



ASSESSMENT RECORDING AND REPORTING POLICY FOR PARENTS AND CARERS

This is a Trust policy that has been adapted to Greenbank High School referencing designated staff



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Policy Renewal: June 2019

Reviewed by the Greenbank LGB and SLT MAT Board

“The Trustees of the Southport Learning Trust are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

Assessment for Learning is central to every learning experience delivered by staff at Greenbank High School. It includes:-

- Clear learning objectives and success criteria that are effectively communicated and reviewed throughout a lesson
- Level of challenge clear and evident in work appropriate to students' targets
- Opportunities for self and peer assessment involving students in identifying strengths and learning targets thus activating students as owners of their own learning
- Written and oral feedback that is clear and concise giving specific advice for future progress
- 'Improvement Time' during lessons so that they are given opportunities to consider and act upon written feedback
- Questioning and dialogue that engages all learners and elicits evidence of learning.

Good assessment for learning makes:-

- An *accurate* assessment – knowing what the standards are, judging students' work correctly and making accurate assessments linked to school assessment criteria, age related expectations and GCSE Grade Criteria (use of identified assessments to ensure parity)
- A *fair* assessment – knowing the methods used are valid and provide all learners with access
- A *reliable* assessment – ensuring that judgments are consistent and based on a range of evidence (no grade should ever be entered in isolation so interim data entry should be consistent, formal and moderated, based on data stored in centralized mark books on Sims)
- A *useful* assessment – identifying barriers to student progress and using that information to plan and discuss the next steps in learning
- A *focused* assessment – identifying areas of a child's learning where there are blocks to progression, which might, for example, benefit from interventions such as one-to-one tuition
- For *continuity* of assessment, enabling better transfer between years and schools.

Marking and Written feedback

All students have an "Expectations for work" guidance sheet in their planner, which is clearly explained by staff at the start of the academic year and reiterated as appropriate over the course of the year to ensure the very highest standards in terms of the presentation of their work. Students' exercise books or folders should show evidence of progression in subjects to allow the students and parents to review their learning and set high standards. Clear marking and written feedback should be given regularly to ensure students are kept well informed as to how they are progressing.

All teachers should ensure their:-

- Written feedback is based on clear learning objectives and success criteria (how they are to be successful in the lessons set against targets and grades)
- Written feedback focuses on improving standards in the subject and could take the form of WWW (What Went Well) and IT (Improvement Time) or EBI (Even Better If)
- Written feedback will include an Attitude to learning (ATL) score and subject specific marking codes according to their subject/faculty marking policies.

- Written feedback is personalised and informs student target setting in the subject
- Written feedback can be understood by students of all abilities
- Written feedback clearly identifies next steps for learning and regular opportunities are provided for students to respond in future learning
- Written feedback is given in red ink, pupils respond via Improvement Time in green ink.

All students should be able to:-

- Routinely use written feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve. Lesson time should be devoted to giving students opportunities to act on the feedback given from prior learning
- Understand how feedback relates to their longer-term goals and can set their own targets for improvement
- Be clear in their work where they have improved in response to feedback. A green pen should be used by students to complete all improvements in their exercise books
- Carry out self (SA) and peer assessment (PA) regularly in lessons to develop their understanding of assessment criteria. This should be completed in green ink and labelled as such (SA / PA).

Each Student should keep a record of their PIPs in their planners. KS3 students should enter their attendance, an ATL score, an attainment grade and a progress descriptor. At KS4 pupils should enter their attendance, ATL score, forecast grades and targets. All students will set termly targets and review them throughout the year.

The marking feedback record in their exercise books supports these judgements and links to whole school tracking of progress. However, in some instances, certain faculties may choose to use subject specific progress records in exercise books which nevertheless support both whole school and departmental assessment procedures.

Recording and Reporting Procedures

Whole school recording is completed using SIMS Assessment Manager with student progress data entered 3 times annually, all of which are distributed to every student and parents over the course of the year at termly intervals. Parents/carers and students will receive a Pupil Individual Progress sheet (PIPs) three times annually and a more detailed annual report in the summer term. The final report will show how the student has progressed throughout the year detailing: attendance, progress, attainment, examination performance subject areas of strength, areas for development and a more detailed Form Tutor report.

Parents Evenings are held for all years annually. Parent Support Evenings at the beginning of the academic year for each year group outline assessment, recording and reporting.

The dates below show the week commencing when PIPs will be sent home.

