

Longdean School



Assessment and Reporting Policy

Reviewed: May 2011

Ratified:

Next review: May 2013

Assessment and Reporting Policy

POLICY STATEMENT

It is the aim of teachers at the school to offer all students the opportunity to show what they know, understand and can do, in order for them to be able to say "I am proud of who I am and what I have achieved today". Assessment is a vital tool in helping students develop their understanding, knowledge and skills.

AIMS

Through assessment, recording and reporting, we aim to:

- Enable students and their parents/carers to have up-to-date information (in an intelligible form) regarding the student's current performance as measured against national curriculum levels or examination grades.
- Ensure that students understand what is required to attain specific levels or grades, and the criteria on which their work is being judged
- Use prior attainment data to set clear targets for the end of the key stages and to enable effective lesson planning.
- Give students varied opportunities to show what they know, understand and can do, and give them feedback on their work, setting short-term targets for improvement to enable them to learn more effectively.
- Use assessment data to evaluate teaching and learning in the school.
- Fulfil the school's statutory obligations regarding target setting and reporting.

IMPLEMENTATION

Target Setting

- Targets are set for the whole school, for each subject and for each individual student within each subject. They are set for the end of the next Key Stage, i.e. for KS3 in year 8 or 9, for KS4 in year 11 and KS5 in years 12 and 13.
- The targets are based on prior attainment data: KS2 data from primary schools, CATs (Cognitive Abilities Test) data from the beginning of year 7, KS3 data from the end of year 9 and KS4 data from the end of year 11.
- To help us to set targets, many models are taken into consideration: CATs predictive data (based on CAT performance), Fischer Family Trust (FFT) data (based on prior attainment with some allowance for the context of the school), DfES value-added predictions (based on prior attainment), RAISE-Online predictors (based on prior attainment with some allowance for the context of the school, but a different model from FFT) and DfES chances data for A-level predictions (based on KS4 APS).
- The school sets whole-school statutory targets, in consultation with the Governing Body and the school's school improvement partner (SIP). These targets need to be challenging, but realistic. They are usually set using FFT upper quartile predictions (FFT D). The statutory targets set are as follows:
KS4 5+ A*-C including English and Mathematics
 3 or more levels progress in English (KS2-4)
 3 or more levels progress in Mathematics (KS2-4)
Whole school % absence
- The school also sets whole-school non-statutory targets, namely:
KS3 Level 5+ in English and Mathematics
 Level 5+ in Science

	Level 6+ in English and Mathematics
	Level 6+ in Science
	2 or more levels progress in English (KS2-3)
	2 or more levels progress in Mathematics (KS2-3)
KS4	5+ A*-C
	5+ A*-G including English and Mathematics
	1+ A*-G
KS5	Average Point Score (APS) per student
	Average Point Score per entry

- Targets for individual students are set using prior attainment data.
- For KS3, students' targets are set using DfES value-added graphs, based on their average points score (APS) from KS2 SATs in English, Mathematics and Science. Median and upper quartile progress targets are set for each student in each subject during the first term of year 7 to predict what the levels will be at the end of year 8/9.
- These individual targets then give an indicative median and upper quartile target for the subject as a whole. The subject target is then negotiated between these two figures by the Director of Learning (DoL) and his/her SLT link as part of the performance management process.
- In KS4, a similar method is used to generate individual target grades for students' GCSE and vocational courses. These are generated during the first term of year 10. DfES value-added graphs are used, based on the student's highest target generated by APS from KS2 and APS from KS3. Teachers report on individual students' progress towards upper quartile targets. Again, the individual targets as a whole give indicative median and upper quartile targets for each subject, and the overall target is negotiated by the DoL and SLT link during performance management.
- In KS5, DfES chances graphs are used to generate individual targets in each of the student's A-level subjects, based upon the student's APS from KS4. Again, these then give indicative minimum and challenge targets for each department. Teachers report on individual students' progress towards challenge targets. The same targeting system is used across the East Dacorum Consortium.
- The school also uses this data to set targets and monitor the progress of particular groups of students, particularly those who have under-performed in the past. These groups are clearly stated in the School Improvement Plan. This allows us to identify under-achievement and work to improve the situation. Groups considered include those based on include gender, ethnicity, prior attainment, vulnerability and Special Educational Needs (SEN).

