

Holy Family Catholic High School & 6th Form



Assessment and Reporting Policy

Date of policy: September 2018

Review date: July 2019

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 qualifications.
- Identify areas of achievement to 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 improvement.

- 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
- Key Stage 2 Question-level-analysis
- Key Stage 2 Teacher Assessment
- CATS Assessments (verbal, non-verbal, reasoning,)
- GL-Assessment Guided Reading Scores and Spelling Age
- Internal Baseline Testing in subjects such as music, art and PE.

Reading and spelling 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 Pathways

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 that refers 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.

At KS4, each qualification has a minimum expected grade (MEG) for each student. At KS5 students are set a target grade based on prior attainment using the DfE Ready Reckoner.

(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** – Independence
- D** – Determination
- E** – Equipped

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

In addition to the termly progress report, students in Y11-13 also have pre-public examinations that are reported home to parents.

Parents are also invited to receive feedback on progress at 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 Character and Culture lessons they are given time and support to reflect on their next steps. They complete a reflection sheet that is also shared with parents.

KS3 Assessment

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 two years in school. The students follow a two year Key Stage 3 to lay the groundwork for KS4 study. The appropriateness of the pathway will be reviewed termly, students can move up if they continue to make or exceed expected progress.

The flight paths follow the following format:

KS3 Pathway	Estimated KS2 scaled score	Minimum expected GCSE grade
Aiming for 7-8	>112	7 - 9
Aiming for 6	100-111	6 - 7
Aiming for 5	88-99	5 - 6
Aiming for 4	<88	3 - 4

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 flight path. The students are tracked and reported in reference to making '*expected progress*' on their flight path. 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.

From Year 10 onwards, we also provide students and parents with a predicted grade for the end of the course.

KS5 Assessment

For KS5 students, target grades will be set using prior attainment - average GCSE points score (APS). Year 13 have targets set using ALPS methodology alongside teacher professional judgement. This will also allow the school to measure individual L3VA and the school L3VA progress scores.

All target grades will be aspirational so that students have high expectations of themselves so that 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.

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.

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 Parent's 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 – 2018/19

Year Group	Methodology
Year 12-13	<p>ALPS aspirational grades based on Average Points Score achieved at KS4. For A-level qualifications it is the APS of GCSE qualifications, for vocational subjects it is the APS of all level 2 qualifications including BTECS.</p> <p>All target grades are “End of Key Stage” targets.</p>
Year 9-11	<p>All GCSE subjects have a MEG 9-1 (minimum expected grade). For all subjects they have been calculated using FFT-20 and refined in consultation with Subject Leaders. For high performing subjects MEGs are set using FFT-5.</p> <p>For vocational subjects students are set a MEG L2 Distinction*-L1Pass using the conversion tables from GCSE (9-1) to BTEC grades.</p> <p>Students with no prior attainment data are allocated a MEG once our own baseline assessments and CATs tests are completed. They do not form part of the schools headline Progress 8 data.</p>
Year 7-8	<p>In line with Government recommendations, KS3 assessment for Year 7 and Year 8 follows the Progress Grids developed by each subject.</p> <p>Students have been allocated a pathway which gives a broad ‘aiming for...’ grade. The methodology is internal using a combination of KS2 scaled scores, CATS, GL-assessment Guided Reading Scores, FFT-20 benchmarks and teacher assessment.</p>