HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL

Policy: Assessment and Reporting

Member of Staff Responsible: **K Moat**

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ASSESSMENT AND REPORTING

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1.

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

1. Assessment is an integral part of the learning process, encouraging students to learn from their mistakes and to have a sense of pride in their work.

2. Assessment should be based on a variety of evidence and, where appropriate, should be gathered from a range of contexts.

3. Assessment should encourage a dialogue between teacher and students, both verbal and written.

4. Assessment of students' performance should highlight strengths and weaknesses. It should emphasise positive achievement and aid motivation. It should give students an idea of their achievement.

5. Assessment should be designed to encourage students to aim for higher standards and to plan the next stages of learning.

6. Teachers should record assessment information and use it to evaluate their teaching schemes, assisting logical progression of work, informing short-term planning, and helping the school to evaluate its curriculum.

7. Effective assessment should enable us to closely monitor progress, identify and act upon under-achievement and with appropriate interventions, should help to ensure all students make excellent progress and as a result, outstanding outcomes.

8. Valid and reliable information will be provided for parents, and other interested parties, on student achievement and attitude to learning; where appropriate, achievement will be matched to national criteria (in accordance with statutory requirements and guidelines). This will also facilitate effective and realistic target-setting for both student and teacher.

4. Assessment approaches

At Harrogate Grammar School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Assessment is the teacher's judgement of the evidence of a student's achievement. It should be an integral part of the learning process: it is seen as a continuous process and not just as a separate activity, 'bolted-on' at the end of a topic.

This means that:

- Assessment should be planned to provide feedback to students about their learning.
- Assessment should emphasise positive achievements and identify future learning needs.
- Assessment should be based on a variety of evidence and, where appropriate, should be gathered from a range of contexts; observation of practical and oral work, asking questions and listening, written work in the classroom, homework and examinations/tests - all of these will be interpreted as evidence of achievement.
- Evidence of achievement emerges from the normal work and activities of the students and teachers.
- Students should be involved in the assessment process - they should be aware of the overall context in which a piece of work is being studied and the criteria for judging achievements should be made clear to them.
- Students will be expected to respond to feedback given by their teachers. This may be by way of green pen work, editing and improving work, responding to further questions or any other way signposted by their teacher.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At regular intervals during the year, as per the reporting calendar, there will be **Common Assessment Tasks (CATs)** in each subject area. These will be more formal, standardised tests, which will demonstrate the student's understanding of the work covered so far in that subject. In order to prepare students for the linear landscape of external examinations, these tests may cover work covered previously as well as new

concepts. The outcomes of these formal CATs, will be reported home to parents at the end of a term as part of their academic profile.

In Years 11 and 13, internal, mock examinations will take place (as per the reporting calendar dates)

All other year groups will have formal, end of year examinations in the summer term, which will replicate, as closely as possible, the external examination process.

Data will be collected at the end of each term from these CATs, along with a Teacher Grade and an attitude to learning grade.

- In Key Stage 3, the teacher grade is a summative grade of all the work covered thus far in the subject, taking any CAT results into account.

- In Key Stages 4 & 5, the teacher Grade is the grade we expect the student to achieve at the end of the year in course, based on all their work to date and if the student continues at their current rate of progress.

The teacher grades will be used to monitor the performance of student cohorts. Review meetings will be held with faculty leaders to identify any areas of concern and discuss intervention strategies as appropriate. This data will also be reported to the Governing body as part of the Data Dashboard.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment

- **Teachers** to understand national expectations and assess their own performance in the broader national context

- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

Achievement data will be collected at least once per term in all year groups and Attitude to learning grades, once per half term. This data will be shared with parents via the Homework4 Academic profile report, in which these grades feed into an overall academic productivity level and report. Based on this report and a self-review completed by the student, targets will be set and any necessary interventions for the following term.

6. Reporting to parents

Reporting is carefully planned so that contact is made with parents each half term. If problems occur parents are invited to visit the school and discuss concerns with the Year Manager, Faculty leader, Form tutor or subject teacher.

Reports will communicate to all interested parties, the achievements of students in accordance with statutory requirements and national guidelines. They will give clear and concise information allowing students, parents and teachers to monitor achievement, progress and attitude.

Students will receive the following information via their reports;
- Attitude to learning grades in each subject, which encompass participation, organisation and application, each half term. Students will receive an A2L grade for non-examined courses such as 'Big-Picture' and Core PE.

- At least once per term, students will also receive a CAT grade and a Teacher Grade. In Key Stages 4 & 5, this will be colour coded in relation their statistical target grade, which will also appear on their report.
- At each grade round, the level of attendance will be reported as a percentage.
- The most recent Reading Age Test Score will be on the student report. This is normally tested once per year. The aim is for the reading age to be at least in line with their chronological age.
- Once a year, in Years 7 to 11, the students will receive a form tutor report which will summarise their child's progress across the curriculum and indicate how they have contributed to the wider range of school life.
- Subject teachers will write an annual report for students in Year 12, which will feed into the UCAS reference.
- There will be an annual parent consultation meeting at which parents may meet with subject teachers to discuss progress. Year 7 have a 'settling in' evening, where parents can meet with form tutors and Year 13 have a second consultation evening. Y13 teaching staff are expected to attend at least one of these each (classes are shared).
- Classcharts points are available for parents to see on a 'live' basis via the Classcharts app. The report will give context to this by showing averages for students in the same year group,
- Homework tasks, attendance and the student timetable are all visible to parents via the Homework4 online system.
- Students will complete a self-review at the end of each term. This will generate some personal targets for improvement for each student for the following term.
- All of the above elements feed into the academic profile of a student, which is then given a score to measure their level of 'Academic Productivity', which is reported via Homework4.

