

# Holy Family Catholic High School & 6<sup>th</sup> Form



## Assessment and Reporting Policy

Date of policy: June 2021

Review date: June 2022

## 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 students 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 students to make better progress. It highlights their achievements and also ensures that they know how they can improve. High quality assessment and feedback makes gaps in knowledge clear, and supports students to reflect on their next steps to improve.

## 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 students, staff and parents which focuses on developing key subject concepts, knowledge and skills.
- Ensure the provision of high quality assessment which help students develop the skills needed to tackle GCSE / BTEC / A-Level / General Vocational qualifications.
- Identify areas of achievement for the students, thereby motivating them to make further progress and developing self-esteem.
- Provide students and parents with a record of progress and achievement.
- Identify gaps in knowledge so that students can improve.
- Support high quality teaching by informing staff of student 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 students.

## Purposes of Assessment

Assessment must be:

- manageable and useful
- a reliable source of information
- positive and support success
- understandable to students, 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 achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades for the future
- **Summative** - recording a student's overall achievement
- **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 students 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 students are fully aware of assessment objectives and the criteria for success
- discussion of performance and establishing clear, achievable targets for students

## Assessment Practice

### (i) Assessment in Lessons

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

- A variety of 'low stakes' 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, typically each half-term. Such tests must be used to inform teaching and identify gaps in students 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 student learning.
- Schemes of work should indicate key assessment points and their contribution to the review of student progress.
- Lessons should provide opportunities for self and/or peer assessment which allow students to review the extent to which they have met the learning objectives and consider how to make improvements.
- Students 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 student's books or as knowledge organisers.

## **(ii) Formal 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, teacher assessment
- CATS Assessments (verbal, non-verbal, reasoning)
- GL-Assessment Guided Reading Scores and Spelling Age.
- GL-Assessment Progress Tests in English, maths, science.
- Internal Baseline Testing in subjects such as music, art and PE.

Reading age is reassessed annually.

Regular formal assessments are undertaken throughout the student'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 at the end of the academic year and these results are recorded centrally. Pre-public examinations (mocks) take place for Y11-13 students and are tracked whole-school and reported to parents.

## **(iii) Minimum Expected Grades and KS3 Progress**

An essential part of improving achievement is to set realistic, aspirational benchmarks for each student. Holy Family Catholic High School's target setting methodology includes the use of Fisher Family Trust Aspire-20 and FFT Aspire-5 benchmark information which refer to the progress made by students in the top 20% and 5% of schools nationally.

At KS3, students are placed onto an appropriate pathway – aiming at a broad range of GCSE grades for each subject. This takes into account their prior attainment in primary school and the baseline assessments that take place at the start of Year 7.

At KS4 and KS5, each qualification has a target grade for each student. 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 SLT after each data collection.

#### (iv) Reporting to parents

Each term, teachers provide progress information for each student. In addition to indicating whether students are making progress that is 'on track', below or exceeding expected levels they comment on our PRIDE expectations as follows:

- P** Progress
- R** Respect
- I** Involved
- D** Determination
- E** Equipped

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

In addition to the termly progress report, students 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 students in September.

Students 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 students are taught, for the majority of lessons, in mixed ability setting. This means that class teachers need to differentiate the work to support progress of children of all abilities. The use of baseline data is vital to enable teachers to plan appropriately for high, but appropriate, challenge.

Year 7 data is gathered by our data team and this information is then used 'in-house' to place the students onto an appropriate pathway for their first year in school. The appropriateness of the pathway will be reviewed termly. Students can move up if they continue to make or exceed expected progress. The pathways are divided using a process called quintiles: Strong, above average, average, below average, weak. The quintiles follow a normal distribution as follows:

<b>KS3 Quintile</b>
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 plans, knowledge organisers and schemes of

work, differentiated for each quintile. The students are tracked and reported with reference to making 'expected progress' for their quintile. GCSE grades 9-1 are not reported at KS3.

Each department undertakes moderation with other schools through our peer networks. In addition, we ensure that KS3 assessment is externally validated.

### **KS4 Assessment**

In addition to half-termly assessments, KS4 students also take pre-public examinations which are reported to parents.

A variety of assessment informs teacher judgement about whether a student is making appropriate progress towards the minimum expected grade. This is reported in Year 9, Year 10 and Year 11 as a 'current working at grade'.

In Year 11, we additionally provide students and parents with a predicted grade for the end of the course to allow them to make college applications and plan for their next steps.

### **KS5 Assessment**

For KS5 students, 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 students 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 an annual Parents' Evening. Teachers will report predicted grades to allow students 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.

### **Roles and Responsibilities**

#### **Senior Leadership Team:**

- Monitor and analyse the termly progress data for all students and prepare summary information for staff and Governors.
- Review the achievement of groups of students including: disadvantaged; SEND; gender; by prior ability; English as an additional language and the most able.
- Conduct student and parents meetings for students identified as underachieving.
- Work with middle leaders to evaluate students' 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
- 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 students 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 student pathways / 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 students to assess their own progress against their pathway / minimum expected grade and ensure that they know the next steps to improve.
- Ensure that students 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.

### **Students**

- 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 students 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 students, parents, staff and governors.

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

### Target Setting Overview – 2020/21

Year Group	Methodology
Year 12 and Year 13	Aspirational target grades are calculated using the average points score achieved at KS4 (Y11). For A-level qualifications it is the average point score of GCSE qualifications, for vocational subjects it is the average point score of all level 2 qualifications including GCSEs and BTECs.
Year 10 and Year 11	<p>All GCSE subjects have a target (or minimum expected grade) 9-1. For all subjects, they have been calculated using FFT-20 and refined in consultation with Subject Leaders. For high performing subjects we may use targets using FFT-5.</p> <p>For vocational subjects, students are set a target (or minimum expected grade) as a L2 Distinction* to a L1 Pass using the conversion tables from GCSE (9-1) to BTEC grades.</p> <p>Students with no prior attainment data are allocated a target grade once our own baseline assessments and CATs tests are completed. The progress of these students is therefore not included in the school headline Progress 8 data.</p>
Year 7, Year 8 and Year 9	<p>In line with Government recommendations, KS3 assessment follows the Progress Grids developed by each subject, differentiated for each individual student.</p> <p>Students have been allocated a pathway which allocates students into quintiles. The methodology is internal using a combination of KS2 scaled scores, CATS, GL-assessment Guided Reading Scores, FFT-20 benchmarks and teacher assessment.</p>