



HARROGATE
GRAMMAR SCHOOL
AN INDEPENDENT ACADEMY TRUST

Policy: Assessment, Recording and Reporting

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Governors' Committee:	Students
Approved by Full Board on:	23.01.13
Review date:	2015

Signed-off by:	Committee Member	_____
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	Date	_____

Assessment, recording and reporting Policy

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Assessment, Recording and Reporting Policy

The intention is that this school policy should provide a common framework of principles and strategies for colleagues, across all faculties, to work within. The policy document addresses the following areas:

- A: Basic Principles
- B: Assessment of Achievement
- C: Recording Achievement
- D: Reporting Achievement
- E Types of Grades used to report Achievement
- E: Areas of Responsibility
- F: Calendar

A: BASIC PRINCIPLES

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 oral 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 level/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 programmes, assisting logical progression of work through informing short-term planning, and to help 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 outstanding progress.
8. Valid and reliable information will be provided for parents, and other interested parties, on student achievement, progress and attitude; 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.

B: ASSESSMENT OF ACHIEVEMENT

B1 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 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.
- Where relevant and practical, students should be involved in deciding learning targets and assist in decisions regarding which pieces of work represent their best achievements and why.
- Achievement should be acknowledged wherever it occurs in the development of the student both inside and outside the school.

B2 The Process

Every Faculty Leader/Programme Leader is responsible for producing Schemes of learning, describing the contents and organisation of the courses of study followed by students. All colleagues working within that faculty should be actively involved in the writing, evaluating and improving of Schemes of learning. This enables colleagues to work together, adopting an agreed philosophy, and to support the delivery of the course aims, objectives, skills and attitudes within the classroom. All Schemes of learning should be evaluated and updated as necessary, but at least once a

Year and all colleagues should have their own copies of the necessary Schemes of learning. Schemes should also be accessible to SLT for monitoring purposes.

B2.1 A Scheme of Learning will cover the following aspects:

- a. Course Aims and Objectives
- b. Skills and Attitudes to be promoted
- c. A list of topics delivered relating, where appropriate, to the N.C. Programme of Study, with reference to;
 - i. Timing
 - ii. Resources, including appropriate use of the iPad for improving learning
 - iii. Assessment, including marking and record-keeping (in accordance with the school policy).
- d. Any contribution made by the faculty towards cross-curricular ICT and functional skills.

B2.2 As addenda to the Scheme of Learning, there should be a faculty policy statement on reporting and homework. These policy statements should indicate how the faculty contributes to, and implements, the school's policy on these issues.

B2.3 Cross-curricular issues

All colleagues need to be aware of, and support the implementation of, the whole school, cross-curricular issues detailed below:

a. Dimensions

Equal opportunities and the recognition that preparations for life in a multicultural society are relevant for all students. Faculties need to implement the school policy on Special Educational Needs and state how it will support students with learning difficulties.

b. Skills

- i. Literacy
- ii. Numeracy
- iii. ICT
- iv. Gifted and Talented
- v. Learning to learn skills (Developing independence, enquiry, creativity, reflection, resilience and cooperation)

c. Themes

- i. Careers Education
- ii. Health Education
- iii. Citizenship
- iv. Business and Enterprise
- v. Sustainability
- vi. The International/global dimension

B3 Marking Policy

Within a faculty, assessment opportunities should be identified in the Scheme of Learning. In some cases, it may be helpful to identify specific common tasks with mark schemes. There should be an agreed system of marking which is used throughout the faculty as to how evidence for assessment is marked. The system of

marking should be explained to the students. Spelling mistakes should be corrected where appropriate along with the checking of punctuation and grammar.

B3.1 In order to ensure some degree of commonality for the students' sake, it is suggested that faculties adopt a system such as the following for assessed work:

Key Stage 3

Work which is graded will be given an N.C. Level, or marked out of the appropriate total. In subjects where students receive an effort grade, the OVEC grading system should be used

O = Outstanding

V = Very Good

E = Expected

C = Coasting

U = Unacceptable

Key Stage 4

An appropriate grade related to the exam being studied for will be awarded on related work, or a mark out of an appropriate total. The effort grades as detailed above will also be applied where this is appropriate. At both key stages, students will be given a written comment to show them how to improve their work.

