



# Milford Haven School

## Assessment, Recording and Reporting Policy

Date approved by Policy Committee: 13.05.2020

Date to be reviewed: Summer 2021

Policy created and reviewed by : Assistant Headteacher

Policy reviewed and agreed : 07.07.21

## **Contents:**

- 1.1 Our Rationale.
- 1.2 Our aims and purpose
- 1.3 The principles underlying our practice
- 1.4 Assessment and Planning
- 1.5 Recording
- 1.6 Reporting
- 1.7 Management of assessment, recording and reporting policy.

### **1.1 Our Rationale:**

Our assessment, recording and reporting policy is rooted in our core values which inform all aspects of school life namely responsibility, respect, honesty, happiness, self-belief and determination.

### **1.2 Our aims and purpose**

Our assessment policy sets out the key principles behind our practice. It is intended to provide a clear and succinct overview of why, how and what we assess as a school.

- **Inform** planning (school/class/cohort/group/individual), target setting and information for parents/carers and governors.
- **Systematic** approach for informing parents of their child's progress and giving advice in how to support learning at home
- **Measure** individual/group progress and use the analysis to plan for improvement
- **Evaluate** effectiveness of teaching methods and interventions
- **Motivate** pupils and identify what students know and what they need to learn next.
- **Comply** with statutory requirements: align school with national standards and aim to exceed them

### **1.3 The principles underlying our practice:**

The process of assessment, recording and reporting should help students to learn more effectively:  
It should:

- Inform them about their individual progress
- Enable strengths and areas to be developed to be identified.
- Indicate the next step in the learning process and help with target setting.
- Involve the student
- Motivate through success.

The process of assessment should provide information for teachers.

It should:

- Indicate strengths and areas of development needed in the teaching programme
- Indicate strengths and areas of development needed in the teaching style
- Indicate the planning needs for further learning and differentiation
- Indicate which students need support and which students need extension.

The process of assessment, recording and reporting should provide information for others. It should

- Provide information for parents/carers.
- Provide information for colleagues in school.
- Provide information to assist transfer to other schools, institutes of further education or employers.
- Provide information for guidance and/or referral.

#### **1.4 Assessment and planning for assessment:**

##### **1.4.1 Assessment overview:**

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. Our students will clearly understand how their work is being assessed, so they can determine realistic and achievable targets for themselves.

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 straightforward as possible. Data Capture will provide information at pupil, class, Area of Learning Experience (AoLE) and whole school progress.

Our policy will ensure that our school meets statutory obligations for assessment, will promote coherence and consistency in approach to assessment across our school and will promote a common understanding of standards within our school.

It will provide a framework within which curriculum areas can design assessments 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.

Our school uses three main types of assessment: **formative; in-school summative** and **nationally standardised summative**.

##### **1.4.2 Formative assessment:**

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. In order to aid pupil progress, colleagues will implement Assessment for Learning strategies. 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. Formative assessment (Assessment for Learning – AfL) goes to the very heart of good quality teaching and learning. The table below summarises **some** AfL strategies used to enhance pupils’ learning:

SHARING LEARNING OBJECTIVES AND SUCCESS CRITERIA WITH PUPILS	MAKING PUPILS ACTIVE PARTNERS IN THE LEARNING/ ASSESSING PROCESS
<ul style="list-style-type: none"> <li>● Linking to other learning and building on pupils’ ideas.</li> <li>● Helping pupils understand and use success criteria.</li> <li>● Modelling.</li> <li>● Helping pupils to visualise and recognise success.</li> </ul>	<ul style="list-style-type: none"> <li>● No hands up questioning.</li> <li>● Talk partners and pupil reflection.</li> <li>● Self-assessment and peer-assessment.</li> </ul>
GIVING FEEDBACK ABOUT LEARNING INDICATING SUCCESS AND IMPROVEMENTS NEEDED	CREATING CONDITIONS FOR LEARNING IN THE CLASSROOM AND THROUGHOUT THE SCHOOL COMMUNITY
<ul style="list-style-type: none"> <li>● Verbal feedback and questioning.</li> <li>● Feedback against Learning Objectives.</li> <li>● Giving every learner confidence that he/she can succeed.</li> <li>● Teaching pupils to give constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● School values, ethos and climate.</li> <li>● Teachers and pupils’ views and the use of language about learning.</li> <li>● Using ICT to support AfL e.g. Google Classroom</li> </ul>

**For pupils:** to develop keen, ambitious capable learners with a thirst for learning by identifying for them where they need to target their efforts to develop.

