

Holy Family Catholic High School and Sixth Form



Assessment and Reporting Policy

Date of policy: June 2022

Review date: June 2024

Introduction

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils.” (Ofsted, “Good Assessment in Secondary Schools”).

The term “assessment” refers to all those activities undertaken by teachers, and by pupils in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. It includes all aspects of gathering evidence, recording, reviewing and reporting, which make up an inter-related sequence of events that are integral to the teaching and learning process.

Rationale

At Holy Family Catholic High School we believe that high quality, rigorous assessment helps pupils to make better progress. It highlights exactly what they know and can do and so that they can be supported to improve. High quality assessment and feedback makes gaps in knowledge clear, and supports pupils to know what to do to plug gaps, address misconceptions and become increasingly competent and confident.

Aims

This policy will:

- Provide clear guidelines on the school’s approach to assessment which is based upon high expectations and challenge for all.
- Provide a system of assessment that is clear to pupils, staff and parents which focuses on developing key subject concepts, knowledge and skills.
- Ensure the provision of high quality assessment which help pupils develop the skills needed to tackle GCSE / BTEC / A-Level / General Vocational qualifications.
- Identify areas of achievement for the pupils, thereby motivating them to make further progress and developing self-esteem.
- Provide pupils and parents with a record of progress and achievement.
- Identify gaps in knowledge so that pupils can improve.
- Support high quality teaching by informing staff of pupil progress and misconceptions to enable them to plan effectively.
- To diagnose learning difficulties and ensure support is accessed.
- To help the school evaluate the impact of the curriculum and monitor the progress of all groups of pupils.

Purposes of Assessment

Assessment must be:

- manageable and useful
- a reliable source of information
- positive and support success
- understandable to pupils, parents and teachers

- an essential part of daily teaching and learning
- in line with statutory requirements

Assessment may be used in a variety of ways for a variety of purposes. It may be:

- **Formative** - recording what has been learnt, what a pupil can recall and what they can remember. This regular, low stakes assessment helps pupils know what needs to be done next and helps the teacher in setting realistic, achievable learning goals to enable the pupils to learn what has been intended.
- **Summative** - recording a pupils learning over the long term. This synoptic assessment that checks what pupils know and can do over time and how well they have accumulated and retained knowledge.
- **Diagnostic** - identifying a learner's strengths and weaknesses which prompts appropriate guidance and support
- **Evaluative** - providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies
- **Informative** - providing information for reports to parents, senior leaders and Governors.

The most important purpose of assessment is to try and motivate and encourage by:

- involving pupils in the learning process through explaining the reasons for the assessment and its relationship to the course
- recording positive achievement which contributes to a summative statement
- making sure that pupils are fully aware of assessment objectives and the criteria for success
- discussion of performance and establishing clear, achievable targets for pupils

Assessment Practice

(i) Assessment in Lessons

There are a range of processes to inform and improve pupil progress:

- A variety of 'low stakes' formative assessment takes place in lessons including:
 - giving verbal answers
 - demonstration of skills or group work
 - coursework or portfolio work
 - fieldwork
 - written exercises
 - quizzes and tests
 - mini-whiteboard question and answers
 - exam questions
 - writing practical reports
- More formal end of unit/module tests are used to gather summative assessment, this happens twice a year. Such tests must be used to inform teaching and identify gaps in pupils learning and take action to address these gaps and make improvements.

- Personalised learning checklists should be used as a form of self-assessment and informed by the identified gaps in pupil learning.
- Schemes of work should indicate key assessment points and their contribution to the review of progress.
- Lessons should provide opportunities for self and/or peer assessment which allow pupils to review the extent to which they have met the learning objectives and consider how to make improvements.
- Pupils must have access to level/grade descriptors and personalised learning checklists to aid their learning. These descriptors should be on display in teaching rooms and can be in pupil's books or as knowledge organisers.