B3.2 Schedule

Milestone-marking: a minimum of one formally assessed piece of work per half term and one major assignment per term, usually directly linked to the reporting system, to be marked in detail (in relation to clearly defined and explained learning objectives/success criteria for that piece of work) with a detailed constructive comment. Allocate time when planning lessons, for pupils to read your detailed comments for this type of marking and to ask questions about it; or to write their own response to your comments. There should be evidence of marking and feedback as seen during learning walks and formal lesson observations. It is an expectation that Faculty and programme leaders will ensure that this is the case. Light-touch marking: can be marked using a variety of approaches dependent on the subject involved.

- Pupil self-assessment.
- Pupil peer assessment
- Simple self-assessment using traffic-lighting or equivalent
- Teacher marking related to success criteria with ticks and brief comments

C RECORDING ACHIEVEMENT

C1 In addition to the generic aspects of a student's work, like attitude, effort and behaviour, each faculty will identify and assess specific aspects relevant to its subject: skills, knowledge and understanding, taking into account the requirements of the National Curriculum. There will be faculty agreement on how this evidence is recorded.

C2 An on-going record of every student's achievements must be kept, in accordance with N.C. requirements, with a brief summary of the task set with date.

C3 There should be regular feedback to students about their learning. This should influence future learning programmes, allowing work to be matched to the ability of the students.

C4 Standardisation and moderation of work with a faculty will ensure that there is a consistent approach between all colleagues and it should be clear how this will be achieved.

C5 There should be a faculty portfolio, containing examples of work that has been assessed and moderated. This work should be retained as evidence that all colleagues are agreed about the standards defined by the National Curriculum. The portfolio should be annotated to give contextual background and include justifications for the levels/statements awarded.

D REPORTING ACHIEVEMENT

D1 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.

D2 Reports will communicate to all interested parties the achievements of students both inside and outside school, 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.

D3

a. Reporting to parents takes the following forms:

- i) Every student at each Key Stage will be given an overall effort grade at the end each half term for every subject studied. This will include subjects where progress is not assessed such as personal development and enrichment. For the finer details of the OVECU effort grading system see the Appendix.
- iii) In Key Stages 3 and 4 students are given progress grades at the end of each term. In Key Stage 5 students are given progress grades every half term, thus enabling more frequent monitoring and where necessary more timely intervention. These reports are accompanied by a full explanation of the grading system.
- iv) Once a year in Years 7 to 12, the students will receive a form tutor's report which will summarise their child's progress across the curriculum and also indicate how they have contributed to the wider range of school life.
- v) There will be an annual parents' consultation meeting at which parents may meet with subject teachers to discuss progress.
- vi) Parents will be provided with real-time reporting of all effort and progress grades for the year. This will be achieved using the SIMS Learning Gateway, a user name and password protected internet portal which allows students, parents and teaching staff to access assessment data electronically at all times. The report is updated each half-term and integrated with other daily information such as attendance at registration.

E: TYPES OF GRADE USED IN REPORTING

E1 Estimated Grades are available in assessment mark sheets for all students in all academic subjects and they will be clearly explained to and shared with students. They will be ambitious, and used by the school to provide a measure against which

the student's progress can be compared at regular intervals. The grades are generated by recognised outside agencies as follows:

- i) At KS3 and KS4 (GCSE), Fischer Family Trust (D) grades are used.
- ii) At KS5 (A-level/BTEC), Durham University's ALIS (A-level Information System) grades are used.

E2 In addition to estimated grades, a **Target Grade** is generated.

KS3 – In English, Mathematics and Science students are given a National Curriculum Level at KS2. To help assess progress, we divide levels into sublevels so:

3c Low	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c High
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At KS3 students are given their FFTD estimates. These are based on National Curriculum Levels at the end of Key Stage 2. In some subject areas, teacher adjustments will be made to these estimates, in order to make them more appropriate targets for the relevant subject.

At KS4 (GCSE) and KS5 (A-level/BTEC) target grades will be agreed between subject teacher and student following discussion which should be motivational and hopefully stretch the student to the best of their ability. The target grade is reported to parents with each round of progress grades. Target grades are reviewed by consultation with the student at the beginning of each new academic year i.e. Year 11 (GCSE) and Year 13 (A-level/BTEC), thus giving an opportunity to reflect on the previous year's performance, whilst retaining the same degree of motivation.

