

# THE HAMMOND – Assessment, Recording and Reporting Policy

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## Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing.

**Helping Every Child to Achieve More**

## What is the purpose of assessment?

- To show what a student has learned - knowledge, concepts, skills and attitudes;
- To involve the student as a basis for target-setting;
- To inform planning for future teaching and learning – formative assessment, “assessment for learning”;
- To provide feedback to the school of the effectiveness of the teaching;
- To provide evidence and information for reporting to parents.

## Assessment is effective when...

- it is integral to the learning process;
- learning objectives are shared with students;
- students know what is being assessed;
- students are involved in self- and peer-assessment and target-setting;
- a range of achievements is assessed;
- it encourages and supports independent learning;
- regular feedback lets students know how well they are doing and gives them confidence;
- it lets us know whether learning has taken place and informs our future lesson planning;
- it is accurate and valid;
- it is manageable.

## Common types of assessment include...

- examinations (external and internal)
- end of unit/module test
- short exercises / activities to judge knowledge or understanding – “show me” boards, games etc.
- speaking and listening to students
- planned practical assignments and investigations
- marking written work
- self and peer assessment
- assessment of coursework folders
- diagnostic tests
- assessment of residential/vocational experiences

## Tracking progress at KS3

### Baseline Data

1. All subject teachers should have access to:
  - Key Stage 2 English, Maths and Science test results (marks and sub-grades) **where supplied by the primary school;**
  - Key Stage 2 teacher assessments, **where supplied by the primary school.**
  - **Year 7 CATs standardised scores and forecast GCSE grades in all subjects.**
  - Standardised assessments provided by the Year 7 Form Tutor.
2. **This baseline data will enable the creation of a flight-path system that charts the expected end-of year prediction for each student in each subject.** Draft targets

can be refined by subject teachers once we find out more about the students by baseline assessments. **This is in negotiation with the Vice Principal Academic.**

### **Assessing Key Stage 3 National Curriculum subjects**

1. National Curriculum subjects must assess students using **GCSE Grades** based on the relevant **criteria**.
2. As a guideline, relevant assessments should generate a grade about once every half-term.

### **Progress checks**

1. These take place **three times a year** in each of years 7, 8 and 9. A full report will be produced once a year.
2. On each progress check the following are recorded:
  - grade/level (where applicable) based on current performance against targets, as well as an **attitude to learning score (ATL)**.
3. The results of the progress checks will be held centrally on the school's **Tracking System** which will generate information for individual pupils, classes, tutor groups or year groups.

### **Following each progress check...**

1. The data can be analysed on an individual, subject area, tutor group or whole year basis.
2. Reviews with individual students should allow students to monitor progress against targets and to set future targets for improvement.
3. One of the following may take place:
  - form tutor/student interview / review;
  - meeting of form tutor with parent/student;
  - parents' evening with all subject teachers;
  - full annual report.

### **At the end of year**

All national curriculum subjects have to submit teacher assessment grades that will be used in the statutory end of Key Stage 3 report to parents. This report will be computer generated. The final grades (e.g. test grade and teacher assessment) will be entered into the system so that subject leaders can compare target grades with actual grades.

## **Tracking progress at KS4**

### **Baseline Data**

1. All subject teachers should have access to:
  - Key Stage 3 English, Maths and Science test results;
  - Key Stage 3 teacher assessments;
  - Forecast GCSE grades in a range of subjects from CATS;
2. This baseline data will enable the setting of end-of-KS4 GCSE **target grades** which will be provided for staff. **All staff are able to use the 5-Year-Curriculum tracking system in order to make informed choices about planning.**

### **Assessing Key Stage 4 subjects**

1. National Curriculum subjects assess students using **grades** based on the relevant criteria.
2. As a guideline, relevant assessments should generate a **predicted grade** about once every half-term.

### **Progress checks**

1. These may take place **three times in year 10 and year 11**. A full report will be produced once a year.

2. On each progress check the following are recorded:
  - GCSE (or other qualification) **grade** (where applicable) based on current performance. **In addition an attitude to learning score will be provided.**
3. The results of the progress checks will be held centrally on the school's Management Information System which will generate information for individual pupils, classes, tutor groups or year groups.

### **Following each progress check**

As for KS3 – identification of students who are not achieving their targets plus suggestions for appropriate action along with suggested intervention strategies.

### **At the end of year 11**

The final grade will be entered into the school's network so that subject leaders can compare target grades with actual grades.