**For teachers:** as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.

**For parents/carers:** it provides us with rich, constructive information to report to parents providing them with a broad picture of their strengths and areas for improvement.

### **1.4.3 In school summative assessment:**

The aim is to measure pupil progress over a period of time. Summative assessment will be effective in our school 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

In our school summative assessment (Assessment of Learning – AoL) is a significant contributor to our understanding of our students learning.

#### **AoLE assessments / data capture progress checks**

Teachers will use a holistic approach when judging progress level/grades for students. They will use their knowledge of the demands of the course/AoLE, compare this to the attainment of the student and then make a professional judgment by predicting what grade/level the student will attain at the end of the key stage. A variety and range of information and assessments should be used to make valid judgements. In order to ensure consistency assessed pieces of work will undergo a standardisation and moderation process. For Data Capture points AoLE will hold a standards meeting before data capture points and at other relevant times. Assessments will be clearly identified in schemes of learning.

#### **Examinations:**

Pupils will sit internal examinations either within the AoLE or as part of a whole school schedule. These outcomes will be shared with parents/carers 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.

#### **End of Key Stage Teacher Assessments**

Curriculum areas 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 (with the exception of RE) using National Curriculum Levels.

**For pupils:** an opportunity to understand and demonstrate how well they have developed their knowledge, skills and understanding.

**For teachers:** an opportunity to evaluate student learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

**For parents/carers:** to summarise and support the rich information provided by formative assessment and feedback.

**For school leaders:** to support and verify judgements made through formative assessment. To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within our school. To use this analysis to redeploy resources as required to close attainment and progress gaps.

#### **1.4.4 Nationally standardised summative assessment:**

Allows comparisons to be made nationally to inform our current whole school practice.

#### **National Reading and Numeracy Tests**

National reading and numeracy tests are statutory for all pupils (except those who have been dis-applied) in Key Stage 3. The procedural (numeracy), reasoning (numeracy) and reading tests (Literacy) are online and can be completed at any time over the academic year.

#### **External Examinations, Controlled Assessments and Non-Examined Assessments.**

At Key Stage 4/5 different pupils will study a range of Level 3, 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 and/or non-examined assessments.

**For pupils:** comparisons to performance of pupils nationally.

**For teachers:** comparisons to performance nationally and clarity on nationally expected standards.

**For parents/carers:** comparisons as to how our school and their child is performing nationally.

**For the government:** to hold us to account.

**For ESTYN:** to provide information on our school's performance and effectiveness.

#### **1.4.5 Planning for assessment/progress opportunities:**

As part of the assessment/progress planning process, each curriculum area should ensure that all statutory requirements for assessment are being met and that assessment informs future planning:

- Assessment/progress opportunities should be clearly identified in the scheme of learning. They should arise naturally from the teaching programme, and should help the teacher to ensure that curriculum objectives are being met;
- There should be a range of assessment/progress methods. Testing is one such method, but it should not be the only one used;
- It is important that all students have the same range of assessment/progress opportunities irrespective of the teacher taking the class;
- Consistency of feed forward and assessment should be a central aspect of our planning within curriculum areas;
- All assessments/progress opportunities should be judged against clear criteria such as National Curriculum attainment targets or GCSE/GCE/BTEC criteria;
- Pupils should be involved as much as possible in their own assessment. They should be aware of how and when they are going to be assessed in advance;
- Individual assessment/progress opportunity tasks should be planned carefully in advance.

(see appendices AoLE assessment overview pro forma )

#### **1.4.6 Target setting and student tracking**

The target setting process and student tracking will seek to promote greater student responsibility for their own learning. The following sources supplemented by consultation with other professionals will be used to set and monitor student progress.

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

Our school will use this information to assign a Performance Grade to each student. There will be an expectation that students assigned a particular Performance 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.

