



Carshalton High School for Girls

***Assessment Recording &
Reporting Policy***

Statement of Intent

Judgements made about student attainment need to be based on knowledge gained through experience and the use of a wide variety of assessment techniques.

This document provides details of how we use assessment data obtained as described in the School's "Marking and Feedback" policy.

Aims

- To use student attainment data to inform us about students' standards at the beginning, their progress through, and their attainment at the end of a Key Stage in relation to expectations and in relation to their peers.
- To use student attainment data to inform our teaching; to help us to evaluate the quality of our work and demonstrate this to others.
- To use student attainment data to inform the advice which we give to students and parents about progress.
- To provide staff with the necessary training to use and access the data they need.
- To ensure that data disseminated to staff is sufficient, timely, accurate and in a format which is easy to use.

1. Detailed Examples of Practice

1.1 There are four main areas into which most of our work with student data falls. These are:

1. To identify strengths and weaknesses of students and use our knowledge of these to inform learning and teaching.
2. To use baseline data as a guide for making projections of the likely levels for student attainment and subsequently to use these to inform target setting and teaching.
3. To track student progress through school and respond to individual needs and to identify groups where progress has been particularly good or not as expected.
4. To evaluate student results at the end of a Key Stage and use this to inform learning and teaching for future cohorts.

Within these areas there are many things we can do. Existing or planned practice is summarised below.

1.2 To determine the strengths and weaknesses of students when we first start with them and to respond accordingly in our teaching. We have plenty of good practice in this area. We use baseline data at the start of each Key Stage to help to identify:

- those students who have particular weaknesses and then target them for support in these areas
- those students that are among our more able so that we can provide enrichment (e.g. work with the gifted and talented or differentiated homework tasks)
- students who are likely to struggle overall so that we can target support to develop their basic skills in order to help them make as much progress as possible (e.g. the assistance provided for the learning support group)
- relative strengths and weaknesses amongst students within a class so that we can respond to this information during teaching (e.g. to adapt teaching styles, or to identify those who may need support with particular types of tasks and to inform group composition for collaborative work)
- the impact of changes in government policy on the relative strengths and weaknesses of our intake so that we can adjust schemes of work accordingly

1.3 To use baseline data (including nationally recognised data sets) to project student attainment and use this to inform target setting and teaching.

Projected attainment data are used to:

- set individual learning targets (e.g. mentoring and target setting in Key Stage 4 and Key Stage 5)
- motivate individual students
- monitor progress
- inform setting and options choices

At a whole school level we use this data to:

- set whole school, departmental or staff targets through the use of Fisher Family Trust (FFT) and Level 3 Value Added (L3VA) documents

1.4 To track student progress through school

Student progress is monitored by a combination of target setting, timely assessment and academic mentoring. Details of the assessment schedule for each of the Key Stages can be seen in the Appendices to this document.

Assessment data are used to:

- provide students and their parents with feedback concerning progress and engagement with learning
- provide synopses which Heads of Year, Curriculum leaders and SLT can use to identify students who are making better or less than expected progress and to respond accordingly
- enable Curriculum Leaders to evaluate the efficiency of teaching, setting, intervention and other strategies
- inform future planning and monitoring by subject teachers
- provide statutory information to other schools, when students are transferring

1.5 To evaluate student results at the end of a key stage

Using the results attained, projections and staff predictions, a variety of measures such as value added, residuals and benchmarks are used to evaluate the performance of the school as a whole, of departments and of individual teachers in relation to national standards. This enables us to

- ensure praise is given where it is due
- evaluate the effectiveness of our curriculum model in delivering our academic aims and monitor the impact of changes to this model
- help to identify areas of relative weakness in order to encourage improvement
- inform decisions about ideal teaching group allocation, possible areas of staff / departmental development and staff / departments who have particular strengths that they should be encouraged to share with others
- inform decisions on Performance Development and threshold
- report on attainment and progress at the end of a key stage

2. How baseline data (CATS, KS2 scores and baseline tests) are used to set targets:

2.1 All baseline data is used to provide Curriculum Leaders with an idea of students' relative strengths and weaknesses and to provide end of Key Stage projections for subject teachers with the exception of Year 7 and where students are not given end of Key Stage 4 targets.

