√	√	√√ (KS3). WNT	Autumn	Autumn	Spring
10	√	√	√√	Spring	Spring	Summer
11	√	√√		Autumn	Spring	Spring
12	√	√√		Spring	Spring	Spring
13	√√				Autumn	Spring

√ - Spot Checks
WNT Welsh National Test

√√ - Annual Report

During the final term in years 7, 8 and 9 students will receive feedback from the National Reading and Numeracy Tests. Also in the final term of Year 9, students receive the Key Stage 3 Teacher Assessment levels.

All assessments are completed in SIMS Assessment Manager. Students are assessed for their attitude to learning (A2L) and their progress against either a target KS3 level or a target KS4 grade measured as above, on or below target:

- In Years 7 to 9, progress of students is assessed against NC levels generated from CATs taken early in Year 7 together with end of KS2 TA levels from primary schools.
- In Years 10 and 11 progress of students is assessed against GCSE predictors which have been generated from FFT, CATs taken late in Year 9 and KS3 TA Levels.
- In the Sixth Form progress of students is assessed against GCE Predictors set using ALPs data

The indicators are used as follows:

- + current standard of work indicates potential to exceed target grade/level
- = current standard of work indicates potential to match target grade/level
- current standard of work indicates that target grade/level will not be achieved.

These target grades or levels will be the minimum achievement that is expected and as such they will be closely monitored through the Key Stages. The target will never be lowered for any reason.

Staff also allocate up to seven further indicators where a subject teacher feels that there are Factors Impeding Progress (FIPs) for a student in reaching their target. These are:

- A – Where Attendance is having an adverse effect on the student reaching their TG
- B – Where their Behaviour is having an adverse effect on others within the group not reaching their TG
- C – Where the quality of Classwork is having an effect on the student reaching their TG
- H – Where the quality of Homework is having an effect on the student reaching their TG
- L – Where the ability to Listen is having an effect on the student reaching their TG
- O – Where the lack of Organisation is having an effect on the student reaching their TG
- P – Where Punctuality is having an effect on the student reaching their TG

The Pastoral and Leadership Team scrutinise the assessments to:

- direct intervention
- implement the reward system

Group tutors use registration time to discuss outcomes of the Spot Checks/Reports with students who compile their own self-assessment of progress.

In the Sixth Form registration time is also used so that the Group Tutor is able to discuss outcomes with students, and for the students to engage in self-assessment of their progress. Grades are analysed and, where appropriate, students are counselled with regard to the suitability of their chosen courses, or contact is made with parents.

Areas are given assessment results on a termly basis in order to monitor progress towards departmental targets. Students graded negative in relation to their end of key stage target are identified and strategies implemented to assist them in reaching their full potential.

Parents have electronic access to spot check data using SLG as well as having paper copies posted home.

Annual Reports

Annual Reports are issued according to the calendar and are either posted home or sent home with students in a sealed envelope. A reply slip confirms receipt of the report and gives the opportunity for parents to comment upon it. The reports of absent students are posted to the home address. Arrangements are made for a duplicate of a student's report to be made available to parents who do not have day-to-day care of the child, provided that they retain a legal right of access to such information.

In annual reports subject teachers comment on progress and set two targets for improvement; at KS3, the second target is either a literacy or numeracy target. Report writing guidance is regularly updated; training concerning the completion of reports forms part of the school professional development strategy.

Group tutors complete a Tutor Report which consists of two sections, 'Personal Qualities' and 'Summary Comments on Progress'.

Group Tutors assist students in writing their own self-assessment report which will be included within the final report. The report is then read, commented upon and signed by the Head of House and the Headteacher (at Post-16 level the Head of Sixth Form). A copy of the report is kept electronically.

Rewards in KS3 and KS4

Teachers termly assess students' attitude to learning. These results are aggregated to produce an index score which assesses attitude towards learning ranging from 100 down to 0. The index score is then used to allow for differentiated achievement certificates being produced and are awarded to the students by the Headteacher.