Our school will use all of the above information to set individual, curriculum and whole school targets which are realistic and achievable, but also challenging. We will take into account comparative data sets, modelled outcomes and value-added data when setting targets to ensure that we aim to be at least above the median in the eFSM benchmarking group tables. The whole school targets set will be used to review the performance of curriculum areas and specific groups of learners.

With 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 4/5 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.

#### **Pupil Target Setting/Progress Tracking**

Our system tracks the progress the Year 7 students make and subsequent year groups. The procedure allows them to reflect on the progress they have made and identify the actions they need to take to build on their current success.

Our target-setting and performance-tracking programme aims to ensure that all our pupils and their parents/carers are clear as to the level of attainment expected by the end of the key stage.

The Performance Grade is a target we set for each individual pupil based on all the academic data we have available, including the end of key stage 2 levels, the CAT4 test and Welsh Government National tests. All this information is put together to produce **one** performance grade, ranging from A to E, for each pupil.

During the school year pupils' progress will be reviewed at key times, when all subject teachers will review the progress made against the **performance grade** which will reflect the standard of work produced and the effort put in, both in class and at home. This progress will be subsequently reported.

<b>PERFORMANCE GRADE</b>	<b>EXPECTED LEVEL AT END OF KS3</b>
S	8
A	7
B	6
C	5
D	4
E	3

Whilst the Performance Grade represents what pupils should be aiming for across the board, we do recognise that pupils may sometimes have a particular strength or weakness in certain creative subjects like art, music, PE; we take this into account when measuring progress, so a pupil with a global grade of, say A, achieving A's across the board but, perhaps a B or C in art or PE, would not be deemed to be under-performing if effort indicates that he/she is trying their best.

It is important to emphasise that the Performance Grade is about pupils as individuals. It is about ensuring that each individual pupil is challenged and supported to fulfil his/her own potential. It is not about comparing one student with another; there are no grades that are 'better' or 'worse' – we simply want to support all our students and to monitor the progress they are making.

## **1.5 Recording**

### **1.5.1 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 students' 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.

- Each teacher should keep a record of individual student attainment based upon specific criteria, and in line with statutory requirements. It will be for individual AoLE to set up appropriate trackers into which assessment marks will be entered.
- Teacher records will provide the basis for meaningful reports of attainment and progress to parents/carers.



- Records of student attainment should be accurate and up to date. They should influence lesson preparation and the planning of teaching programmes. Such records should assist continuity and progression.

### **1.5.2 AoLE records**

AoLE will use a whole school tracking system in order to track pupils throughout the key stages. This tracking system will be regularly updated so that students' progress can be monitored and evaluated. Directors, heads of house and strategic leaders will actively monitor pupil progress across their area of responsibility in order to target pupil underachievement and thus implement strategies. Data Capture information will be used to analyse and record which pupils will be targeted to receive intervention strategies.

- Where appropriate, exemplar material should be available within departments to provide evidence to support teacher records.
- A summative record will be maintained centrally by the data Manager via the online tracking and reporting system. These records will inform the reporting process by giving all those involved a balanced picture of each student across a range of personal skills and qualities.
- Teacher records will help to decide levels of entry for external examinations and inform student groupings.
- Records should monitor a student's progress

### **1.5.3 Whole school records**

Our whole school student tracker will collate all available student data from internal and external sources and other relevant information and be made accessible for AoLE and whole school target setting, tracking, analysis and intervention.

## **1.6 Reporting**

### **1.6.1 Full Reports**

Reporting to parents and pupils will be meaningful and developmental. Advice will be given to pupils on how to improve and will identify areas to develop in order to achieve that improvement.

- Reports to parents/carers should fulfil all statutory requirements.
- Annual reports should inform parents/carers of their child's attainment. This will be guided by National Curriculum or GCSE/GCE grading criteria, and the extent to which they have made progress.
- All reports must focus on subject knowledge, understanding and skills achieved by the pupil. Areas for development must be student and subject specific (one skill related and 1 subject related with the third optional target which can be either skill or subject related)). What do they individually have to do next to make progress?
- At key stage 3, designated AoLEs will report on standards being achieved in Literacy, Numeracy, Welsh together with areas for development identified.
- Comments and judgements should be based upon clear evidence.
- It is the policy of the school that we make reports easy to understand by both parents and students.
- Pupils should be actively involved in the reporting process.

