Kesteven and Sleaford High School
A Robert Carre Trust School

Assessment, Recording, Reporting Policy, including Marketing and Feedback Policy

AIMS OF ASSESSMENT, RECORDING AND REPORTING

- Enable students to become confident and effective learners who take responsibility for their own learning;
- Provide opportunities for students to retrieve their knowledge and apply it in relevant contexts;
- Raise the achievement of all students;
- Ensure that students, staff, parents and Governors are informed of the academic progress of all students;
- Facilitate learning by using assessments to help students identify their strengths and weaknesses in order to progress;
- Make assessment for learning key in classroom activities.

Assessment is an integral part of the learning process. We must use assessment to provide opportunities for improving very specific skills (deliberate practice) and retrieving knowledge so that it becomes stored in students' long-term memory not their short-term memory which is easily overloaded. Assessment should encourage a dialogue between teachers and students which aids the learners to develop their work and ideas further. Assessments which are low stakes/ high impact can direct future learning whilst fostering an environment where learners are motivated in class, confident in the tasks they undertake and resilient with challenging tasks.

ASSESSMENT
Types of Assessment which will be undertaken:

Formative (*This is assessment for learning)* - used frequently, either in a formal or informal way, to determine what a student can do. This evidence will be used to adapt teaching to meet the students' needs. Formative assessment can take place as an on-going process and may not leave any written record. Questioning is a means of formative assessment. Formative assessment should encourage students to become reflective learners and respond to learning needs. The marking sticker (see Appendix 1) is a useful tool in encouraging student and teacher dialogue with an emphasis on WWW (what went well) and EBI (even better if). Peer and Self assessment should be encouraged where relevant. Formative assessment places students at the centre of assessment.

Summative (*This is assessment of learning)* – used to draw some conclusions at the end of a significant period of time, or at the end of a unit of work. This will include formal internal and external examinations. This will be a major factor in (i) making decisions about Current Working grades and (ii) Target Setting. The data will be used to inform student groupings and to make judgements on attainment in relation to Learning Pathways and targets.

Methods of assessment

Assessment may be as a result of formal or informal means. It will occur in day-to-day situations, as a result of homework, class work or through formal tests and examinations. A variety of methods may be employed to ascertain a student's progress, including:

- Low stakes/ high impact quizzes to guide future learning;
- Observations obtained by discussion, question and engagement techniques;
- Practical tests;
- Written tests and exams; NB: There is an assessment week for each year group and departments are expected to set an examination which determines a student's progress against their learning path (KS3) or grades (KS4/KS5) and helps students prepare for external examinations;
- Verbal work;
- Homework;
- Student self-assessment, which is only possible when they have a sufficiently clear picture of the targets that their learning is meant to attain.
- Peer assessment.

The method to be employed, in any particular circumstance, will depend on the purpose of the assessment and the decisions to be taken in the light of the results that are obtained from it.

MARKING AND FEEDBACK

AIMS OF MARKING AND FEEDBACK
- To ensure all students are provided with, and act upon, regular feedback to help them reach their full academic potential and demonstrate their progress.
- To establish a consistent approach to the way we feedback on students' work so that students feel their work is valued and have a clear understanding of how well they are doing.
- Develop self-assessment in learning
- Close the gap between current and desired performance
- Encourage positive motivation and self-esteem
- Maintain high standards of literacy, numeracy and oracy.

The more immediate the feedback the greater the impact. All subject areas have identified a bare minimum standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based. As a rough guide teachers should be marking at least one piece of significant work (or a collection of shorter tasks) and giving written feedback at least once per half term in all year groups. Where verbal feedback is given teachers should only record the feedback if it will reinforce the implementation of the next step, not purely for the benefit of a work scrutiny.

Methods of Marking and Feedback
Teachers are encouraged to make use of:

- Whole school marking stickers or department stickers
- Time-saving, clear subject specific marking proforma
- Time-saving marking tools used across departments e.g. the highlighted 'pink' box containing 'next-step' activities or instructions for students to complete.

Other dedicated improvement and reflection time (D.I.R.T.) tools such as the possible use of different pen colours used by teachers and students are used (e.g. to indicate planning, redrafting, teacher/peer/self-assessed work, corrections).

The use of the literacy marking key is expected for work in the English Language (the French and German departments have adapted versions of this) :

✔ Correct
✔✔ Excellent
S Spelling
P Punctuation
^ Missed word needs inserting
/ New line
// New paragraph
? Sense or meaning not clear
RTQ Read the Question
U Missing or wrong units

Spelling, punctuation and grammar errors should be highlighted and, where possible, subsequently corrected by the student.

HOW WE MEASURE PROGRESS AND REPORT PROGRESS

Students in Year 7 will undertake Cognitive Ability Tests (CATS) on entry to the school to identify areas for further challenge or support. Learning Paths are set centrally using national data sources (FFT Aspire targets), a student's Key Stage 2 result and the CATS results.