2.2 These, along with any baseline tests and FFT data will be used by departments to set aspirational (FFT20) targets for student performance.

3. Start of Key Stage 4

3.1 Target setting with students

- When departments have the necessary information, subject teachers will explain the target setting and review process to students.
- At the beginning of a Key Stage 4 in September of Year 9, students will receive end of Key Stage 4 targets for English and Maths. Following the first term of Taster option subjects, students will receive their end of Key Stage 4 targets for all other subjects, all consistent with FFT 20. They should record these in their planners and the data will be entered on Go4Schools.
- Departments will decide and communicate to students what progress they expect per year of the Key Stage in order to achieve at least the expected levels of progress as shown on FFT 20.

4. Record Keeping and Quality Assurance

- To ensure continuity, all academic data is held on Go4Schools. Records of behaviour and attendance information are also stored electronically in SIMS.
- Curriculum Leaders will be responsible for quality assurance of the monitoring, recording and reporting components and for support programmes for students

5. Monitoring and reviewing

5.1 Parents Evenings

These evenings provide the opportunity for teachers, form tutors, heads of year and other professionals involved in supporting student learning, to develop a supportive relationship with both the student and their parents/carers. These consultations are aimed at improving the school's ability to support learning.

The focus of consultation evenings is a discussion with the parent(s)/carer(s) and the child about

- their progress to date including an indication of current performance/attainment;
- skills development;
- attitude to learning and other factors which could reduce progress;
- future targets;
- advice and guidance for options choices at Key Stage 4 and 5;
- and to allow them to voice any concerns and ask specific questions about individual problems.

5.2 Progress Tracking Schedules Schedule for Monitoring Progress in Years 7 to 8

Prior to entry

- Head of Year 7 and Transition Co-ordinator will use any information from Key Stage 2 teacher assessments alongside Key Stage 2 scores to inform any additional support students may require

5.2.1 Year 7 and Year 8

	Year 7	
Term 1	Baseline tests	September
	Information Evening	September
	CATs tests	October
	Progress Review 1	December
Term 2	Progress Review 2 for core subjects	February
	Progress Review 3	March
Term 3	Parents Evening	May
	End of Year exams	June
	Progress Review 4	July
	Tutor reports	July

	Year 8	
Term 1	Progress Review 1	December
Term 2	Progress Review 2 for core subjects	February
	Parents Evening	February
	Year 8 Options Evening	March
	Progress Review 3	March
Term 3	End of Year exams	June
	Progress Review 4	July
	Tutor reports	July

National Curriculum Levels have been removed and Secondary schools are now at liberty to choose the assessment model that best suits them.

We have given this much consideration and see it as an opportunity to improve significantly how we assess our students and facilitate their learning. Departments have designed assessments across all year groups, working backwards from Y11 down to Y7 to focus on the 'Progress Steps' needed to ensure students are working successfully towards their GCSE examinations

5.3 What is Progress and why is it so important?

Progress is an indication of how far a student has come relative to their own individual starting point and the journey they are on towards their GCSE's. We do not report grades or attainment at Key Stage 3 as we believe that the breadth and depth of knowledge within a subject is far more important. Monitoring progress and reporting this progress allows us to ensure we are meeting the needs of each individual student.

Students will be assessed through a variety of methods both formative and summative. During lessons students will undertake regular informal assessment against Mastery in books. These Mastery assessments are linked to a specific set of success criteria for the unit and equate to the skills needed to ensure deep understanding. This will then form the basis of the level and content to be further covered in lessons for each individual student, by identifying areas that they have not fully grasped.

There will be ongoing formal assessment that mirrors GCSE style testing e.g. adapted or actual GCSE questions set at the appropriate level of challenge as well as practical assessments in some subjects.

Assessments at intervals throughout the year will indicate the progress being made. This will determine whether the student is:

- 1) making greater than expected progress
- 2) making expected progress
- 3) not making expected progress

Students receive feedback through regular marking in books and during lessons on what they need to do to improve, rather than a level or a grade. They will then upgrade their work which involves the students responding in green pen to the teacher's comment, in order to improve their work.