Assessment (including Assessment for Learning)

- The main focus of assessment is for the staff at Longdean School to help students foster a sense of achievement and to make short- and long-term progress.
- This should involve sharing learning objectives, helping students to recognise the standards they should be aiming for, detailed teacher feedback, using questioning to measure and deepen students' understanding, and encouraging students to be responsible for their own progress.
- Each department has an assessment policy which details how often and in what form students' work is formally assessed. This could be undertaken by the teacher or by other students through peer-marking. The minimum standard for this is once per half term in KS3 and more often than this in examination classes. Marking of students' regular work should take place every two weeks. Some of this assessment will be in the form of homework. The Homework Policy is an appendix to this policy.
- Students' work is assessed against given criteria, and the level/grade is recorded by the teacher and shared with the student. The feedback for the student highlights what has been done well, and what is needed to improve on the standard of the work. Students might then be given the opportunity to re-submit the work for re-assessment.
- A range of assessment techniques are used, including written and oral tests, responses to questions, reports, displays, extended projects, presentations, practical work and performances.

- It is the responsibility of the Director of Learning to provide criteria for the assessments, and to ensure that judgements are consistent across his/her department. Some standardisation is undertaken, particularly when assessing towards external examinations.
- Fundamental Practice and Cutting Edge Practice in Assessment for Learning are detailed in an appendix to this policy.

Recording

- It is the responsibility of the class teacher to ensure that results from assessments are recorded in a format that is accessible to all. The use of the school's network and shared area is increasingly being used for this.

Reporting

- Parents and carers are provided with three termly grade reports each year, together with one Parents' Consultation Evening and one Academic Review Meeting.
- In Key Stage 3, the written reports highlight the student's target levels for the end of the key stage, and the teacher's judgement on his/her progress towards these targets (e/t/b: e = likely to exceed his/her target, t = likely to be on target, b = likely to be below his/her target). The third report at the end of the Summer Term additionally gives the student's current level, broken down into sub-levels (e.g. 5a = almost achieving level 6, 5b = solidly at level 5, 5c = just into level 5).
- In Key Stages 4 and 5, the written reports highlight the student's target grades in each of their examination subjects, and the grade that the teacher forecasts that the student will achieve at the end of the course.
- The reports in all Key Stages also include an Attitude to Learning grade (1-5 with 5 being excellent, 4 being good, 3 being satisfactory, 2 being poor and 1 meaning there is a serious concern) This covers the many aspects that enable a student to learn and make progress, e.g. effort, attentiveness, behaviour, co-operation, resilience, determination, independence, self-organisation, keeping to deadlines, contributing to class discussions, group working, attendance, punctuality, homework quality and engagement. If a teacher gives a grade of 4 or 5, an aspect particularly worthy of praise is highlighted. Similarly, if a teacher gives a grade of 1 or 2, an aspect of particular concern is highlighted. If a teacher gives a grade of 3, an aspect for praise and an aspect for concern are both highlighted.
- The school operates Academic Review Evenings for each year group. This is an opportunity for each student to make a presentation to his/her parent/carer and form tutor about what he/she feels is going well and what he/she needs to improve, and to discuss progress and targets for improvement. This is then followed up during the year during form periods.
- Each year group has a Parents' Consultation Evening. This provides the opportunity for parents and students to meet with the student's subject teachers to discuss progress and receive more detailed information than the written report can provide.

