



Milford Haven School
Assessment, Recording and Reporting
Policy (*Nov 2017*)



..... (Signed by Chair)

.....*Date*

This policy will be reviewed on or before the following date

Assessment, Recording and Reporting Policy

Aims:

To assist pupils in their learning by:

- Identifying strengths and achievements to be built upon
- Providing motivation through success
- Supporting a diagnosis of individual needs
- Allowing the pupils to review progress against specific criteria
- Informing discussions between pupils and teachers

To assist teachers evaluate curriculum provision by:

- Monitoring breadth within the curriculum
- Identifying areas for development
- Measuring the effectiveness of materials and methods

To provide relevant information for:

- Pupils
- Teachers
- Parents
- Employers
- Referral
- External agencies; in order to make informed choices and decisions

1.2 Principles of assessment

- Benefit all children equally, irrespective of ability, race, gender and background
- Reflect the range of learning experiences and activities
- Relate to specific shared criteria
- Allow children to assume as much responsibility as possible for their own learning and self-assessment. (assessment for learning)
- Provide opportunities to review progress and achievements with teachers on a one to one basis
- Be supported by a variety of evidence
- Fulfil legal requirements.

2. Assessment:

Assessment information on attainment and effort will be valid and meaningful for learners, teachers, parents and other audiences. Assessment systems will make use of both quantitative data such as test results, pupil targets and National Curriculum level outcomes and qualitative information such as teacher and pupil comments and opinions to drive improvements in student learning. The school will use data to set challenging targets for students

Assessment systems used will be manageable in terms of the frequency of assessment and the quantity of information to be recorded. Recording and data captures will be made as simple as possible. Data Capture will provide information at pupil, class, departmental and whole school levels.

The MHS Assessment Policy will ensure that the school meets statutory obligations for assessment, will promote coherence and consistency in approach to assessment across the school and will promote a common understanding of standards both within the school and across other schools.

It will provide a framework within which Departments can design assessment to meet their particular needs, raise expectations of pupil success and provide a framework of practice which will motivate students to engage in the learning process.

The policy will seek to promote greater student responsibility for their own learning through the target setting process.

Target setting and Pupil Tracking

- KS2 and KS3 national curriculum levels and KS4 Examination results
- National Literacy and Numeracy Tests
- Non verbal tests
- ALN testing where applicable
- CAT 4
- FFT
- ALPS for post 16 target setting

The school will use information from these sources to assign a Global Target Grade to each student. There will be an expectation that students assigned a particular Global grade will reach certain levels of attainment in each Key Stage. The grade will be recorded and shared with students and parents and pupil progress will be measured against it on a regular basis. The global grade may differ from subject targets in that individual students have different strengths and interests.

The school will use all of the above information to set individual, Departmental and whole school targets which are realistic and achievable, but also challenging. The school will take into account comparative data sets such as the All Wales Core Data Set when setting these targets to ensure that it aims to be at least above the median in the eFSM benchmarking group tables. The school will also take into account Family comparisons, modelled outcomes and VA data, to set whole school targets and to review the performance of Departments and specific groups of learners

With the implementation of the LNF and DCF there is an increased focus, on assessment of pupils' literacy and numeracy skills across the curriculum. However, pupils will continue to be assessed on subject specific skills in line with level descriptors, at Key Stage 3 as well as in their progress in literacy, numeracy and digital skills.

Pupil progress will be also monitored across the key stages. Teachers from schools within the cluster will share their practice and standardisation of portfolios of pupil product. These portfolios will then be used along with the level descriptors to moderate pupils' work so that there is consistency across the stages.

At Key Stage 4 the nature of assessment is governed by the course being followed, although the principles of formative assessment will continue to inform the next steps in pupils' learning.

2.1 Formative assessment

To reach judgements concerning pupils' attainment, each subject will use a variety of assessment techniques and a wide range of evidence of achievement, including homework where appropriate. Pupils will clearly understand how their work is being assessed, so they can determine realistic and achievable targets for themselves.

Formative assessment provides information on what pupils **know, understand and can do**. A wide range of assessment methods will be implemented by colleagues so that pupils' progress can be monitored and evaluated. It is important that assessments are diagnostic and engage the pupils in meaningful dialogue

regarding their progress. Feedback from this assessment process should inform on future planning including lesson content and teaching strategies. The school will continue to develop its feedback system.

Colleagues will facilitate a positive learning and assessment environment within each classroom.

2.2 Assessment for learning

In order to aid pupil progress, colleagues will implement Assessment for Learning strategies. Colleagues will inform pupils of the success criteria for individual lessons and series of lessons. At Key Stage 3 staff will inform pupils and parents of the standard of work required to reach the relevant National Curriculum level descriptors which the pupils will be working at or towards. This will allow teachers, pupils and parents to understand where pupils are in their learning on what their next steps are in order to progress.

The table below summarises some AfL strategies used to enhance pupils' learning:

SHARING LEARNING OBJECTIVES AND SUCCESS CRITERIA WITH PUPILS

Linking to other learning and building on pupils' ideas.
Helping pupils understand and use success criteria.
Modelling.
Helping pupils to visualise and recognise success.

MAKING PUPILS ACTIVE PARTNERS IN THE LEARNING/ ASSESSING PROCESS

No hands up questioning.
Talk partners and pupil reflection.
Self-assessment and peer- assessment.
Traffic lights/thumbs up.

GIVING FEEDBACK ABOUT LEARNING INDICATING SUCCESS AND IMPROVEMENTS NEEDED

Oral feedback and questioning.
Feedback against Learning Objectives.
Giving every learner confidence that he/she can succeed.
Teaching pupils to give constructive feedback.