	Year 7	Year 8	Year 9	Year 10	Year 11
Pip 1	17.12.18	17.12.18	17.12.18	17.12.18	19.11.18
Pip 2	18.3.19	18.3.19	18.3.19	13.3.18	PPE results 18.1.19 18.3.18 And report
Pip 3 and Reports Home	15.7.19	15.7.19	15.7.19	15.7.19	

Parents' Consultation Evenings

Year	Date
7	Thursday 28 th February 2019
8	Tuesday 19 th March 2019
9	Wednesday 13 th March 2019
10	Thursday 15 th May 2019
11	Wednesday 23 rd January 2019

Key Stage 3: Years 7 and 8

All students are distributed into 1 of 5 bands on entry in Year 7 (Foundation, Bronze, Silver Gold and Platinum) based on their Key Stage 2 Scaled scores. Their band reflects their future GCSE target score and represents the minimum expectation of students by the end of Key Stage 4. (see table below) These bands will show the ability level on entry in Year 7 across all subjects and will be used to track progress. All subjects will also be expected to complete a subject diagnostic to complement the band attributed. Due to the practical nature of PE, art and music the specific subject diagnostics will be used to track progress.

	Current Year 7 and 8	
AVERAGE KS2 Scaled scores	BAND	GCSE TARGET
More able	Platinum	8-9

High Ability	Gold	7
Middle ability	Silver	5-6
Middle/Low ability	Bronze	4-5
Foundation	Foundation	1 - 3

Faculties will be required to include in their assessment policies, a detailed and rigorous intervention programme at Key Stage 3 to bridge any potential gap prior to GCSE options for those pupils who do not reach their minimal baseline target based on their Key Stage 2 prior attainment score.

Students will complete a number of summative assessments throughout the year and this will vary between subjects both in style and frequency. These assessments will inform the current attainment and progress recorded on the interim/end of year reports/PIPs alongside frequent formative assessments. Such data should be centrally available on Sims Data Management System to ensure effective quality assurance by Directors of Learning (DoLs) and Subject Leaders.

The current attainment will reflect how students are performing in the subject, at that time. Students will know how to improve in each of their subjects through conversations with their teachers and written feedback in their exercise books. Students will be made aware of the appropriate success criteria per band per subject per term.

Tracking Procedures – Key Stage 3

Whole school recording is completed using SIMS Assessment Manager with student data entered 3 times annually. This data will be used to identify underachievement, track progress and inform intervention. The following table shows how progress will be tracked and reported.

Assessment grade	Progress Descriptor for Pips
Band below	Working towards expected progress
Minus score in ability band	Expected progress

Even score in ability band	Expected progress
Plus score in ability band	Expected progress
Band above	Above expected progress

Key Stage 4: Years 9,10 & 11

All students are set a terminal GCSE target which should be aspirational and achievable.

Target setting	
Year 9 2018-19	An aspirational target will be set in March of Year 9 in relation to a students' performance in the subjects during the first two terms. This target will be set through a dialogue between the student, teacher, parent/carer and Subject Leaders/DoLs.
Year 10 2018-19	An aspirational target will be set in September of Year 9 based on the students' performance in Key Stage 2. This target is subject to change through a dialogue between the subject teacher and Subject Leaders/DoLs.
Year 11 2018-19	An aspirational target will be set in September of Year 9 based on the students' performance in Key Stage 2. This target is subject to change through a dialogue between the subject teacher and Subject Leaders/DoLs.
Year 9-11	All GCSE targets scores 1-9 except for Childcare, DT /textiles, Creative iMedia and music technology which are legacy or vocational grades.

	Exams 2021 Year 9 students Sep 2018 All pupils		Exams 2020 Year 10 students Sep 2018 All pupils			Exams 2019 Year 11 students Sep 2018			
AVERAGE KS2 Ability level ENGLISH & MATHS/Scaled scores	Expected GCSE TARGET		Expected GCSE TARGET			Expected GCSE TARGET			
More able	8/9	A*	D*2	8/9	A*		8/9	A*	D*2
	8/9	A*	D*2	8/9	A*		8/9	A*	D*2
	8/9	A*	D*2	8/9	A*		8/9	A*	D*2
High ability	7	A	D2	7	A	D2	7	A	D2
	7	A	D2	7	A	D2	7	A	D2
	7	A	D2	7	A	D2	7	A	D2
Middle ability	6	B	M2	6	B	M2	6	B	M2
	6	B	M2	6	B	M2	6	B	M2
	5	C	M2	5	C	M2	5	C	M2
	5	C	M2	5	C	M2	5	C	M2
	5	C	M2	5	C	M2	5	C	M2
	5	C	M2	5	C	M2	5	C	M2
Low ability	4	C	P2	4	C	P2	4	C	P2
	3	D	D1	3	D	D1	3	D	D1
B/P SCALE	2	E	M1	2	E	M1	2	E	M1

Staff must ensure that the forecast grades reported are accurate and based on firm standardised assessments.