E3 Progress Grades are used as a measure of a student's progress in school. There is a distinct difference between the progress grades given at KS3 and the progress grades given at KS4 and KS5.

Importantly, at KS3, **Progress Grades** reported demonstrate **current** progress which is a measure of how the student is performing at the time of assessment. As progress is not always linear this will inevitably lead to variation in progress and therefore the progress grade should be viewed in conjunction with the OVECU effort grade. At the end of each year, the progress is compared with the estimated NC target grade and the student is reported as being above target, on target or below target.

At KS3 the overall progress grade does not just take into account students' academic performance. Assessing Pupil Progress (APP) is an increasingly important aspect of measuring progress through a variety of applied activities across all subject areas to ensure a reliable and accurate picture of how the student is performing.

At KS4 and KS5 there will be 2 progress grades reported. A **Current Progress** grade, which is a measure of how the student is performing at the time of assessment. This will be a single grade and no split-grades will be reported.

A **Predicted Progress Grade** will also be reported at each grade round, which is the grade likely to be achieved by the student at the end of the course assuming current performance is maintained. This grade may be a single grade or a split-grade.

Grades given always correspond to those achievable at the end of the course being studied. In vocational subjects where non-standard GCSE and A-level grades are used, e.g. BTEC and National Diplomas, grades of distinction, merit or pass will be awarded.

E4 Other Base data used at HGS

Other Student Base data used at HGS

E4.1 In Year 6, on intake day we conduct CATs (Cognitive Ability Tests). This enables us to have a useful baseline assessment on students prior to them arriving at HGS. This provides us with early setting information and importantly helps the school identify students who may require extra learning support or be placed on the Gifted and Talented programme so that all students may reach their full potential. Students who miss the CATs tests will sit them in the first few weeks of Year 7. In addition to CATs tests all Year 7 students also complete the Suffolk Reading test.

E4.2 The CATs data (KS3) Estimates (KS3 and 4) and Target Grades (KS4 and 5) are included in all assessment mark sheets once available from the various bodies and can therefore be used to help inform Heads of Year and all subject staff. This facilitates monitoring and intervention and allows for effective differentiation in the planning of lessons. Significant differences in the learning of different groups of students, or individuals should be catered for.

F: ROLES AND RESPONSIBILITIES

F1 Teacher - *Referenced against QTS standards:*

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
- Communicate effectively with children, young people, colleagues, parents and carers.
- Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Know the assessment requirements and arrangements for the subjects/ curriculum areas they are trained to teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Make effective use of a range of assessment, monitoring and recording strategies.
- Assess the learning needs of those they teach in order to set challenging learning objectives.
- Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

- Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Referenced against Core standards:

All of the above in more depth, plus-

- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
- Teach engaging and motivating lessons informed by well-grounded expectations
Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment of learners and designed to raise levels of attainment.

Referenced against Post-Threshold standards:

All of the above in more depth, plus-

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/ curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

F2 Faculty Leader

- Ensure that school policies are being adhered to in a rigorous fashion.
- Have a clear faculty marking policy that is based on the whole school version, but includes references to subject-specific approaches.
- Publish an up-to-date homework policy that is in line with the whole school version, and check that faculty staff are adhering to this policy.
- Regularly update and ensure all faculty staff have a copy of all necessary Schemes of learning.
- Build a faculty portfolio for easy reference as to standardised levels and examples of those.

F3 Senior Leader

- Be accountable for ensuring that the above school policy is being carried out in practice.
- Play a full role with Year Managers in monitoring effort and progress at each grade round for each year group.
- Monitor the extent to which the policy is being met and put support in place where it is needed.

F4 Student

- Record homework whenever required in your planner.
- Ensure that tasks are understood and, if not understood and there is a deadline, ask for help in sufficient time
- If any work is left incomplete, particularly homework, ask your parent/carer to write the reasons in the planner.
- Ensure that all work is completed in your own words- do not plagiarise someone else's work: where appropriate, this will be punished.
- Complete work in line with the outcomes/success criteria provided by your teacher.
- Use the advice given to you in your next piece of work to show progress and improvement.

