Assessment, Target Setting, Recording & Reporting Policy

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Party responsible:	Student Committee
Linked policies:	The Curriculum Policy, Schemes of Learning

ASSESSMENT

Purpose

The purpose of assessment is for students and teachers to gauge each child's understanding of, and ability to apply knowledge concepts and skills related to their studies.

There are different types of assessment:

- **Formative assessment** (assessment **for** learning) where the purpose of assessment is to inform the child, teacher, and parents of their level of understanding and so be able to focus learning/ teaching/ support accordingly.
- **Summative assessment** (assessment **of** learning) where child, teacher and parent have a benchmark of achievement – for example an end of unit test, grade for a piece of project work or mock exam.

Formative assessment

The purpose of formative assessment

- As teachers we need to know the level of each child's understanding so we can then move their learning forward.
- Students need to reflect on what they do and don't understand to enable them to take ownership of their learning and be pro-active in challenging themselves.
- To assist the teacher in planning lessons that address misconceptions and enable the pupil to make progress by breaking down complex concepts and tasks and using activities to practise the development of their understanding.

Formative assessment should be an integral part of every lesson.

The forms of formative assessment

Formative assessment of students' learning should be an integral part of the teaching and learning process and for a key part of the QFT strategy.

This should take place throughout every lesson. It can take many forms; some examples used at The Swanage School are detailed below:

- Questioning (ideally using 'Cold Calling' (no hands up policy), where the teacher identifies the student to ask once the question has been posed and thinking time given)
- Effective use of wait time and follow-up questioning stems such as 'what makes you think that', 'how did you get to that answer', 'how does that compare to...'
- Do Now starter activities used in every lesson to test recall of key facts or skills.
- Tests/ quiz (to be effective formative assessment this should be a relatively short exercise)
- Use of individual whiteboards or tablets to gain individual answers to questions posed
- Self-assessment, reflection and evaluation
- Peer assessment, including critiquing extended pieces of work
- Discussion and design of assessment criteria

Students should be given the tools to self and peer assess. They should be able to grade work and provide useful feedback. Self-review of learning should be an integral part of the learning process.

Marking Students' Work

Teacher assessment is likely to be in addition to self-and/or peer assessment. Students soon learn not to bother working hard if their work is not looked at.

Teachers should assess, record and feedback on every planned assessment activity in the programme of study. We do not do 'tick and flick' marking. All assessment activities have focussed, purposeful marking, recording and feedback and students are given a chance to improve work submitted, based on teacher feedback.

Students should be aware of the criteria needed to achieve certain grades, via examinations or Non-Examined Assessments (NEA) in KS4, so they can monitor and take ownership of their progress. Reference to assessment criteria should be made when marking work.

Assessments must be an **objective** measure of the quality of the work and must not reflect the student's ability or the perception of effort that has been put into the work.

As well as a GCSE/ BTEC grade, it is expected that extended/ qualitative work will be given a comment. It is essential for students to be able to understand exactly what is meant by the mark and comment given. If the student does not understand the mark/ comment, then it is meaningless.

The comment(s) should be positive (if appropriate) and should identify areas by which the student can improve on their work. If giving oral feedback, students should record this and have an opportunity to reflect on it.

Summative Assessment

Summative Assessment (Assessment **of** Learning) should comply with the following, although individual departments may wish to formally assess more frequently:

- All students should be formally assessed every term. This should test understanding/ application as per course specifications.
- All formal assessments should be standardised within departments to ensure accuracy of information
- Formal mock examinations should take place prior to all external exams (as appropriate). These could take place either in the hall or in classrooms.
- Students should also be encouraged to record their GCSE/ BTEC grade in their books of assessed work.

KEY STAGE 4 TARGET SETTING

Purpose

Targets are set for many different reasons:

1. Targets are set for each cohort with the aim of monitoring whole-school attainment and progress – see the School Development Plan
2. Targets are set for subjects and specific teachers' classes to help evaluate the effectiveness of provision – see Appraisal Policy
3. Targets are set for and by individual students as a measure of progress.

Target refers to a GCSE grade (1-9) or BTEC grade, which is set at a challenging but realistic level. It represents the grade the student is hoping to achieve.

At The Swanage School, we use an analysis of National data, analysing progress from KS2 SATs to GCSE (using the FFT Aspire dataset). This calculates a likely outcome GCSE grade for each child in each subject, on the basis that The Swanage School is in the best 50% of schools nationally.

This grade is recorded and referred to for benchmarking; however, this is **not** the student's target. Rather the target is the student's own – each student decides (in consultation with teachers and parents) what their target grade is to be for each subject.

RECORDING

Purpose

The purpose of recording assessment information is to gather information to indicate individual student progression and to use this information to determine progression of learning across subject

areas, student groups (such as ability groups, FSM, ethnic groups, EAL, LAC…), and as a measure of each individual teacher's effectiveness.

Not all assessments need to be recorded; indeed, one of the benefits of formative assessment methods is that the 'failures' are not recorded and that children learn that trying and failing then trying again is a route to success.

However, children should monitor their own learning, teachers should have an evidence base of each child's progress and parents should be informed of this progress via reports and parents' evenings.

Recording summative assessments

Records of formal assessments must be recorded on the school Management Information System.