5.4 Years 9 – 11

At the beginning of a Key Stage 4 in September of Year 9, students will receive end of Key Stage 4 targets for English and Maths. Following the first term of Taster option subjects, students will receive their end of Key Stage 4 targets for all other subjects, all consistent with FFT 20. They should record these in their planners and the data will be entered on Go4Schools.

	Year 9	
Term 1	Progress Review 1	December
Term 2	Parents Information Evening	January
	Progress Review 2 for core subjects	February
	Progress Review 3	March
Term 3	End of year exams	May
	Parents evening	June
	Progress Review 4	July
	Tutor reports	July

	Year 10	
Term 1	Progress Review 1	December
Term 2	Progress Review 2	February
	Progress Review 3	March
Term 3	Parents Evening	April
	End of year exams	June
	Progress Review 4	July
	Tutor reports	July

	Year 11	
Term 1	Year 11 Predictions	September
	Parents evening	October
	PPE	December
	Progress Review 1	December
Term 2	Year 11 Predictions	January
	PPE results afternoon	January
	Progress Review 2	February
	Progress Review 3	March
Term 3	Year 11 Predictions	April
	End of year reports	May
	GCSE exams start	May

5.4 Years 12 – 13

Schedule for Monitoring Progress in the Sixth Form Prior to entry:

There are published entry level qualifications provided for students wanting to join the sixth form. The Sixth Form pastoral team have information in February about the current attainment and predicted GCSE attainment of students in the school who wish to enter the sixth form. This is used to inform discussions with students about the suitability of their 16-19 choices. Entry to Year 12 Initial contact is made with parents of students for whom there may have been cause for concern in the past especially where attitude to study has been questionable. Individual learning contracts may be negotiated for these students or those who have entered the Sixth Form on a contract. Baseline tests grades will be used to identify students making a weak start to their post-16 studies. These results are posted onto Go4Schools for parents/carers to view.

Students will be monitored closely by the 6th form team

- where their average GCSE grade is a cause for concern or
- they under-achieved at GCSE or
- they have been allowed to begin a course for which they did not meet our standard entry requirements or
- they have had problems previously as a result of attitude/personal problems/illness, etc. or
- they have gained a grade 4 in one or more of their baseline tests in September of Year 12

We may also include all students who are new to the school as a precaution and to obtain valuable feedback for their tutors as to how they are settling in.

Target grades are set using past performance of similar ability student students using the L3VA

	Year 12	
Term 1	Baseline tests	September
	Parent Information evening	September
	Year 12 Predictions	October
	PPE 1	December
	Progress Review 1	December
Term 2	PPE Results morning	January
	Parents evening	January
	Year 12 predictions	January
	Progress Review 2	February
	PPE 2	March
Term 3	Exams	May
	End of year report	July

	Year 13	
Term 1	Year 13 Predictions	October
	PPE 1	December
	Progress Review 1	December
Term 2	PPE Results morning	January
	Parents evening	January
	Year 13 predictions	January
	PPE 2	February
	Year 13 predictions	February

	Progress Review 2	February
	PPE 3	March
	Year 13 predictions	March
Term 3	PPE 4	May
	Year 13 predictions	May
	End of year report	May
	Exams	June

6. Annexe – Progress Reviews

6.1 Teachers use their professional judgement to complete the progress reviews.

6.2 There are three progress reviews per year roughly at the end of each term. However, core subjects and Years 10-13 have an extra Progress review in February.

6.3 Teachers are asked to make a judgment on

- Attitude to Learning
- Behaviour for learning
- Progress towards target for Years 8-13 and Progress for Year 7
- Homework

See Appendix A for grade descriptions

7. Reports

7.1 Tutor reports are written towards the end of the academic year. Reports provide individually tailored comments so that students and their parents can assess:

- the extent to which they are making progress against their targets in their subjects
- how well they are developing the skills which they will need to make further progress and
- a general comment on their personal and social development throughout the year.

These documents along with the latest progress review, provide a summative statement indicative of the progress that a student has made over the academic year within each subject area.

GRADE DESCRIPTIONS YEARS 8-13**Report Key**

KSTarget The Key Stage 4 or 5 Target is an aspirational target calculated by the Fischer Family Trust.
A 2 L Attitude to learning. Teacher assessment of student attitudes that are important to learning such as perseverance, motivation and resilience in lessons.
B 4 L Behaviour for learning. Teacher assessment of a student's behaviour in lessons and its impact on learning.
HW Homework. Teacher assessment of how well a student is completing homework and handing it in on time.
P T T The Progressing Towards Target mark reflects how the teacher feels the student is progressing towards their target level.