Tracking Procedures – Key Stage 4

Students will complete a number of formative assessments throughout the year this will vary between subjects both in style and frequency. These assessments will inform the summative assessments/ current attainment recorded on the PIPs and end of year reports (see whole school calendar).

Data will be analysed by SLT, DoLs, Subject Leaders and Heads of Year. Students who have; negative progress 8 scores, are below target or have 3 or more ATL 1 or 2s will be tracked and monitored. Progress will be measured as shown below.

Students will know how to improve in each of their subjects through conversations with their teachers and written feedback in their exercise books or folders. As students progress throughout school and approach their GCSE examinations, it is expected that the forecast grades will match the GCSE target grade more closely.

For the Senior Leadership Team (SLT), DoLs, Subject Leaders and Heads of Year, parents and most importantly the student to gain accurate assessment evidence and to intervene where necessary, it is of utmost importance that interim data entry is accurate and based not only on summative assessments but also formative assessments linked to course grade criteria. Such data should be centrally available within SIMS to ensure effective quality assurance by Subject Leaders.

Descriptors for Attitude to Learning for use in completing PIPs

Alongside current attainment, all students will receive a score of 1-4 for their attitude to learning which should reflect their readiness to learn. These descriptors are used for PIPs and marking students' work.

ATL1- Students whose attitude to learning is causing serious concern neglect their school work and are falling behind. They: -

- Make inadequate effort in lessons to further their own learning;
- Regularly behave in a way which prevents themselves and others from learning;
- Often do not complete work to a satisfactory standard.

- **ATL2**- Students who need to improve their attitude to learning are coasting and should aim even higher to fulfil their potential. They: -
- Can require frequent reminders to focus upon learning;
- Can be slow to respond to instructions;
- Can sometimes fail to meet deadlines and bring the correct equipment to lessons.

- **ATL3**- Students demonstrate a positive attitude to learning and work hard. They: -
- Make a good effort in lessons to further their own learning;
- Respond immediately to instructions and do not disrupt lessons;
- Complete work on-time and to a good standard.

- **ATL4** – Students demonstrate an exceptional attitude to their learning and are role models for other students. They:-
- Are eager to learn and take full responsibility for their own learning;
- Behave in a way which consistently helps themselves and others to learn;
- Meet all deadlines and complete all work to the very highest of standards.

Moderation procedures

All teachers are responsible for maintaining the quality of assessment and feedback in their classroom through on-going evaluation of their assessment systems. It is monitored and evaluated by staff through performance management, formal and informal observations, teaching and learning review meetings, curriculum reviews and work scrutiny.

Purpose of moderation

- To verify that assessment is accurate within and across subjects
- To ensure that all work is appropriate for the ability level of pupils
- To provide the necessary level of stretch and challenge
- To ensure that appropriate age related subject expectations have been planned for in order to raise standards
- To ensure that information given to parents is accurate and consistent
- To verify that assessment is consistent with other schools.

Internal moderation procedures

- All subjects/faculties complete internal moderations of pupil work, assessment progress grids and data inputs prior to each data entry
- All Directors of Learning and Subject Leaders complete regular planned for work scrutiny according to the assessment calendar
- SLT are responsible for monitoring the quality of assessment and feedback in their areas as outlined in the assessment calendar
- Directors of learning and Heads of Year review the data post Pips to monitor standards
- Subjects of concern are paired with other schools to moderate work.

External moderation procedures

- All Directors of Learning and Subject Leaders attend meetings with local schools at which the external moderation of KS3 assessment progress grids and GCSE work sampling takes place.
- All Directors of Learning and Subject Leaders use exam board training and moderators feedback to moderate GCSE work to raise standards and standardise assessment.
- Subjects operate their own moderation process in conjunction with the exam boards, local schools and subject staff.

Review

This policy will be reviewed by the Assistant Headteacher for Assessment, Recording and Reporting annually.