These are in the form of an assessment score/grade in KS3, that informs a 'progress statement' and a 'predicted' GCSE/ BTEC grade, based on their examinations and **new** assessments.

Summary deadlines for reporting assessment data

Recording & Reporting windows will follow an assessment period, as detailed in the TSS Whole School calendar.

Following each assessment week, there will be a minimum of one week for 'marking & moderation'.

This week will allow departments to discuss and set their standardisation (what is the agreed approach to marking the assessment) and undertake moderation (is the marking in line with the mark guidance and consistent across the team).

In addition to the two assessment weeks across the year, there will be a 'Behaviour for Learning' report that is sent home in the Autumn Term to inform parents of their child's Behaviour for Learning at the start of term and allows the school to set a baseline for BfL, early in the year.

Behaviour for Learning Descriptors

These are used across the whole school, to give a consistent set of definitions for our approach to Behaviour for Learning.

Behaviour for Learning Descriptors

Excellent	Good
• Consistently demonstrates a highly positive attitude towards learning. • Actively engages in lessons, contributes thoughtfully, and supports peers. • Takes responsibility for their own progress and seeks feedback to improve. • Shows resilience, independence, and a strong commitment to achieving their best.	• Generally, shows a positive approach to learning and participates well in class. • Completes tasks with care and meets expectations. • Responds well to guidance and is developing independence. • Behaviour supports a productive learning environment.
Inconsistent	**Serious Concern**
• Engagement with learning varies and effort is not sustained. • Sometimes distracts self or others, affecting progress. • Needs regular prompting to stay focused and complete tasks. • Can meet expectations but lacks consistency in behaviour and attitude.	• Frequently disrupts learning for self and others. • Shows little motivation or interest in improving. • Rarely completes work or follows instructions. • Requires significant support to meet basic expectations for behaviour and learning.

Assessments

Year 7

Baseline assessments for most subjects will take place in the first few weeks of term, to gain an accurate starting point for students.

This will be done internally and added to the school Management Information System by the Wednesday of the third full week of term. Students will also take reading tests on Sparx at the start of term to determine their reading ages on entry.

Key Stage 3 (Years 7 to 9)

Each Assessment Week will involve a timetabled set of internal examinations, to assess knowledge and skills.

Data Collected:

- Assessment Grade (9-1) – These grades **will not be shared with parents, as they are for generation of the progress statement**
- Behaviour for Learning Score
- Homework Concern Statement
- Progress Statement

Progress Statements:

These statements are used to indicate a student's progress against their target. This is generated via their assessment grades and other classrooms work. These are shared on the reports.

4 | Key Stage 3 – Reporting Statements

	Statement	Definition	
4	Working Above	Making progress above their expected standard	+1
3	Working at Expected	Making progress at their expected standard	0
2	Working Towards	Making progress towards their expected standard	-1
1	Working Below	Making progress below their expected standard	-2
0	Absent	Student does not attend lessons	

Year 10

Each Assessment Week will involve a timetabled set of internal examinations, to assess knowledge and skills. The second assessment week in Summer 2, will be a formal mock assessment process, held after the GCSE Exams.

Data Collected:

- Assessment Grade (9-1/ BTEC)
- Predicted Grade (The grade we believe the student will attain in their final exams)
- Behaviour for Learning Score
- Homework Concern Statement

Year 11

Year 11 will have 2 formal mock assessment processes, in Autumn 2 and Spring1, held to reflect the GCSE Exams. The aim is to have as realistic a process as possible, to 'train' Year 11 in the processes of the examinations and to collect valid assessment data based on past papers.

Data Collected:

- Assessment Grade (9-1/ BTEC)
- Predicted Grade (The grade we believe the student will attain in their final exams – including NEA content)
- Behaviour for Learning Score
- Homework Concern Statement

REPORTING

Reporting to parents

Parents will have access to all assessment information added to the Management Information System through the on-line parent gateway. In addition to on-going assessment information, each student's formal assessments will be reported to parents at the end of each assessment window, alongside the BfL report in the Autumn 1 term. Any on-going concerns will also be raised in the termly report.

In addition to the formal termly reporting, parents will be encouraged to discuss their child's work frequently and are encouraged to discuss any aspect of their child's schooling with school staff, either by email, phone or face to face. There are face-to-face parents' evenings across the year, some specifically focused on academic feedback, others on information (Year 11 GCSE Evening).

Reporting to Governors

Directors of Learning and Heads of Department are expected to present a report to either the Full Governing Body or the committee with responsibility for student attainment on an annual basis. The purpose of the report is twofold:

- For governors to understand and celebrate the success of a curriculum area
- For Department Leaders to share their students' progress and explain the approaches that achieved those results and the next steps to improve them

Arrangements for monitoring, evaluation and review

The effectiveness of the ARR Policy will be monitored, evaluated and reviewed both day-to-day and more strategically:

1. On-going monitoring:
    - Lesson observations & Learning Walks
    - Sampling of students' work (Book Looks)
    - Feedback from students
    - Discussions between members of staff
    - Feedback from parents

2. Strategic monitoring and evaluation:
    - Schemes of Work are reviewed at the end of the period of study, or annually as appropriate
    - Analysis of student summative assessment data, termly
    - Written and oral feedback from students, annually
    - Review of The School and Departmental Development Plans, annually

The Governing Body will review the ARR policy every two years and assess its implementation and effectiveness.