## **Assessment, Recording and Reporting: Responsibilities**

**The Subject Teacher** is responsible for ensuring that:

- the school's principles for assessment inform his/her practice.
- formative assessment is an integral part of lesson planning and the learning process.
- students know the criteria for assessment and what is needed to progress.
- students' work is marked according to the school's marking policy.
- summative assessment is undertaken, including progress checks, reports, teacher assessments of National Curriculum grades, estimated GCSE grades and other external accreditations.
- baseline assessment data is used to inform teaching and learning and to set target grades and grades.
- a record of assessments is kept and is available for monitoring.
- analysis of performance data is undertaken and used to inform practice.

**The Subject Leader** is responsible for ensuring that:

- schemes of work integrate assessment opportunities and types of assessment to be used
- criteria for various forms of assessment are available.
- coherent systems for record-keeping are in place to ensure informed progression and continuity.
- students are regularly assessed in relation to national criteria (National Curriculum grades at Key Stage 3 and GCSE grades at Key Stage 4) and that this information is available to students.
- assessment criteria are standardised to ensure commonality of approach.
- departmental moderation of marking procedures takes place between subject staff at regular intervals throughout the year.
- procedures for regular student target setting are in place.
- monitoring that students' work is marked according to the school's marking policy takes place.
- concerns from subject teachers about the progress of individual pupils are addressed.
- assessment and recording procedures enable teachers to respond to requests from other professionals and from parents for comments on the progress of individual students.
- evidence of students' achievement is retained and stored as appropriate to the subject area.
- the quality of subject reports is monitored.
- analysis of performance data is undertaken and used to inform practice.

**The Form Tutor** is responsible for ensuring that:

- students are assisted in recognising their own strengths and weaknesses by involving them in reviewing their progress.
- students are assisted in target-setting.
- concerns about individual students are communicated to the relevant subject teachers and subject leaders in liaison with the Achievement and Attainment Coordinator.
- students are encouraged to maintain a collection of evidence of achievement.

**The Vice Principal (Academic)** is responsible for ensuring that:

- information about under-achieving students is obtained from tutors.
- issues from tutors relating to attainment in specific subjects are fed back to the relevant subject leaders.
- an overview of student attainment in each year group is discussed with the Head of Key Stage 3/Key Stage 4 following progress checks. This will include comparisons with target grades and with previous years.
- reports and records of achievement are produced and returned on time and the quality of reports is monitored.
- an overview of student attainment in each year group is discussed with the heads of Key Stages following progress checks. Issues relating to individual subjects are discussed with the relevant subject leaders.

**The Senior Leadership Team** is responsible for ensuring that:

- the Assessment, Recording & Reporting Policy is implemented and its effectiveness monitored.
- the quality of reporting is monitored.
- Relevant summary information from progress checks and reports is distributed to staff.

## Target Setting – A Framework

This framework is designed to help assessment coordinators and subject leaders enable pupils to make appropriate progress at key stages 3 and 4. It complies with guidance from:

- ✓ Ofsted
- ✓ DfES
- ✓ QCA
- ✓ The National Strategy (Secondary)

*“Setting appropriately challenging targets through the analysis of pupil performance data and establishing rigorous monitoring and tracking systems are the first critical steps towards ensuring that the learning needs of all pupils are met. ...monitoring and tracking that does not initiate specific actions by teachers and pupils will not help to raise standards. Consequently, within the title Tracking for success the assumption is made that taking the necessary action to address the identified learning needs of pupils and bring about improvements is an integral part of the tracking process.”<sup>1</sup>*

The process of setting targets and tracking progress towards them involves the following processes:

- ✓ knowing where pupils start from
- ✓ knowing where pupils should get to
- ✓ knowing how to help pupils to get there
- ✓ monitoring pupils' progress
- ✓ intervening to address significant potential underachievement
- ✓ evaluating outcomes and action planning

The framework incorporates the requirements of the new ISI inspection schedule, in which self-evaluation in terms of pupil achievement is central. As part of this, inspectors are required to evaluate whether targets are adequately challenging. The framework recognises that the setting of appropriate targets, the rigorous tracking of progress and the use of judicious intervention strategies to address underachievement at the earliest opportunity, are key to promoting good pupil progress.

This framework is offered to you to help you in your work. It will support your own evaluation of your target setting and tracking processes.

## 5-Year Curriculum.

The flight paths below are used to determine the end of year target for each student in every subject.

### Flight Path Learning School 1 to map and record progress by staff

Maths, science, ICT, computer studies, business studies, D&T graphics, D&T product design, geography.

