

Curriculum, Assessment & Reporting Policy

Sir William Stanier School



Approved by:

Date:

Last reviewed on:

September 2022

Next review due by:

September 2023

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Curriculum

We want to make a positive difference to our children and our community by providing the best possible education that will improve, enrich and enhance the lives of our students. We want to be a great school where creativity, determination and excellence are found in every classroom. We want to be a safe and happy place for our children and staff so that we can build a history and culture to be proud of.

This aim is underpinned by a rich, relevant, broad and balanced curriculum, characterised by, personalisation, innovation and creativity. It is a curriculum which supports students' curiosity to learn, has a passion to include everyone and prepares students for further study and employment.

Our curriculum is one of academic and personal rigor underpinned by a culture of high expectation which effectively fosters students' commitment to succeed. It will provide a focus on the needs of the individual to ensure equality of opportunity allowing our pathways to be personalised to meet their needs and those of the school.

Our curriculum has been carefully mapped to ensure coverage of the National Curriculum content and to ensure learners take every opportunity to use their courage and work with their community.

Key Stage 3 Offer

Sir William Stanier offers a 3-year key stage 3 which covers the following subjects

Subject	Curriculum Hours
English	4
Maths	4
Science	3
Humanities (Geog, History, RE)	3
Performing Arts (Music and Drama)	2
Computing	1
Art, Food & DT	2
PE	2
Personal Development	1
Form Time	2.5

Key Stage 4 GCSE Offer

Sir William Stanier offers a 2-year key stage 4 which covers the following subjects

Subject	Curriculum Hours	Subject	Curriculum Hours
Year 10		Year 11	
English	4	English	4
Maths	4	Maths	4
Science	5	Science	4
Humanities (Geog, History, RE)	3	Humanities (Geog, History, RE)	3
Performing Arts (Music and Drama)	3	Performing Arts (Music and Drama)	3
Computing	3	Computing	3
Business/IT	3	Business/IT	3
French	3	Spanish	3
PE	2	Food	3
Photography	3	Sport	3
Media Studies	3	PE	2
Health and Social Care	3	RE	2
Food	3		
Sport	3		
RE	1		

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to using data driven instruction (DDI), recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated through the schools ***'Assessment, Reporting, QA & CPD Calendar'***

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Student Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles and aims of assessment

The policy's aim is to develop a culture of in-depth learning rather than pace. To do this the purposes of assessment is clearly identified to allow teachers the opportunity to relay the correct information at the correct time.

Teachers use Key Stage 2 assessment data to inform their planning at Key Stage 3. Both Key Stage 3 and 4 have clear end points to allow teachers to plan effectively. Formative and Summative assessment are the terms used in this policy.

4. Assessment approaches

At Sir William Stanier we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

A detailed breakdown can be found in the schools *'Marking, Feedback and Assessment Policy'*.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Good day-to-day in-school formative assessment helps students to measure their knowledge and understanding and respond to feedback, provides parents with a broad picture of where their children's strengths and weaknesses lie, and allows teachers to identify when students are struggling and what interventions are needed to close that understanding gap.

Day to day in-school formative assessment, for example:

- Retrieval quizzing
- Hinge questions
- Practice questions through effective use of Data Driven Instruction (DDI)
- Effective explanatory feedback
- Self-assessment

4.2 In-school summative assessment

Effective in-school summative assessment including NGRTs/CAT4s enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Good in-school summative assessment will give students the opportunity to understand how well they have understood a topic or course of work taught over a period of time, gives parents an understanding of achievements, progress and wider outcomes of their children over a period of time, gives teachers the opportunity to evaluate their delivery of a topic and the impact they have made and allows school leaders to monitor performance of student cohorts identifying interventions.

Minimum assessment requirements per topic should include:

- One midpoint assessment
- A summative natured end-of-unit assessment
- An end of year exam
- Reviews for students with SEND

Students, parents, teachers, school leaders and governors are all audiences of the assessment themes we have in place. It is important to ensure not any one type of assessment is used for too many purposes as outcomes can become unreliable due to conflict of purpose.

To aid moderation and reporting, teachers will mark a different groups assessment and all professional predictions will be moderated via discussions between colleagues using student's books as evidence.

The use of SLE's and external agencies ensure that assessment is standardised and validated to ensure accurate reporting of student's performance.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

The school uses the vehicle of Data Driven Instruction to drive curriculum, assessment and reporting.

5. Collecting and using data

It is a requirement on staff that formative assessment occurs throughout lessons within good teaching and learning. It is the responsibility of the departments to collect information at key identified points through summative and formative assessment. The primary purpose of this is to inform decisions when inputting data onto Sims for academic reviews.

The primary purpose of these is to inform teachers, parents and school leaders of academic progress throughout the year. This data will then be reviewed by Raising Standard Leads (RSL), Directors of Faculty and Faculty Leaders to identify trends and gaps in learning to create key actions to close the gaps.

Key information about the collection of data can be seen in the attached document '[Assessment, Reporting, QA & CPD Calendar](#)'. The reporting process shows that consideration has been given to avoid adding unnecessarily workload to staff.

Data reported in Sims includes a student's current grade, predicted grade (KS4) and their Below, On, Above (BOA) grade in relation to their FFT50 target. All grades given to students in year 7-11 are reported on a 1-9 basis with grade 9 being the highest achievable grade.

As a student moves through year 7-11, it is their depth and breadth of their learning which is develop and therefore, should be 'On Track' to meet the FFT50 target at least each year. The depth and breadth of the school curriculum can be seen in each faculties 5-year curriculum plan.

6. Reporting to parents

FFT20 – called Minimum Expected Grades (MEGs) and FFT50 – called Aspirational Grades - are used to set targets for all students.

It is expected that a student's 'current' grade is in line with students meeting their FFT50 target grade and where it isn't, clear evidence can be demonstrated by faculties as to their plan to close this gap through data driven instruction (DDI). This is report as a Above, On or Below grade – know as a BOA.

The School's Assessment, Reporting, QA & CPD Calendar shows where each year groups assessment rounds are and when reports are sent home. To develop the relationship between the school and the local community, all reports are sent home at least a week before their relevant year groups parents evening in order to give parents, teachers and students an opportunity to expand more widely a student's strengths, areas for improvements and how they can develop their independence to learning.

Other key information that will be reported to parents through the above processes include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Arrangements for discussing the report with the student's teacher at parents evening
- The student's attendance record including the total number of possible attendances for that student, and the total number of unauthorised absences for that student, expressed as a % of the possible attendances
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained
- End of Year 9 target grade

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points and take this into account alongside the nature of students' learning difficulties.

8. Training

The school's Assessment, Reporting, QA & CPD Calendar shows the approach to how all aspects of the schools development is quality assured, monitored and developed to enable teachers to be kept up-to-date with developments and continually improve their practice.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

9.2 Principal

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy and the school's **Marking, Feedback and Assessment Policy**.

10. Monitoring

This policy will be reviewed annually. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Mr M Smissen is responsible for ensuring that the policy is followed.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through the ['Assessment, Reporting, QA & CPD Calendar'](#).

11. Links with other policies and Assessment, Reporting, QA & CPD Calendar 2022-23

This assessment policy is linked to:

- Marking Feedback and Assessment Policy
- Teaching and Learning Policy
- Homework Policy