

## 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, concepts and skills.

There are different types of assessment:

- Formative (assessment for learning) where the purpose of assessment is to inform both 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.
- Authentic assessment where families become actively engaged in the assessment process.

#### 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.

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. This should take place throughout every lesson. It can take many forms:

- Questioning (ideally using no hands policy, where the teacher identifies the student to ask once the question has been posed and thinking time given)

- Use of questioning stems such as ‘what makes you think that’, ‘how did you get to that answer’, ‘how does that compare to...’
- 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 ‘assessment activity’. No ‘tick and flick’. All assessment activities have focussed, purposeful marking, recording and feedback.

Students work is graded based on the 1-9 GCSE grading scale (5 being equivalent to a C grade):

	1	2	3	4	5	6	7	8	9
	U				C/B			A*	
Blooms	Remembering	Understanding		Applying	Analysing		Evaluating	Creating	
Conceptual understanding	Emerging			Established			Excelling		

Students taking GCSEs in summer 2016 will still be assessed under the ‘old’ GCSE A\* to G framework, as will students taking GCSEs in summer 2017, other than for Maths and English.

Students are given a GCSE grade based on what would be expected of a student at their stage. A feature of this approach is that students will not necessarily progress through different levels (as they would previously have progressed through National Curriculum (NC) levels).

Students should be aware of the criteria to achieve certain grades – so they can monitor their own progress 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 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.

### Learning conversations as part of formative assessment

At The Swanage School we believe that each child’s parent(s) are an integral part of the learning process. Parents are encouraged to have a learning conversation with their son/daughter. This is not a ‘nag’, where a parent nags about homework etc. Rather it is a chance for the child to explain what

they have learnt and experienced during the school day. It might be that they explain a concept to their parent/carer or an idea they had in class. Conversation stems you might like to use:

- “So tell me about your favourite lesson/activity today”.....”what was enjoyable about it?”.....”what did you learn from it”.....”I’ve not heard of that, can you explain it to me”.....”that’s interesting, tell me some more” ...
- “Tell me about something you found difficult (and why)”...”can we work it out together?”...”let’s read what you put in your learning log”....

### **Summative Assessment**

Summative Assessment (Assessment of Learning) should comply with the following, although 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 NC level/GCSE grade in their books of assessed work.

### **Authentic assessment**

At The Swanage School relationships lie at the heart of learning. At the end of the autumn term, parents and families of year 7 and 8 students are invited to come into school and share in their children’s learning. This may take the form of student presentations, engaging with media created and work produced by the students; live debates and live demonstrations. Parents and family members will be encouraged to use assessment criteria to help judge the students’ work. This process enables parents to be actively engaged with their son/daughter’s learning and help both parents and students develop a deeper understanding of the learning and assessment process.

## **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) 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 (Fischer Family Trust, ‘aspire’). This calculates a likely outcome GCSE grade for each child in each subject’, on the basis that The Swanage School is in the best 20% 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 reporting period (term) 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.

### Recording summative assessments

Records of formal assessments must be recorded on the school management information system. These are in the form of a 'predicted' GCSE grade.

### Summary deadlines for reporting assessment data

#### Year 7

For all subjects in the first few weeks of term a 'baseline' assessment should be made. This should be added to progress by the Wednesday of the third full week of term.

#### Years 7 and 8

Every half term by the penultimate Wednesday of the term:

- English, maths, PBL and science.  
Data required: grade (1-9), attitude to learning and attitude to homework.
- All other subjects.  
Data required: attitude to learning and attitude to homework.

Every full term by the penultimate Wednesday of the term.

- All subjects. Data required: grade (1-9), attitude to learning and attitude to homework.

#### Years 9 and 10

Every half term by the penultimate Wednesday of the term:

- English, maths, science. Data required: grade (1-9), attitude to learning and attitude to homework.

Every full term by the penultimate Wednesday of the term.

- All subjects. Data required: grade (1-9), attitude to learning and attitude to homework.

#### Year 11

Every half term by the penultimate Wednesday of the term:

- All GCSE subjects. Data required: grade (1-9), attitude to learning and attitude to homework.
- Non-GCSE subjects. Data required: attitude to learning only.

## **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 half 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. Parents will be invited in to school at the end of a project or unit of work, so students can display their work and explain what they have done and learnt.

### **Reporting to Governors**

Curriculum Area Leaders will be 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 CALs 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;
- Sampling of students' work;
- Feedback for 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