A2L

1. ALWAYS: Willing to challenge themselves by taking on more difficult tasks. Attempts to increase their ability in the subject area. Supports and encourages other students in their learning. Takes responsibility and learns from failures and mistakes made. Demonstrates the ability to cope with the adversity of school life.
2. USUALLY: Willing to challenge themselves by taking on more difficult tasks. Attempts to increase their ability in the subject area. Supports and encourages other students in their learning. Takes responsibility and learns from failures and mistakes made. Demonstrates the ability to cope with the adversity of school life.
3. SOMETIMES: Willing to challenge themselves by taking on more difficult tasks. Attempts to increase their ability in the subject area. Supports and encourages other students in their learning. Takes responsibility and learns from failures and mistakes made. Demonstrates the ability to cope with the adversity of school life.
4. RARELY: Willing to challenge themselves by taking on more difficult tasks. Attempts to increase their ability in the subject area. Supports and encourages other students in their learning. Takes responsibility and learns from failures and mistakes made.

B4L

1. ALWAYS: Demonstrates appropriate behaviour, observes classroom rules and follows teacher instructions. Works well with others and cooperate with both adults and peers. Well mannered and respectful at all times and punctual to lessons.
2. USUALLY: Demonstrates appropriate behaviour, observes classroom rules and follows teacher instructions. Frequently works well with others and cooperates with both adults and peers in the classroom. Normally well mannered and respectful and usually punctual to lessons.
3. SOMETIMES: Demonstrates appropriate behaviour, however, some areas require improvement.
4. RARELY: Demonstrated positive behaviour, is often a serious cause for concern.

HW

1. ALWAYS: Produces outstanding work that is always completed on time. Work shows time and care in its construction and often shows evidence of taking responsibility for extending the task with personal research. If stuck or unsure will seek help and support outside of the lessons.
2. USUALLY: Produces work of a good standard that is handed in on time. Sufficient time and care is taken over each task and the correct equipment is usually used. Work could sometimes

be developed by greater depth and detail and more responsibility for extending and developing the task taken, for instance, through independent research.

3. **SOMETIMES:** Work is not handed in on time or is incomplete. The standard of the work varies and is inconsistent in its quality. Good work is produced at times however it frequently appears to have been rushed and is not a true reflection of ability. Often the minimum amount of effort and gaps left when stuck or unsure.
4. **RARELY:** Work attempted and when completed shows little evidence of time or thought being spent over it. Homework is seldom completed to a capable standard. There are major concerns over the completion of homework. 5 n/a

PTT

1. Progressing at a rate that should exceed their target.
2. On track to achieve their target.
3. Unlikely, at this moment, to reach their target.
4. N/A

GRADE DESCRIPTIONS YEAR 7

Report Key

A 2 L Attitude to learning. Teacher assessment of student attitudes that are important to learning such as perseverance, motivation and resilience in lessons.
B 4 L Behaviour for learning. Teacher assessment of a student's behaviour in lessons and its impact on learning.
HW Homework. Teacher assessment of how well a student is completing homework and handing it in on time.
P R Progress. Teacher assessment of how well the student is making progress based on their own individual starting point.

A2L

1. **ALWAYS:** Willing to challenge themselves by taking on more difficult tasks. Attempts to increase their ability in the subject area. Supports and encourages other students in their learning. Takes responsibility and learns from failures and mistakes made. Demonstrates the ability to cope with the adversity of school life.
2. **USUALLY:** Willing to challenge themselves by taking on more difficult tasks. Attempts to increase their ability in the subject area. Supports and encourages other students in their learning. Takes responsibility and learns from failures and mistakes made. Demonstrates the ability to cope with the adversity of school life.
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4. RARELY: Work attempted and when completed shows little evidence of time or thought being spent over it. Homework is seldom completed to a capable standard. There are major concerns over the completion of homework. 5 n/a

PR

1. Student is making greater than expected progress in this subject.
2. Student is making expected progress in this subject.
3. Student is not making expected progress in this subject.
4. N / A