Tracking towards targets

- Following each set of grade reports, data is generated indicating progress towards targets in all Key Stages. This is shared with SLT, DoLs and Directors of House (DoHs), and is reported to the Governors' Curriculum Committee.
- Each DoL is expected to monitor the progress of individual students in his/her subject and deal with any under-achievement. s monitor the progress of their cohort of students. This monitoring is particularly close during year 11, when it feeds into the mentoring programme. Progress towards targets and under-achieving students are discussed regularly during DoL/SLT link and DoH/SLT link meetings.

- The progress of whole cohorts is also monitored at these times, together with the progress of sub-groups of students. This is reported to SLT and the Governors' Curriculum Committee and is also made available to staff.

Appendix 1: Assessment for Learning in practice

Fundamental Practice

Learning Objectives & Plenaries

- Staff will share written learning goals/objectives with students at the beginning of lessons
- Staff should check students' understanding during and at the end lessons through a range of plenaries.

Outcomes

- *That students understand what they aiming to achieve during the lesson*
- *That staff are aware of the student's current understanding and enable them to take their learning and understanding further*

Questioning

- A range of questions should be used throughout the lesson to check the students understanding
- Different styles of questions should be used and aimed at students based on their targets

Outcomes

- *That understanding is assessed and taken forward and to enable the students to be assessed and stretched orally*

Students' Work & Assessment

- Staff will use success criteria with students on significant pieces of work
- Students will have access to model answers
- Writing frames should be provided based on ability
- Students should be allowed to peer and self assess their work based on the success criteria
- Staff will provide written feedback on assessed work that enables the student to improve that particular piece of work
- Marked work will be returned to students so they can make improvements and be resubmitted for marking

Outcomes

- *Students will be allowed to see how to achieve each level and how their work will be assessed. This will allow them to plan and complete a piece of work to an appropriate standard*
- *Model answers will allow the students to see what is expected of them and to give them ideas on how to complete their own work*
- *Using peer and self assessment will allow students to improve their own work through the input of other students and also develop their evaluation skills*
- *Written feedback will enable the student to improve their work and take their knowledge and understanding further*
- *Teachers will be able to recognise gaps in the students' knowledge and understanding and make sure these are addressed*

Recording

- Staff should keep a record of students' marks, rewards and progress
- Students should have their target level on their exercise books
- Students should be able to record their levels/marks in their books

Outcomes

- *Staff should be able to monitor a students' progress short, medium and long term against targets and other data. This will inform planning, written targets, contact with parents and setting.*
- *Students should be aware of their target and where they should be in relation to achieving that target, this will enable them to aim for appropriate levels and to measure their own progress*

Classroom Displays

- Level descriptors are displayed in each classroom
- Examples of students assessed work are displayed

Cutting Edge Practice

Learning Objectives & Plenaries

- Staff share WALT & WILF with the students at the beginning of lessons

Questioning

- Staff should use a range of different questioning techniques that challenge the students; these should involve knowledge, comprehension, application, analysis, evaluation and synthesis

Students' Work & Assessment

- Students should be given the opportunity to critique model answers using success criteria before completing their own work
- Staff should feedback a target specific to a particular piece of work, which the students should be given the opportunity to improve and a generic target to take forward to the next assessment
- Students should not be given a level for a piece of work until they have had an opportunity to make improvements
- Students should also be given an opportunity to improve or research their weaknesses with summative assessments

Recording

- A base line assessment should be completed at the beginning of year 7
- Tracking graphs should be used to monitor progress

Classroom Displays

- Displays not only display examples of students assessed work but show clearly how each level/grade was achieved
- Displays show the process of Assessment for Learning
- Level descriptors are displayed in *student friendly* language

Appendix 2 Homework

Statement

Homework plays an essential part of the curriculum and in the delivery of teaching and learning. The homework model in each key stage is different and relates to the nature of the work and the level at which a student is studying.

All students in KS3 and KS4 are expected to use SAM Learning (an online learning and revision resource) for at least 2 hours per week as part of their homework. The students can choose the subjects that they would like to cover. This is monitored by the school and parents are notified when students are not meeting this requirement.