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points and take this into account alongside the nature of students' learning difficulties.

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

8.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups

- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

9. Monitoring

This policy will be reviewed by the Deputy Headteacher responsible for student outcomes.

At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Faculty leaders, programme leaders and their direct line managers are responsible for ensuring that the policy is followed.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through:

- Regular faculty moderation and standardisation processes
- Regular work scrutiny sessions both within and across faculty areas and key stages.
- Regular learning walks
- Appraisal lesson observations
- Data review meetings
- External results review meetings

Feedback, Response, Progress – A Guide to Smart Marking

Include students in the process from the start:
• At the start of the year tell students how their work will be marked and what form feedback will take.
• Clarify expectations about the quality and presentation of work. Tell students there is little to be gained from marking and giving feedback on work that is not their best.
• Tell students that they will be expected to check and improve work themselves. Before you mark work, make sure students have checked it first (an effective use of Silent Time). Encourage a culture of redrafting, where mistakes become learning points.
• Make use of checklists to help students regularly check their own work to spot and correct common errors.
• Set aside time at the start of the year to train students in the art of self and peer assessment.
Make use of proforma and scaffolds.
• Plan for students to mark low stakes tests, home learning tasks and short answer responses. This frees you up to circulate, assess and award ClassCharts points.
• Plan for students to respond to feedback in lessons (an effective use of Silent Time), making use of models or worked examples to clearly demonstrate improvements.

Use your time wisely:
• Make use of verbal feedback in lessons to give quality feedback that leads to an immediate response. Ask students to repeat back your feedback as a check. Keep track of which students have received verbal feedback.
• At the start of each unit, identify the key pieces of work that are best marked by you. Only mark these.
• For work that you plan to mark in detail, ensure that the success criteria have been shared with students from the start. This makes it easier for students to respond to feedback and makes it easier to use marking codes.
• Use the general school marking codes to save you time when identifying key presentation and literacy improvements. (Can be found in spaces)
• Less is more when it comes to target setting. Make sure that targets are clear, specific and few. Working on one key thing at once is likely to have greatest impact.
• When you want to assess students' performance quickly, to help you plan the next lesson, check work from a representative selection of students only. You can select an example from one student to critique together at the start of the next lesson. Modelling the editing process and focus on common weaknesses that you identified in your check. Point out how the example avoids some mistakes but falls fowl of others. Use Silent Time for students to edit their own work, with the example in mind.
• At any one time certain students may benefit from more teacher marking than others. Choose to mark the work of these students more often over a period of time. Use live marking to check the work of learners who are more independent.

Encourage a 'growth mindset':
• Use words like 'not yet' in comment marking to help students to develop a growth mindset and to motivate learners. Comment on the process not just the product.
• Avoid the over-use of grade marking or comments about a student's 'ability' in a

subject. Less resilient learners can think that they are 'no good' at a topic/subject.

Marking and Feedback – Purpose, Principles and Practice

Purpose

- Marking and feedback are part of a reciprocal process:
    - Students act on feedback to make progress over time. Regular and specific improvement points are used to close the learning gap so that learning is informed
    - They inform future planning and teaching. Teaching is adapted based on student responses so that teaching is responsive and matched to need.
- **Seeking feedback is integral to a growth mindset*** – intelligence and performance aren't fixed but can be developed. Receiving and acting on feedback is a key part of this for all learners.

Principles

Teachers should ensure that they:

1. Mark for progress:
    - By sharing the success criteria with learners – the key marking points.
    - By giving clear feedback that prompts a response (e.g. correcting/re-doing). Feedback may be in the form of a written or verbal comment. The key is that the students respond, using the written or verbal comments to help them reach a higher standard.
2. Use marking to inform teaching by checking impact:
    - By devising activities* that elicit evidence of learning and so best tell the teacher how effective the teaching has been and whether/how much students have learnt.
    - By planning more effective lessons after marking - deciding whether concepts or skills need to be re-visited.
3. Promote and celebrate the value of hard work:
    - By teaching students to reflect on and correct their own work before submitting it, to ensure that the work they do is up to standard. The teacher can then focus on feedback that can genuinely close a gap.

Practice

In order to ensure that marking is productive and sustainable teachers need to:

- **Consider the purpose** of marking any specific piece of work. What is the **impact** on teaching and learning? How is it going to be marked? By whom? When? Why?
- **Carefully select** the pieces of work that will receive more extensive written feedback.
- Ensure any feedback (self-, peer- or teacher) helps develop a **growth mindset**. This means marking the **process** and not just the outcome.
- Make use of **live marking** in the classroom. This can help students progress more quickly and reduces workload outside lessons. Make use of **verbal feedback**.
- Use marking to '**spot the gap'** and to flag up things that need to be re-taught.
- Teach **students to identify gaps** in their own learning and encourage them to find and fix mistakes and identify problems.
- Teach students how to **self- and peer- assess** more effectively.

Key questions to consider when reviewing marking practice in faculty areas:

- **Does marking and feedback close the learning gap and/or move the students forward?** Does it help the student understand what they got wrong, why they got it wrong and how to get it right next time?
- **Is it manageable?** Time must be left for planning.
- **Is it fit for purpose?** Different subjects require different approaches and different tasks within subjects will require different forms and quantities of feedback. Some students will require detailed or differentiated feedback whereas others will require a light touch. As long as it closes the gap and points students to the next stage of learning then it works.
- **Does it take the most effective form?** Verbal/written/self-/peer/teacher? The key thing is whether the students respond to the feedback.