Carshalton High School for Girls

Excellence: everywhere, every day.

Assessment Recording & Reporting Policy

Reviewed and Agreed by Carshalton Local Governing Body: October 2021

Next Review: October 2022

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

Contents

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 ensure a common and consistent approach is adopted in that way students are assessed across the school.
- 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.
- To help parents to monitor the progress of students by providing clear and useful reports of progress and achievement.

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 initial assessment 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 each year 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.**
- those students who have particular weaknesses and then target them for support in these areas
- those students that are among our higher ability students so that we can provide enrichment and higher demand 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 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 (using MEGs to set targets at 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:

- help us inform progress at both Key Stage 4 and 5 using ALPs minimum expected grades to give all departments at minimum target of a grade 3. Staff can then adjust student MEGs however the overall year group must remain as an ALPs 3 or better.

1.4 To track student progress through school

Student progress is monitored by a combination of MEGs, 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, Heads of Department and SLT can use to identify students who are making better or less than expected progress and to respond accordingly (expected progress being in line with ALPs MEGs)
- enable Heads of Department 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 each year

Using the results attained, projections and staff MLOs (most likely outcomes), a variety of measures such as value added to evaluate the performance of the school, 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 (KS2 scores and other baseline tests) are used to set targets:

2.1 All baseline data is used to provide Heads of Department with an idea of students' relative strengths and weaknesses and to provide end of Key Stage projections for subject teachers with the exceptions of Year 7 and 8 and where students are not given end of Key Stage 4 targets.

3. Start of Key Stage 4

3.1 Using ALPs to set targets with students

- Departments can look at the MEGs for each student and then can adjust the expected grades for each class / year group and still maintaining a minimum expectation of an ALPs grade 3 for their subject. Most Likely Outcomes (MLOs) are communicated to parents and students.

4. Record Keeping and Quality Assurance

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

5. Monitoring and reviewing

5.1 Parents Consultations

These afternoons / 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 consultations is a discussion with the parents /carer 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 expectations
- 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 schedule for Monitoring Progress in Years 7 to 8

Prior to entry

- Head of Year 7 and the RSL for Year 7 will use any information from Key Stage 2 teacher assessments alongside Key Stage 2 scores (from 2022) to inform any additional support students may require

5.2.1   Year 7 and 11 Assessment Schedule

Year Group Dates

	Parents Consultations	**Other**
Year 7	24/2/22	Meet the Tutors and Parents Information Evening 30/9/21
Year 8	27/4/22	Options Evening 20/4/22
Year 9	5/5/22	
Year 10	12/7/22	
Year 11	17/3/22	Parents Information Evening 30/9/21: 6th Form Evening 10/11/21: Exam Prep Evening 5/1/22

Assessment Term 1

	Exams	**Entry**
Year 7	29/11 to 3/12/21	16/12/21
Year 8	29/11 to 3/12/21	16/12/21
Year 9	6/12 to 10/12/21	16/12/21
Year 10	6/12 to 10/12/21	16/12/21
Year 11	8/11 to 10/11/21 (En, Ma, Sc only)	25/11/21

Assessment Term 2

	Exams	**Entry**
Year 7	14/3 to 18/3/22	31/3/22
Year 8	14/3 to 18/3/22	31/3/22
Year 9	21/3 to 25/3/22	31/3/22
Year 10	21/3 to 25/3/22	31/3/22
Year 11	7/2 to 11/2/22	7/3/22

Assessment Term 3

	Exams	**Entry**
Year 7	4/7 to 8/7/22	19/7/22
Year 8	4/7 to 8/7/22	19/7/22
Year 9	27/6 to 1/7/22	19/7/22
Year 10	20/6 to 24/6/22	19/7/22
Year 11		

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. 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.

Students receive feedback through marking in booklets and during lessons on what they need to do to improve, rather than a level or a grade.

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 MLOs 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.

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

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.

ALPs expectations are generated using GCSE performance.

Year Group Dates

	Parents Consultations	Other
Year 12	12/1/22	Parents Information Evening 30/9/21
Year 13	12/1/22	UCAS Finance Evening 30/9/21: Exam Prep and Careers Evening 12/1/22

Assessment Term 1

	Exams	Entry
Year 12	29/11 to 3/12/21	16/12/21
Year 13	29/11 to 3/12/21	16/12/21

Assessment Term 2

	Exams	Entry
Year 12	14/3 to 18/3/22	31/3/22
Year 13	14/3 to 18/3/22	31/3/22

Assessment Term 3

	Exams	Entry
Year 12	20/6 to 24/6/22	19/7/22
Year 13		

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.

6.3 Teachers are asked to make a judgment on

- Attitude to Learning
- Behaviour for learning
- Homework
- Progress Towards Target at Key stage 4 and 5

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:

- 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.

Under review with working party

GRADE DESCRIPTIONS YEARS 8-13

Report Key

KSTarget The Key Stage 4 or 5 Expectation is an aspirational target calculated by ALPs.
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
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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