		Start of St Bede's	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11
Approx top 5- 7% need 9 as target							9+
							9
							9-
						8+	8+
						8	8
						8-	8-
					7+	7+	7+
					7	7	7
					7-	7-	7-
				6+	6+	6+	6+
				6	6	6	6
				6-	6-	6-	6-
			5+	5+	5+	5+	5+
			5	5	5	5	5
	6c	5-	5-	5-	5-	5-	5-
	5a	4+	4+	4+	4+	4+	4+
	5b	4	4	4	4	4	4
average	5c	4-	4-	4-	4-	4-	4-
	4a	3+	3+	3+	3+	3+	3+
	4b	3	3	3	3	3	3
	4c	3-	3-	3-	3-	3-	3-
	3a	2+	2+	2+	2+	2+	2+
	3b	2	2	2	2	2	2
	3c	2-	2-	2-	2-	2-	2-
	<3	1+	1+	1+	1+	1+	1+
		1	1	1	1	1	1
		1-	1-	1-	1-	1-	1-
		B+					
		B					
		B-					

## Flight Path Learning School 2

RE, English, English Lit, history, H&SC, MFL,D&T Food and Textiles

		Start of St Bede's	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11
Approx top 5-7% need 9 as target							9
						8+	8+
						8	8
						8-	8-
					7+	7+	7+
					7	7	7
					7-	7-	7-
				6+	6+	6+	6+
				6	6	6	6
				6-	6-	6-	6-
			5+	5+	5+	5+	5+
			5	5	5	5	5
	5a	5-	5-	5-	5-	5-	5-
	5b	4+	4+	4+	4+	4+	4+ 4+
average	5c	4	4	4	4	4	4
	4a	4-	4-	4-	4-	4-	4-
	4b	3+	3+	3+	3+	3+	3+ 3+
	4c	3	3	3	3	3	3
	3a	3-	3-	3-	3-	3-	3-
	3b	2+	2+	2+	2+	2+	2+
	3c	2	2	2	2	2	2
	<3	2-	2-	2-	2-	2-	2-
		1+	1+	1+	1+	1+	1+
		1	1	1	1	1	1
		1-	1-	1-	1-	1-	
		B+					
		B					
		B-					

### **Flight Path Learning School 3**

(Art/Music/PE) – baseline test required

In baseline test put highest as 5a and lowest as <3

		Start of St Bede's	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11
Approx top 5% need 9 as target							9
						8+	8+
						8	8
						8-	8-
					7+	7+	7+
					7	7	7
					7-	7-	7-
				6+	6+	6+	6+
				6	6	6	6
				6-	6-	6-	6-
			5+	5+	5+	5+	5+
			5	5	5	5	5
	5a	5-	5-	5-	5-	5-	5-
	5b	4+	4+	4+	4+	4+	4+ 4+
Average + baseline	5c	4	4	4	4	4	4
	4a	4-	4-	4-	4-	4-	4-
	4b	3+	3+	3+	3+	3+	3+ 3+
	4c	3	3	3	3	3	3
	3a	3-	3-	3-	3-	3-	3-
	3b	2+	2+	2+	2+	2+	2+
	3c	2	2	2	2	2	2
	<3	2-	2-	2-	2-	2-	2-
		1+	1+	1+	1+	1+	1+
		1	1	1	1	1	1
		1-	1-	1-	1-	1-	
		B+					
		B					
		B-					

Flight Path Learning School 4  
Vocational subjects.

		Start of St Bede's	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11
Approx top 1% need 9 as target							
							8-
						7+	7+
					7	7	7
					7-	7-	7-
					6+	6+	6+
				6	6	6	6
				6-	6-	6-	6-
				5+	5+	5+	5+
			5	5	5	5	5
			5-	5-	5-	5-	5-
	5c	4+	4+	4+	4+	4+	4+ 4+
average	4a	4	4	4	4	4	4
	4b	4-	4-	4-	4-	4-	4-
	4c	3+	3+	3+	3+	3+	
	3a	3	3	3	3		
	3b	3-	3-	3-			
	3c	2+	2+				
	<3	2					

## Tracking Student Progress

### 1. Cognitive Ability Tests – CATs

Students take the NFER CATs in Year 7 (September) and **Year 10 (September)**.

#### Use of the CATs

##### In the School

- To help establish and negotiate school targets at Key Stage 3 and GCSE.
- To monitor and evaluate student performance.
- To show similarities and differences between year groups.
- To provide Group Profiles of every teaching group. These also show prior attainment, reading and spelling ages, SEN issues, and literacy.