Students in Year 8 and Year 9 are also assigned a Learning Path and progress is monitored according to this. The learning path is determined by FFT Aspire data (where available), attainment on the previous system, a student's Key Stage 2 result and their CATS information. Departments may raise the Learning Pathway assigned to each student at any point in the academic year.

Students in Year 10 and Year 11are set target grades using FFT Aspire intelligent target setting as a baseline. These are department specific and ensure the targets are realistic but challenging. This year all departments set targets at FFT 20.

Students in Year 12 and Year 13 have been set targets using ALPS target setting which measures progress from their GCSE average points score.

The assessment, recording and reporting schedule indicates when each Year groups' progress will be monitored against these learning paths and targets. There are commonly 3 data collection points per academic year. Go4 Schools will be used to monitor key findings/trends. The data from Go4 Schools will be used in student progress meetings (teacher level), QA meetings (Subject leader level) and Leadership Meetings. Each year group undertakes a formal assessment week during the academic year.

In practice this means…

Subject Teachers will:
- Monitor student progress against a learning pathway or target grade;
- Increase learning pathways/target grades as necessary to maintain challenge and aspirations;
- Conduct Formative and Summative assessment to enable learning to be moved forward and learning to be assessed;
- Keep records of all tests and assessments (in a mark book or by other appropriate means) to enable reporting on progress and attainments for groups and individuals;
- Input results/levels and grades into the SIMS system at tracking points throughout the year;
- Input effort grades and concern codes at the same time. Effort grades allow parents, tutors, Heads of Year and the senior team to monitor the focus, participation and level of interest displayed in lessons.
- Use appropriate intervention when a student's progress falls below expectations;
- Attend pupil progress meetings (with the appropriate paper work) as per the meeting calendar to discuss the progress of students against their expected grades and target grades;

- Write reports on SIMS for each student as per the assessment calendar (see appendix 5 for further guidance);
- Attend parents' evenings, as necessary, to give parents the opportunity to discuss their child's progress;
- provide verbal and written feedback regarding progress against the expected levels and targets using whole school assessment systems below (and avoiding the use of any alternative non whole-school assessment scales/codes or attainment/effort grades).
  - Key Stage 3:   Learning Pathways
  - Key Stages 4&5:   GCSE and A level grades
  - All Key Stages: Effort grades in line with reporting values

Subject Leaders will:
- Monitor the progress of students, classes and key groups of students within their department conducting student progress meetings to aid this;
- Maintain records of Transitional Assessments to identify trends and patterns in department attainment and achievement;
- Meet regularly with their leadership links to discuss progress of pupils, recent tracking data and the intervention in place within the department;
- Meet at least once a year with the Head of School and Leadership link to discuss the results of external examinations;
- Check marking of books is completed as detailed e.g. by conducting department work scrutiny: (whole school paperwork is available to help collect this information and save time on bureaucracy)
  - by looking at students' work during lesson observations
  - during other department quality assurance activities.
- Ensure that the curriculum area has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail;
- Create planned opportunities to moderate and standardise key assessments to ensure consistency;
- Ensure the whole school marking and assessment protocol and policy are fully implemented, and address any issues where necessary.

Tutors will:
- Discuss current progress and targets with each pupil at least one a year;

Heads of Year will:
- Provide tutors with an overview of the most recent tracking data for discussion with pupils;
- Ensure the Assessment, Recording and Reporting Policy is implemented with their year group;
- Monitor student progress and issue praise/concern letters to parents;

Senior Leadership will:
- Meet regularly with subject leaders as part of the QA process to discuss the progress of students, recent tracking and the intervention in place with the department;
- Keep up to date with their link departments' results in external examinations;
- Ensure 'lesson drop ins' are conducted as part of the monitoring calendar;
- Sample books and/or folders as per the school monitoring calendar;
- Provide support and further monitoring for those departments not meeting the required standard.
- Review tracking data as a leadership team.

The Assistant Headteacher (Student Progress) will:
- Use the KS2 results, CATS results and National Data sources as a basis for establishing the baseline in all subjects;
- Oversee the running of CATS testing in Year 7;
- Generate Learning Pathways for Year 7-9;

- Oversee the use of FFT Aspire by staff for target setting in Year 10 ensuring that targets are sufficiently challenging.
- Ensure the data at each tracking point is entered into Go4 Schools and that subject leaders have sufficient training on its use;
- Oversee the tracking system on SIMS reporting to the rest of the senior leadership as necessary;
- Run staff training (as necessary) on the reporting process;
- Keep the Local Governing Body informed of outcomes of transitional assessments and external examinations;
- Ensure the Assessment, Recording and Reporting Policy is up-to-date each year;
- Generate the timetable for assessments, tracking, Parents' evenings each year for the school calendar;
- Analyse in school data to ensure groups of students (disadvantaged/ EAL/ Service children) are making appropriate progress
- Produce an analysis of external assessments for publication on the school website and in the school prospectus;

The Local Governing Body will:
- Monitor standards within the school;
- Meet with subject leaders (as necessary) to discuss standards within departments.

Agreed by SLT January 2021

Next Review date: March 2022 (Annually)