(ii) Formal, summative Assessments

We aim to gather a comprehensive range of prior attainment data on entry to the school.

Data collected on entry includes:

- Key Stage 2 scaled score, question-level-analysis and teacher assessment
- CATS Assessments (verbal, non-verbal, reasoning)
- GL-Assessment Guided Reading Scores and Spelling Age (All year groups)
- Salford Reading Test (Year 7)
- GL-Assessment Progress Tests in English, maths, science.

***Reading age is assessed annually.**

Regular formal assessments are undertaken throughout a pupil's time at Holy Family Catholic High School with data used to report progress, plan teaching and direct intervention. All subjects carry out formal assessments twice a year and these results are recorded centrally. Pre-public examinations (mocks) take place for Y11-13 pupils and are tracked whole-school and reported to parents.

(iii) Minimum Expected Grades

An essential part of improving achievement is to set realistic, aspirational benchmarks for each pupil. Holy Family Catholic High School's target setting methodology uses Fisher Family Trust Aspire-5 benchmarks which set targets which place our pupils alongside pupils in the top 5% of schools nationally.

At KS4 and KS5, each qualification has a target grade for each pupil. The target is not 'set in stone' and can be increased to reflect accelerated or improved progress. Targets are reviewed by class teachers, Subject Leaders and Senior Leaders after each data collection.

(iv) Reporting to parents

Each term, teachers provide progress information for each pupil. This indicates progress through the curriculum, attitude to learning, effort and determination and homework (each rated 1-4). Parents also have reading age information so that they can see if their child is at, above or below age related expectations for reading.

The progress report also contains up-to-date attendance and punctuality information.

In addition to the termly progress report, pupils in Y11-13 also have pre-public or mock examinations; the specific grades are reported home to parents. Parents are also invited to receive feedback on progress at the annual Parents' Evening and, in addition, a settling-in evening for Year 7 pupils in September.

Pupils also receive their own copy of their progress report. During form periods, they are given time and guidance on their next steps. They complete a reflection sheet that is also shared with parents along with the progress report.

KS3 Assessment

Key Stage 3 pupils are taught, for the vast majority of lessons, in mixed ability groupings. This means that class teachers need to adapt the work to support children of all abilities. The use of baseline data is vital to enable teachers to plan appropriately for high, but appropriate, levels of challenge. Assessment allows pupils to be divided into groups called quintiles: strong, above average, average, below average, weak. The quintiles follow a normal distribution as follows:

KS3 Quintile
Strong (10%)
Above Average (20%)
Average (40%)
Below Average (20%)
Weak (10%)

The specific subject content, concepts, knowledge and skills expected for each year group is detailed in subject curriculum maps and schemes of

work. From this essential knowledge, teachers adapt their lessons to ensure that all pupils can access the same curriculum.

KS4 Assessment

A variety of assessment informs teacher judgement about whether a pupils is making appropriate progress towards the minimum expected grade. This is reported in Year 10 and Year 11 as a 'current working at grade'.

In December and March of Year 11, pupils will undertake pre-public examinations (mocks) to ensure that early identification of underachievement is identified so that interventions can be swiftly put into place swiftly.

KS5 Assessment

For KS5 pupils, target grades will be set using prior attainment. For A-Level and Applied A-Level courses we use the GCSE average points score (APS) as the basis for prior attainment. For Level 3 BTEC courses, we use the average point score for both GCSE and BTEC qualifications.

All target grades will be aspirational so that pupils have high expectations of themselves and they are motivated to achieve the highest possible grades. Assessment against these target grades will be reported home three times a year and through Parents' Evening. Teachers will report predicted grades to allow pupils and parents to plan for next steps and make UCAS and Apprenticeship applications.

Pre-public Examinations will also be held during the two year course to ensure that early identification of underachievement is identified so that interventions can be swiftly put into place swiftly.