DATA MANAGEMENT

Once the initial Spot Checks have been completed, the Houses will be given a summative assessment of the students. The pastoral and leadership teams will then review the underperforming students and plan intervention. **The final data that will be received by both the House System and the Areas/Department will be a summative table by tutor group showing attitude as an index score, FIPs and progress. These will form the basis of the student tracking discussions.**

DATA and INTERVENTION

Analysis of data on individual students will trigger intervention as appropriate. Often this will be via Head of House who will contact home regarding issues of concern. The criteria is poor overall progress, underachievement in relation to target levels, poor A2L (Index Score) or a poor FIPs profile.

MARKING

Marking forms the basis for improvement in learning and should at all times aim to be positive and constructive, containing both diagnosis and guidance. Departments have developed their own procedures for ensuring consistency and quality in all marking activity.

It is impractical to mark all pieces of work in detail but each piece should receive some form of recognition, with some being close marked and assessed against set criteria. Whenever possible, students should be encouraged to participate in the process of evaluating their own work (see Assessment for Learning).

The grading structure below is used throughout KS3 and in other year groups if a department chooses.

EFFORT is assessed by a letter

- A** You have worked hard on this task
- B** You have worked well, but there is some room for improvement
- C** There is much room for improvement, you can work harder
- D** A disappointing effort which must be improved immediately

CONTENT and UNDERSTANDING is assessed by a number

- 1** Your work shows a high degree of understanding of the task
- 2** Your work shows a good understanding of the task
- 3** Your work shows some understanding of the task
- 4** Your work shows little understanding of the task, you may need to seek help

RECORD KEEPING, STANDARDISATION and MODERATION

Departments use a common format for the storage of information that allows for easy transfer of data between staff. Records kept by an individual teacher include:

- attendance
- assessment of classwork and homework
- marks resulting from tests and examinations
- National Curriculum, GCSE, AS/A2 or other external assessment (as appropriate)

Departments have procedures for building up profiles of each student from teacher records. These may be recorded manually or in computerised format. Tracking of progress within the department supports the school's assessment systems. At all times the principle regarding record-keeping is that it should be simple to maintain and form a useful basis for improving the teaching and learning processes.

In the case of all KS3 National Curriculum subjects, departments have methods for assessing students' achievement against NC levels. The award of these levels will be based on the 'professional judgement' of staff supported by regular training:

- Standardisation – Departments meet regularly to ensure that all teachers have a full understanding of the standards required for the award of levels. This is achieved with reference to the KS3 Portfolio.
- Moderation – Prior to the submission of levels for a cohort of students, each department meets to undertake moderation of the levels awarded by teachers to ensure consistency in the awarding of levels and generate evidence that can be used to update the KS3 Portfolio.

PARENTS' EVENINGS

Parents' Evenings are held annually according to the published schedule. Students use an appointment sheet in their school diary to record appointments with subject staff. Appointments are limited to 5 minutes - separate interviews are arranged if more detailed discussion is required.

All subject staff and group tutors associated with a year group are expected to be present. In the case of Years 7-11, Heads of House are available to see parents concerning pastoral matters, whilst at Post-16 level the Head of Sixth Form is available to discuss overall progress on courses.

As part of the induction process, all Year 7 parents are invited to an Information Evening during the first term at which the school's procedures for monitoring and assessing progress are explained. They are also provided with the opportunity of an interview with House Staff who can provide a brief summary of progress during the first few weeks in school.

In the final half term, Year 9 students and their parents are invited to attend an Information Evening as a follow up to the option evening which took place in year 9. During the evening, information is passed to them regarding the structure of the GCSE courses with regards to controlled assessments and modular examinations and exam dates. There is also an opportunity for parents to ask question at the end of the meeting with the curriculum deputy and the SLT. If parents are unable to attend information is posted to them.

As part of the induction process, all Year 12 parents are invited to an Information Evening during the first term at which the school's procedures for monitoring and assessing progress are explained. They are also provided the opportunity of an interview with the Sixth Form Team if they have concerns over progress or choice of courses.