CREATING CONDITIONS FOR LEARNING IN THE CLASSROOM AND THROUGHOUT THE SCHOOL COMMUNITY

School values, ethos and climate.
Whole school policy for AfL.
Teachers and pupils' views and the use of language about learning.
Using ICT to support AfL e.g. Google Classroom

2.3 Feedback

Aim:

Through regular and stringent assessment of pupil progress colleagues will:

1. Monitor and comment on pupil progress.
2. Give pupils challenging but realistic targets
3. Give clarity to pupils and parents in the progress being made by the pupils

For full detail on Feedback procedures please refer to **Feedback Policy** listed in Appendix A

2.4 Summative assessment

Aim:

The aim is to measure pupil progress over a period of time. Summative assessment will be effective when:

- it draws on the range of assessment information and evidence when making judgements on current pupil performance
- teachers have a clear understanding of the level descriptions and how they are applied in making summative judgements in terms of internal and end of key stage requirements
- teachers make judgements which are consistent with a shared understanding of standards developed amongst colleagues, utilising standardisation material

- teachers recognise its importance in all areas of learning and give feedback to pupils on the outcomes of such assessment

Department Assessments / Data Capture progress Checks

Teachers will use a holistic approach when judging progress level/grades for pupils. They will use their knowledge of the demands of the course/subject, compare this to the attainment of the pupil and then make a professional judgment by predicting what grade/level the pupil will attain at the end of the key stage. The assessments, used to make judgements, could take the form of end of module tests or an appropriate piece of work determined by the department. In order to ensure consistency the assessed piece of work will undergo a standardisation process.

For Data Capture departments will hold a Department Standards meeting before data capture points

Assessments will be clearly identified in schemes of work.

Examinations:

All pupils will sit internal examinations with the exception of Year 13. This assessment will be included in the end of year report to parents and will form part of the dialogue with parents at parents' evenings. The timetable for these examinations will be identified in the school calendar.

National Reading and Numeracy Tests

National reading and numeracy tests are statutory for all pupils (except those who have been disapplied) in Key Stage 3. They take place during the Summer Term, each year, and are reported to parents as standardised scores and reading/numeracy ages. The two numeracy tests are 'procedural' and 'reasoning' while there is one reading test.

End of Key Stage Teacher Assessments

Departments refer to National Curriculum Level characteristics to comment on attainment in Years 7, 8 and 9. In Year 9 statutory requirements include reporting on all subjects using National Curriculum Levels.

External Examinations and Controlled Assessments

At Key Stage 4 different pupils will study a range of Level 2, Level 1 and Entry Level qualifications according to the needs of the individual pupil. Assessments of qualifications are based on external examinations and/or controlled assessments.

3. RECORDING

Class teacher

Individual teacher records will contain a balance of information capable of informing colleagues of pupils' progress. Records will provide a detailed record of a pupils' progress throughout the relevant key stage. The format will assist teachers in planning individual learning priorities and fulfilling statutory and school reporting requirements, while not being bureaucratically burdensome.

Subject/area records

Subject areas will use a whole school tracking system in order to track pupils throughout the key stages. This tracking system will be regularly updated and monitored so that pupils' progress can be monitored and evaluated. Area Coordinators, Heads of Department and Progress Managers will actively monitor pupil progress across their department/year in order to target pupil underachievement and thus implement strategies. Data Capture information review will be used to analyse and record which pupils will be targeted to receive intervention strategies.

Whole School

4. REPORTING

Full Reports

Reporting to parents and pupils will be meaningful and developmental. Advice will be given to pupils on how to improve and targets or goals set in order to achieve that improvement.

Reports in Years 7, 8 and 10 in June/July will be based on end of year examinations as well as formative progress and aim to provide meaningful feedback to parents on pupils' progress in all subjects. Year 9 will receive a report in February. This will be of assistance in the options process for Key Stage 4. Year 11 will receive a report in the Spring Term to enable further discussions on progress before the summer external examinations. Year 11 reports will be based on the mock examinations, external examinations and classwork.

Interim Reports and Data Captures

The SIMS based whole school tracking system will include a wide variety of assessment data including data from partner primaries. This data will be used to track the pupils' progress.

At regular intervals 'a data capture will be recorded on SIMS indicating their pupils' progress. This level/grade will be compared against the pupils' target level/grade for each subject. Data will be broken down to give information on the progress of specific groups of pupils e.g. eFSM. Fine grading will be used to differentiate levels in Year 9 and GCSE grades in Year 11 and in the Sixth Form.

Teacher judgements on individual progress will be moderated in Department Standards meetings calendared before data capture points

The school will create overview pages for Leaders of learning, which contain Heads of Year and SLT aggregated predicted national curriculum levels in KS3 and GCSE/GCE grades in KS4 and KS5. These will be broken down to provide information on pupil groups such as eFSM and boy/girl performance.

At the end of Key Stage 3, a level will be recorded for each pupil. Departmental portfolios will be used to standardise individual pieces throughout Key Stage 3. This will aid the moderation process to support teachers' judgements in deciding upon a final level.

Interim reports will be distributed to parents after data captures. Parents will receive these interim reports in addition to the full report. They will be colour coded to display progress against the targets the students are working towards.

All Parents Evenings will be informed by either a full or interim report.

Appendix: Other relevant documentation:

Milford Haven School Feedback Policy

Milford Haven School Work Scrutiny Template

Milford Haven School Calendar for Work Scrutiny

Milford Haven School Reporting and Meeting Schedules

Milford Haven School Meeting Schedule