##### By Teachers and Tutors

- To set individual targets for students at Key Stage 3 and GCSE.
- To give an indication of each student's prior attainment and their possible potential. This is vital in setting appropriate and challenging work.
- To judge progress of an individual student relative to his/her potential and ability. This is shown on the Key Stage 3 Progress Reviews and Key Stage 3 Reports.
- To indicate strengths and weaknesses in particular basic skills and to apply specific teaching and learning strategies to develop these skills.
- The use of CAT scores to identify the balance of verbal/quantitative to non-verbal abilities in classes (by plotting quadrant graphs) and then apply appropriate teaching and learning strategies has been used as a common progress objective for all staff as part of Performance Management.

##### The Three Tests:

1. **Verbal Battery** = this indicates ability using words and verbal concepts
2. **Quantitative Battery** = this shows the ability to reason with numbers and quantitative problems
3. **Non-Verbal Battery** = this shows general reasoning ability. This gives some measure of individual intelligence not due to schooling. This gives an idea of potential ability.

## Getting started: Ten steps to effective target setting and target getting

Section	Step	Action	Method
Section 2	Step 1	Receive cohort information	Assessment grid
Section 3	Step 2	Use progress charts/transition matrices to estimate progress at the end of key stage	
	Step 3	Moderate estimated progress at the end of key stage using CATS, TAs, Fischer Trust Data and aspiration	Amend assessment grid
Section 4	Step 4	Prepare a tracking grid for each year group and add intermediate targets for the end of each year of the current key stage	Further amend assessment grid to become a tracking grid
	Step 5	Identify type of assessments to be used at agreed points to measure progress in NC grades and GCSE grades, linked to grade descriptors and GCSE grades, and reflect these in schemes of work	Department meeting
Section 5	Step 6	Apply assessments at identified key moments in each year. Identify under achieving pupils	Individual teachers
	Step 7	Analyse and report progress	Subject teachers Subject leaders Form tutors Key Stage leaders
Section 6	Step 8	Identify action needed to bring these individuals or groups of pupils back on track for their end of key stage targets – intervention	Department
	Step 9	Action plan to achieve desired pupil outcomes – at individual, group and departmental grade	Department
	Step 10	Review progress each term	Department

## Expectations

### Key questions for self review of assessment:

- Which are the strongest features of assessment, and why?
- What aspects of assessment most need improvement, and what action is being taken?

The quality of assessment should be judged on its **impact** on **learning, achievement, attitudes** and **behaviour**. Work that is always marked right is almost certainly too easy and the opposite would be true.

#### 1. Is on-going assessment accurate and rigorous?

- Do teachers, alongside pupils continually assess work and learning and provide constructive feedback and targets that help pupils make progress?
- Is marking effective – well focused, challenging and is clear guidance provided on where to focus efforts to learn?

**2. To what extent do teachers assess pupils work thoroughly and constructively?**

- How far do teachers use assessment as a natural part of teaching and learning?
- How effective are teachers' diagnoses of pupils' work and how is this information used to help them learn and overcome weaknesses?
- How well are pupils shown to assess their work and how well do they use the criteria the teacher uses?
- Do pupils find marking helpful?
- Are teachers' assessments consistent with test results?
- Are optional assessments effectively used?

**3. The diagnosis of, and provision for, individual learning needs**

- Are assessments used to influence planning, teaching and target setting? How are targets agreed and changed? How is assessment used to support planning and teaching for pupils with SEN? How well are pupils/groups at risk of underachieving treated?

**4. The impact of teaching on learners' progress**

- Do pupils have a clear idea of how well they are doing and where to focus their efforts to improve?
- Are targets sufficiently specific?
- Are targets well matched to each individual pupil?
- Is progress towards targets monitored with pupils and clear feedback provided?

**Assessment – Good Practise**

<b>BENCHMARK</b>	<b>CRITERIA (What you might see)</b>
<p>Teachers:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assess pupils' work thoroughly and constructively.</li> </ul>	<p>Teachers ensure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment diagnoses pupils' strengths.</li> <li><input type="checkbox"/> Assessment helps pupils to recognise and overcome weaknesses.</li> <li><input type="checkbox"/> Pupils' comment on and assess their own work.</li> <li><input type="checkbox"/> Teachers' assessments are consistent with results of National Curriculum tests and external examinations.</li> </ul>
<p>Teachers:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use assessment to inform their planning and target setting to meet the needs of all pupils.</li> </ul>	<p>Teachers ensure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attainment on entry is used to determine programmes for learning and as a basis for checking progress.</li> <li><input type="checkbox"/> Assessments are analysed so as to adjust the pace, content or methods of teaching.</li> <li><input type="checkbox"/> Targets are agreed.</li> <li><input type="checkbox"/> Assessment contributes to planning for the work of gifted and talented students and those with SEN.</li> <li><input type="checkbox"/> Teachers respond to signs that pupils are underachieving.</li> </ul>
<p>Pupils:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils understand how well they are doing and how they can improve.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are clear about the criteria used to assess their work.</li> <li><input type="checkbox"/> Understand the comments made on their work and any targets set for them and how to go about reaching them.</li> </ul>