At KS3 students do Maths and MFL every week, English and Science fortnightly and every other subject once a year through a three week project. This model hopes to develop personal, learning and thinking skills at KS3 so that students can access, engage in and be successful at the more demanding level of GCSE and beyond at AS and A Level.

At KS4 students do not follow a timetable as they are set work in relation to their coursework, preparation for exams including exam style questions and work that will allow them to develop their independent skills in order to support them to realise their potential.

At KS5 students do not follow a timetable as they are also set work in relation to their coursework and preparation for exams. Post 16 students should be considering at least 10 hours further study a week beyond the normal school day in order to realise their potential.

The aims of our homework model are:

- To provide an opportunity for students to develop skills of independent learning.
- To provide appropriate differentiation.
- To encourage students to develop research and project work skills.
- To be used by students to consolidate their learning.

Monitoring:

- Homework should be formally recorded by both students and teacher and the outcome will be monitored and assessed by the teacher on a regular basis.
- Homework should be recorded in the Student Planner which should be checked regularly by both the Form Tutor and a parent or carer.

Key stage 3.

Mathematics and MFL will be set homework once a week.

Science and English will be set homework once a fortnight, one in week A and one in week B.

In Art, Geography, History, ICT, Technology, Music, RE, English and Maths, homework is also set once across the year for each year group in Years 7, 8 & 9. The homework focuses on personal, learning and thinking skills (PLTS). Each PLTS has a focus with 6 statements attached to it: self managers, independent enquirers, effective participators, creative thinkers, reflective learners, team workers.

Each homework assignment will last for 3 weeks. The homework timetable is prepared in advance and a PLTS is assigned to each subject.

Guidance is given in lessons to ensure that students understand fully the nature of the task and the resources available. Writing frames are made available and a wide variety of presentation techniques are encouraged.

Resources are made available on the Learning Platform and work may be uploaded at any stage so that extra guidance can be given.

Students will also be able to attend homework club 3.30-4.30pm Monday to Thursday. This will be supported by 2 adults, likely to be one of our librarians and one of our HLTAs.

Homework is assessed on a scale of 1-5 (with 5 being outstanding) for both Attitude to Learning and achievement. Comments from subject teachers enable students to see how they can improve in accordance with the school's Assessment for Learning Policy. Marks and comments are recorded on the VLE. Staff will have two weeks from the end of the student deadline to complete the mark sheet.

If work is late the student is awarded an F for fail.

Parents will be given access to the Learning Platform so that they can monitor the progress of their child.

Teachers will pass the names of students who have failed to complete the task to the Director of Learning (DOL) and letters will be sent home explaining that a student has failed to meet a deadline. The DOL will also pass on the names of students with an F to the next subject so that they are aware of where there is a need for extra support and monitoring.

Achievement in the homework projects is monitored by the Homework Manager who will intervene if students repeatedly fail to complete the tasks they are set.

1 st missed deadline	A letter is sent home. An 'F' grade is marked on the spreadsheet and student is given an extension of three days in which he/she is expected to complete the homework.
2 nd missed deadline	A parent meeting will be arranged with the Homework Manager and another member of the Pastoral Team. The student is given an extension of another 3 days to complete the work. An 'F' grade is entered on the mark sheet. The student will be placed in isolation for one day (5 hours) to complete the task if they fail to reach the new deadline.
3 rd missed deadline	Internal Exclusion 10am to 6pm. The student will complete the project during the day and an 'F' grade awarded.

Excellent work will be rewarded with stickers and certificates.

Students with valid reasons for absence such as illness must present the work at the first possible opportunity and the DOL will make the judgement. A student on holiday is only a valid reason if the absence has been authorised.

Tutors are responsible for weekly monitoring through the Student Planner that homework is being set and recorded. There is an expectation that parents are involved in the weekly monitoring of Student Planners.