- Pupil reports should provide a snapshot of progress across all subjects. The reporting process should seek to have a positive impact on students' attitudes, motivation and self-esteem.

Reports in Years 7 and 9 in July will be based on progress over the year, examinations, as well as formative progress and aim to provide meaningful feedback to parents/carers on pupils' progress in all subjects.

Year 8 will receive a report in March. This will be of assistance in the options process for Key Stage 4.

Year 10 will receive a report in April

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, classwork and other relevant information.

Year 12 and 13 will receive a report in February.

### **1.6.2 Interim Reports and Data Captures**

The SIMS based whole school tracking system will collate a wide variety of assessment data including data from our cluster schools. This data will be used to track student progress.

At regular intervals 'a data capture will be recorded on SIMS indicating student' progress. This level/grade will be compared against the pupil 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 Performance Grades in Years 7, 8 and 9 and GCSE grades in Years 9, 10, 11 and in the Sixth Form. A data capture will record the **on track to get Performance Grade with fine grading** expected to be achieved at the end of the key stage.

### **Year 7 and 8 Grade explanation (Definitions subject to review and change over the year):**

e.g. A grade

A1 - Secure A grade with continued effort.

A2 - Needs some support to secure the A grade e.g. support from home, monitoring and parental contact necessary to secure an A grade.

A3 - Maybe at risk of achieving the grade below and may require support e.g. support from home, monitoring by the class teacher and/or house tutor, head of house and strategic leader.

GLOBAL GRADE	EXPECTED LEVEL AT END OF KS3
S	8
A	7
B	6
C	5
D	4
E	3

**Year 9, 10, 11, 12 and 13 grade explanation (Definitions subject to review and change over the year):**

Year 9,10,11,12 and 13 (Grades A\* to G) and year 12 and 13 (Grades A\*- E)

E.g. A grade

A1 - Secure A grade with continued effort.

A2 - Needs some support to secure a grade e.g. support from home, monitoring, parental contact necessary to secure an A grade.

A3 - Maybe at risk of achieving the grade below and may require support e.g. support from home, monitoring by the class teacher and/or house tutor, head of house and strategic leader.

For BTEC/Vocational subjects:

E.g. Level 1 Pass

L1P1- Secure L1 pass grade with continued effort

L1P2 - Needs some support to secure L1 pass grade, intervention e.g. (support from home, monitoring, parental contact) necessary to secure L1 pass

L1P3- Maybe at risk of achieving the grade below and may require support e.g. support from home, monitoring by the directors and/or teacher and/or head of house, parental contact. Where appropriate referral to our Additional Learning Needs may be required to access additional short-term interventions i.e. literacy or numeracy interventions or emotional literacy where applicable. If there continues to be no improvement the ALNCo will seek Local Authority Advisory Teacher's advice.

## **Level 2 Pass**

L2P1                      L2P2                      L2P3

## **Level 2 Merit**

L2M1                      L2M2                      L2M3

## **Level 2 Distinction**

L2D1                      L2D2                      L2D3

## **Effort**

The effort grade is a choice from **Excellent Good Satisfactory and Unsatisfactory**.

Teacher judgements on individual progress will be moderated in AoLE standards meetings calendared before data capture points .

Our whole school tracker will include overview pages for Directors, heads of house, strategic leaders, teachers, house tutors and senior staff which contain aggregated predicted national curriculum grades/levels for year 7 and 8 and GCSE/GCE grades for year 9,10,11,12 and 13. 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 submitted for each year 9 student. AoLE portfolios will be used to moderate individual pieces throughout Key Stage 3. This will aid the standardisation process to support teachers' judgements in deciding upon a final level. Year 8 Foundation subjects will also moderate their final levels but core subjects will continue into year 9 (due to the introduction of the 3-year GCSE)

Interim progress reports will be distributed to parents after data captures. Parents will receive these interim progress reports in addition to the full report. They will display progress against the target the student is working towards including fine grading. The student will have also evaluated their progress to date and annotated the interim report with areas they are succeeding in and have identified areas they need to address.