REPORTING CALENDAR 2012-2013

HALF TERM	DEADLINE	DEADLINE DATE
AUTUMN TERM (Aut 1)	TARGET REVIEW (13) TARGET SETTING (10, 12) TARGET REVIEW (11) ESTIMATES/TARGETS (KS3) OVECU (7,8,9,10,11) PROGRESS & OVECU (12 & 13)	Sep 28 Oct 12 Oct 12 Oct 12 Oct 19 (3.30pm) Oct 19 (3.30pm)
AUTUMN TERM (Aut 2)	PROGRESS REVIEW & OVECU (12,13) PROGRESS & OVECU (7,8,9,10) PROGRESS & OVECU (11) FORM TUTOR COMMENTS (11)	Nov 30 Dec 14 (3.30pm) Dec 14 (3.30pm) Dec 20 (3.30pm)
SPRING TERM (Spr 1)	PROGRESS & OVECU (12 & 13) OVECU (7,8,9,10,11)	Jan 25 (3.30pm) Feb 8 (3.30pm)
SPRING TERM (Spr 2)	PROGRESS & OVECU (7,8,9,10,11) PROGRESS REVIEW & OVECU (12,13)	Mar 22 (3.30pm) Mar 22 (3.30pm)
SUMMER TERM (Sum 1)	OVECU (7,8,9,10)	May 17 (3.30pm)
SUMMER TERM (Sum 2)	PROGRESS & OVECU (YEAR 9) OVECU (12) PROGRESS (12) Non-AS subjects UCAS REFERENCES (12) PROGRESS & OVECU (7,8,10) FORM TUTOR COMMENTS (7,8,9,10)	Jun 21 (3.30pm) Jun 28 (3.30pm) Jun 28 (3.30pm) Jul 12 (3.30pm) Jul 5 (3.30pm) Jul 12 (3.30pm)

- Dates on school calendar for P & O & R are dates to parents – Please use this sheet for internal deadlines
- O & P deadlines are one week before dates to parents where there are no form tutor reports
- O & P deadlines are two weeks before dates to parents where there are form tutor reports
- Form Tutor deadlines are one week before dates to parents
- All deadlines are Friday 3.30pm (or last working day of week).
- **Subject leaders are responsible for checking subject marksheets are completed by dates above**
- **HoYs are responsible for checking that form tutor comments are completed by the above dates**
- **Sixth Form Team are responsible for checking UCAS references are completed by dates above**
- Due to study leave there is no Summer 1 OVECU grade for Year 12
- Summer 2 progress is now read in from the actual August AS grade.
- You MUST do a Summer 2 progress grade (by Jun 28) in subjects where no AS grade is awarded. These include the 2 year courses, ie BTEC, and ICT.
- There is no narrative tutor report for Y12

The OVECUCU grading system.

Effort

Effort is assessed relative to the ability of the individual student. It should be noted that a very able student may well be awarded a 'C' if it is felt that they not currently working to the best of their abilities. They may well be working well in class, but not pushing themselves outside the classroom .

Grade	Descriptor
O	This grade is awarded to students who meet the criteria for a 'V', but who have shown exceptional commitment either to an individual piece of work or project or to overcoming difficulties in an aspect of the subject. A commitment to independent learning and self-directed study should be in evidence. The key word descriptor is ' Outstanding '.
V	Work in class and at home shows consistent signs of substantial effort in relation to the student's ability. All work is completed on time and may well have obtained a top grade for commitment. The key words descriptor is ' Very Good '.
E	Work either in class or at home shows good levels of effort. Homework will be completed on time and not fall below an appropriate level of effort. All students at HGS are expected to work well. The key word descriptor is ' Expected '.
C	Student's attitude to their work falls short of expectations. This is either because it is inconsistent or because the student may be coasting. EITHER the attitude to work or behaviour in class will give rise to some concern OR homework will be the result of inadequate effort. Some work may be late. <i>Students may be awarded this grade even if effort for some work has been good.</i> The tutor will discuss the student's progress with the subject teacher. The key word descriptor is ' Coasting '.
U	This grade will be rare. Consistently poor attitude, behaviour or effort will be evident. Parents will be contacted. The key word descriptor is ' Unacceptable '.

Colleagues are encouraged to use the C grade if they have any concerns about a student's effort either in class or outside it. A student whose effort has given a colleague even some concern should not be awarded an E grade. Teachers may not award split grades.

A 'C' grade will only be of serious concern if sustained over a period of time.