Responsibilities

Senior Leadership Team:

- Monitor and analyse the termly progress data for all pupils and prepare summary information for staff and Governors.
- Review the achievement of groups of pupils including: disadvantaged; SEND; gender; by prior ability; English as an additional language and the most able.
- Conduct pupil and parents meetings for pupils identified as underachieving.
- Work with middle leaders to evaluate pupil progress and plan for improvement as part of the whole-school improvement cycle.

- Conduct annual reviews with subject leaders.

Data Team

- Maintain data in SIMS and SISRA and target setting through FFT-Aspire
- Create and maintain the internal tracking and reporting system on SIMS
- Collate and distribute termly progress reports
- Support senior leaders in the analysis and creation of data summary reports.

Subject Leaders

- Ensure a curriculum plan for each year group is in place with regular assessment that informs teaching and allows pupil to make progress.
- Monitor the subject specific progress data and ensure that it is up-to-date, accurate and quality assured.
- Analyse the subject progress data by groups (e.g. disadvantaged, most able) and develop appropriate intervention where necessary.
- Support colleagues in making accurate assessment and ensure that appropriate professional development is provided to support valid assessment.
- Regularly review minimum expected grades to ensure that they are realistic but challenging.
- With SLT, review examination results with reference to national data, and identify areas for improvement and plan accordingly.

Teachers

- Make informed judgements on assessment information and accurately input into the whole-school tracking system each term.
- Encourage pupils to assess their own progress and ensure that they know the next steps to improve.
- Ensure that pupils have a personalised learning checklist, typically updated half-termly, so that the feedback from assessment informs them of knowledge gaps that need to be addressed.
- Report progress to parents at annual Parents' Evenings.

Pupils

- Agree an aspirational minimum expected grade with each teacher.
- Keep learning checklists or other records of assessment up-to-date and respond to feedback with purple pen improvements when directed.
- Take responsibility for own learning and seek teacher advice on how to achieve the minimum expected grade.

Governors

- Scrutinise the whole-school progress data provided at the termly Standards Committee Meeting.
- Ensure that senior leaders take appropriate steps to ensure that progress of all groups of pupils is at least good.
- Monitor the implementation of the Assessment and Recording Policy as detailed in this documentation.

Monitoring

The school, via the Governors' Standards and Curriculum Committee, monitors the appropriateness of assessment and feedback, measuring its impact, taking into account levels of achievement and engagement.

The school will regularly audit its provision, seeking the views of all stakeholders, including pupils, parents, staff and governors.

All departmental areas will review regularly, as part of their self-evaluation processes, their successful assessment of pupils using the Ofsted Evaluation Framework, supplemented by internal and external reviews.

Target Setting Overview

Year Group	Methodology
Year 12 and Year 13	<p>Aspirational target grades are calculated using the average points score achieved at KS4 (Y11).</p> <p>For A-level qualifications it is the average point score of GCSE qualifications.</p> <p>For applied and vocational subjects it is the average point score of all level 2 qualifications including GCSEs and BTECs.</p>
Year 10 and Year 11	<p>All GCSE subjects have an aspirational target minimum expected grade (9-1). For all subjects, they have been calculated using FFT-5 and refined in consultation with Subject Leaders and class teachers.</p> <p>For vocational subjects, pupils are set a minimum expected grade as a L2 Distinction* to a L1 Pass using the conversion tables from GCSE (9-1) to BTEC grades.</p> <p>Pupils with no prior attainment data are allocated a target grade once our own baseline assessments and CATs tests are completed.</p>
Year 7, Year 8 and Year 9	<p>All pupils are baselined and placed into a quintile and have reading age information and reading targets shared with teachers on entry. From there, all pupils follow the same curriculum with adaptation where necessary. Progress is measured against the intended knowledge that the pupils must know and remember, or skills that they must demonstrate. Assessment is against this knowledge which is set out in the curriculum map. Pupils are measured using a range of assessment, this is reported to parents twice a year.</p>