Pupil progress evenings will usually be informed by either a full or interim progress report according to the school assessment calendar..

(See appendices example of our assessment and reporting schedule)

## **1.7 Management of assessment, recording, reporting and feedback:**

### **Teachers should:**

- have a responsibility to monitor their own feedback, upgrade (\*1) recording and assessment activities.
- analyse their assessment/progress results in order to evaluate effectiveness of their teaching and learning e.g. girls/boys, pupils eligible for Free School Meals (eFSM), More Able and talented pupils (MAT), Additional Learning Needs (ALN), Looked After Children (LAC), English as an Additional Language (EAL) within their classroom setting.

- contribute to the consistency of feedforward (upgrade) activities, recording and assessment within the AoLE.
- quality assure their own reporting.

\*1 Learners will use 'Upgrade Time' to reflect on their progress, action points and close gaps in their learning.

- mentor groups of learners within their own classroom environment under the direction of the director, head of house and strategic leader.

**Directors should:**

- take responsibility for the implementation of our assessment policy.
- analyse their assessment/progress results in order to evaluate effectiveness of their teaching and learning e.g. girls/boys, pupils eligible for Free School Meals (eFSM), More Able and talented pupils (MAT), Additional Learning Needs (ALN), Looked After Children (LAC), English as an Additional Language (EAL) within their classroom setting.
- monitor regularly that the assessment arrangements are being followed.
- coordinate and participate in the mentoring of groups of learners within their area.
- quality assure the assessment, reporting and recording output.

**House Tutors should:**

- support students in their understanding of our assessment policy as it applies to them and help them to use its outcomes to their benefit e.g. areas for development identification and improving their own performance.
- Use the assessment/progress results in order to support their pupils e.g. girls/boys, pupils eligible for Free School Meals (eFSM), More Able and talented pupils (MAT), Additional Learning Needs (ALN), Looked After Children (LAC), English as an Additional Language (EAL) within their classroom setting.
- participate in the mentoring of groups of learners within their house group.
- quality assure their own reporting

**Heads of house should:**

- monitor the effectiveness and consistency of the assessment policy as it applies to their house
- analyse their assessment/progress results in order to evaluate effectiveness of their teaching and learning e.g. girls/boys, pupils eligible for Free School Meals (eFSM), More Able and talented pupils (MAT), Additional Learning Needs (ALN), Looked After Children (LAC), English as an Additional Language (EAL) within their classroom setting.
- mentor groups of learners and coordinate interventions within their house.
- quality assure the assessment, reporting and recording output.

**Strategic leader should:**

- monitor the effectiveness and consistency of the assessment policy as it applies to their key stage.
- analyse assessment/progress results in order to evaluate effectiveness of teaching and learning e.g. girls/boys, pupils eligible for Free School Meals (eFSM), More Able and talented pupils (MAT), Additional Learning Needs (ALN), Looked After Children (LAC), English as an Additional Language (EAL) within their classroom setting.
- have an overview of the mentoring of groups of learners by the heads of house and directors including the interventions in place within their key stage.
- mentor groups of learners and coordinate with heads of house and directors.
- quality assure the assessment, reporting and recording output.

**SLT should:**

- keep the school assessment policy under constant review.
- check regularly that the assessment policy is being followed.
- oversee the preparation of reports to parents annually.
- mentor groups of learners and coordinate with heads of house, directors and strategic leaders.
- oversee and quality assure the assessment, reporting and recording output.

**The Head teacher should:**

- evaluate performance within the School.

Effective assessment requires careful management at all levels

Appendices

1. AoLE assessment overview pro forma example



Overview of K33, 4 and 5 scheme of learning and assessments.						
	Autumn	Autumn	Spring	Spring	Summer	Summer
7						
Number of lessons						
Information used to inform on track to get year 7						
	Yr 7 P1 (Progress judgement on?)		Yr 7 P2 (Progress judgement on?)		Yr 7 P3 (Progress judgement on?)	
Evidence 1						<input type="text"/>



Evidence 2						
Evidence 3						

