

BISHOP'S HATFIELD GIRLS' SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

Date of last review: Spring 2016

Date of next review: Spring 2019

School Based Policy

Purpose

The key aim of the school is that all pupils will achieve their potential and enjoy the journey. We believe that this will be accomplished through: a close partnership with parents; pupils taking responsibility for their own learning; and motivated, skilled staff. The purpose of assessment is to help pupils know what they are doing well and what they need to do to improve. The knowledge gained will be used to inform teaching and to direct learning. We believe that the sense of achievement that pupils gain through undertaking a range of assessments contributes to their enjoyment of their learning. The results of assessments may also be used to put pupils into ability groups.

Roles and responsibilities

The **Headteacher** will ensure that:

- pupils will only follow specifications or be entered for external examinations approved by the Governing Body; this includes registered pupils studying in other schools and colleges
- where a subject does not have national standards as a reference then school standards will be provided and standardised assessment will be used to inform teacher assessment of pupil progress
- all teachers are aware of how to use formative assessment to inform lesson planning – this will include setting learning objectives, observing pupils learning, discussion and questioning, and giving feedback
- marking of pupils' learning complies with the school's guidelines and is used to motivate pupils and to provide them with specific guidance on what further learning is required
- a database of pupil attainment will be used to track individual progress, but information about individual pupils will only be made available to them, their parents/carers or relevant school staff
- all pupils will receive a target for each subject at least twice per year, written in accordance with agreed procedures
- parents will be informed regularly about their child's progress and about the results obtained in any national tests and examinations
- any changes required to this policy in the light of practice and changes in national requirements are reported to the Governing Body.

All **staff** are expected to ensure that:

- pupils are actively involved in learning and self-assessment of progress
- care is taken to ensure that assessment builds pupils' motivation, confidence and self-esteem
- lessons have clear expectations, and learning objectives are shared with pupils
- each pupil receives feedback about the standards of his or her work, although this may not always be in writing

- pupils are made aware of what is required for them to improve and move on to the next stage of learning
- pupils are given opportunities to respond to assessment targets ('Green Pen Policy')
- all pupils know personal attainment targets
- results of assessment are used to inform further planning and differentiation.

Pupils are encouraged to take responsibility for their own learning through:

- assessing their own work and, where appropriate, the work of other pupils
- reflecting on, and responding to, assessments (using green pen)
- setting targets for their own learning as part of the school's review and reporting system
- asking for help and advice in improving their work.

The **Governing Body** is responsible for ensuring that the school profile includes information about the school's GCSE, BTEC, AS and A Level results and that national comparative data is provided for similar schools and national averages.

Arrangements for monitoring and evaluation

Teaching and Learning Leaders or Subject Leaders will oversee marking and assessment practice within their areas of responsibility. Lesson observation and work sampling will be part of this process. The Senior Leadership Team and the Governing Body will evaluate the success of the policy by asking for feedback from pupils, teachers and parents.

The Headteacher will report annually to the Governing Body on:

- the outcomes of monitoring, and changes in practice that have resulted from them
- any subjects or year groups causing concern in terms of progress made throughout any year
- the overall standards achieved in external compared with national and local benchmarks
- the standards achieved by pupils with SEN and groups considered to be disadvantaged
- the impact of external intervention or support on standards
- the views of staff about the action required to improve standards
- feedback received from pupils and parents/carers.

Assessment without Levels

From September 2016 we will no longer use National Curriculum Levels for assessment purposes. At BHGS we will replace NC Levels with our own system of 'Pathways' in Years 7 and 8. In Years 9, 10 and 11 we will use GCSE grades in assessment and reporting.

Years 7 and 8

Each pupil will be placed on a 'Pathway'

- Outstanding
- Mastering a
- Mastering b
- Secure a
- Secure b
- Developing a
- Developing b

Pathways will be set using prior attainment data, specifically FFT20 which uses pupil scaled scores from Year 6 tests to indicate projected GCSE attainment. The Pathway for each pupil will indicate the target grade (number) that we would expect that student to achieve at GCSE at the end of Year 11. We recognise that setting a precise target grade for pupils in Years 7 and 8 may potentially be misleading and restrictive, so the target grade will cross a spectrum of 2 grades.

Subject assessments will use the descriptors from the table below to provide feedback to pupils. Assessments must be based on subject expectations for that year group. For example, a pupil working at 'Secure b' in Year 7 would be expected to go on to achieve grades 4-5 at the end of Year 11. They would not be expected to be producing work of GCSE grade 4-5 quality in Year 7, but producing work of a standard that suggests that, if they continue to make expected progress, they will go on to achieve those grades at the end of Year 11.

In summary, the assessment system asks subject staff to assess whether pupils in Years 7 and 8 are completing work to a standard that would suggest that they will go on to achieve their target grade at the end of Year 11. The target descriptor will not change from Year 7 to 8 (except in exceptional circumstances), but the work required to achieve it will become more demanding.

		Pupils working at this level should go on to achieve GCSE grades within this range
Outstanding		8-9
Mastering	a	7-8
	b	6-7
Secure	a	5-6
	b	4-5
Developing	a	3-4
	b	1-2

Years 9-11

Pupils will be given a target grade based on FFT20. These target grades are currently across a spectrum of 3 grades (e.g. 5-7). This spectrum is necessary due to the degree of uncertainty that currently exists about the new GCSE (9-1) grading system. Over time we envisage this being reduced to one grade (as happens currently at GCSE).

Subject assessments should be based on GCSE expectations. Pupils will be given GCSE grades (numbers) in feedback.

Tracking reports

Subject staff will complete a termly tracking report for each subject. This will comprise of:

- a current 'Pathway' grade (Years 7 and 8), GCSE grade (Years 9-11) or AS/A Level/BTEC grade (Sixth Form)
- an effort grade (1-5) for:
 - attitude
 - homework
 - organisation
 - concentration
- an end of year target 'Pathway' (Years 7 & 8), GCSE grade (Years 9-11) or AS/A Level/BTEC grade (Sixth Form)
- a short written target