## How Assessment is Judged

Assessment		
	Characteristics	Whole-school issues
<b>Outstanding (1)</b>	<p>In addition to all the features of good practice being in place:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Pupils' work is assessed thoroughly</li> <li><input checked="" type="checkbox"/> Pupils receive well-focused critiques of their work that help them to see how to improve</li> <li><input checked="" type="checkbox"/> Oral interactions in class are carefully geared to checking and developing understanding</li> <li><input checked="" type="checkbox"/> Pupils are helped to judge their own work and to set targets to improve</li> <li><input checked="" type="checkbox"/> Progress checks are carefully designed and are used to reshape teaching.</li> </ul>	<p>A thorough programme of monitoring assessment and review is used consistently in all subjects and courses throughout the school.</p>
<b>Good (2)</b>	<p>In addition to evidence of all satisfactory practice being in place:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Pupils are regularly involved in assessing their own work</li> <li><input checked="" type="checkbox"/> Assessment information is used well to establish challenging targets for all pupils</li> <li><input checked="" type="checkbox"/> Consistent and effective practices are in place for assessing work</li> <li><input checked="" type="checkbox"/> Assessment is used well to identify students who are underachieving and target intervention appropriately and effectively.</li> </ul>	<p>Consistent and effective practices are in place for assessing work. Assessment is used by all staff to focus sharply on how well all pupils are doing.</p>
<b>Satisfactory (3)</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Work is marked regularly and is diagnostic</li> <li><input checked="" type="checkbox"/> Teachers planning is based on their knowledge of what pupils have achieved</li> <li><input checked="" type="checkbox"/> Pupils know what grade they are working at and what they need to do to improve</li> <li><input checked="" type="checkbox"/> Assessment is used to track the progress of all pupils</li> <li><input checked="" type="checkbox"/> Teachers use this information to help set targets</li> <li><input checked="" type="checkbox"/> The plenary effectively involves pupils in reviewing learning objectives.</li> </ul>	<p>Assessment is used well to track the progress of all pupils. Statutory requirements are met.</p>
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Insufficient use is made of assessment in planning pupils' work</li> <li><input checked="" type="checkbox"/> Targets set for most pupils are too low, too high or too general</li> <li><input checked="" type="checkbox"/> Marking and informal assessment does little to help pupils to improve</li> <li><input checked="" type="checkbox"/> Pupils are unclear about what grade they are working at and/or what they need to do to improve</li> <li><input checked="" type="checkbox"/> Assessment is not used to track the progress of pupils adequately</li> <li><input checked="" type="checkbox"/> The plenary is ineffective in reviewing learning objectives.</li> </ul>	<p>Although internal examinations and, perhaps non-statutory tests are undertaken, teachers have too little knowledge of pupils' progress and achievements. Teachers' approaches are inconsistent. Assessment beyond statutory requirement is ad hoc and sporadic and plays very little part in planning.</p>

## Progress

Progress	
Outstanding (1)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Almost all pupils achieve highly.</b></li> <li><input checked="" type="checkbox"/> <b>Pupils consistently work at or near their capacity and make and sustain comprehensive gains in their learning.</b></li> <li><input checked="" type="checkbox"/> <b>Work is very demanding and all groups and individuals achieve well – and many very well.</b></li> </ul>
Good (2)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>The progress of the great majority of pupils is good in relation to the capacity and their prior attainment.</b></li> <li><input checked="" type="checkbox"/> <b>Work is appropriately challenging.</b></li> </ul>
Satisfactory (3)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Pupils generally achieve at least as well as could be reasonably expected, given their prior attainment.</b></li> </ul>
Inadequate (4)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Progress is patchy or inadequate.</b></li> <li><input checked="" type="checkbox"/> <b>Particular groups of pupils or individuals are not sufficiently challenged.</b></li> <li><input checked="" type="checkbox"/> <b>Grades of work are below what could be expected, given pupils prior attainment.</b></li> <li><input checked="" type="checkbox"/> <b>Achievement is low compared with similar groups of pupils (e.g. parallel sets).</b></li> </ul>