

Darland High School Policy



Assessment Policy

Redrafted and passed at Full Governors on 7th July 2015.

Signature of Chair of Governors

1st Review (no later than two years after first adoption)

Signature of Chair of Governors

2nd Review (no later than two years after first review)

Signature of Chair of Governors

3rd Review (no later than two years after first review)

Signature of Chair of Governors

Rationale

Darland School believes that assessment is an integral part of teaching and learning and is of key importance in improving the performance of learners. As such learners' work should be assessed regularly with pupils being given clear guidance for improvement. The school recognises two main types of assessment. These are Assessment for Learning (AfL) and Assessment of Learning (AoL).

Assessment for Learning is the day to day assessment that takes place throughout the key stage; it is ongoing formative assessment focusing on the ways in which a learner can move forward to achieve higher standards of work.

Assessment of learning is the process in which teachers make judgements on learners' overall attainment at the end of a key stage. Interim Assessments of Learning are also made to track pupils' progress towards their targets

Aims

- To provide pupils with challenging but realistic end of key stage targets, but to break these down into end of year targets for pupils in Key Stage 3.
- To raise standards of learning through the integration of assessment for learning throughout the curriculum
- To monitor progress of learners as they progress throughout the school
- To provide pupils with clear guidance on improving the standard of their work in order to make progress towards their end of key stage targets.
- To ensure rigorous assessment of pupils performance at the end of the key stage including formal standardisation and moderation of portfolios of work.
- To effectively communicate the results of assessments to pupils and their parents

Objectives

- To carry out benchmark assessments and collate data to allow each pupil to be set challenging but realistic end of key stage targets in each subject area.
- To integrate assessment for learning into all lessons so that all pupils are aware of
 - Where they currently are and what they know
 - Where they need to get to and
 - How to get there.
- To use assessment data to track progress towards end of key stage targets made by
 - Learners
 - Groups of learners
 - Cohorts
- To confirm a shared understanding of national curriculum standards, between teachers in the school and cluster, based on an agreed selection of learners' work and supporting teacher commentary that shows the links to the level descriptions. Producing subject and cluster standardisation portfolios
- To use this shared understanding of national curriculum standards to produce rigorous and reliable assessments of a learner's performance at the end of a key stage that
 - is based on knowledge of how the learner performs across a range of skills, contexts and over a period of time
 - takes into account the different strengths and areas for development of that learner's performance
 - ensures that the level awarded is the closest match to the learner's performance with reference to subject level descriptors and the standardisation portfolio
 - is confirmed by faculty moderation of work from a sample of learners

- To produce regular progress reports for all pupils that will allow both pupils, parents, teachers and other stakeholders to monitor progress towards end of key stage targets

Guidelines

Target Setting Key Stage 3

End of Key Stage Targets

In May, the SLT will make use of FFT D data, CAT tests and prior attainment to decide on targets for the end of the Key Stage 3 for every Year 7 student. Targets will not normally be lowered; this can only be done by the SLT. In October, the end of Key Stage Targets will be checked for years 8 and Year 9 as well and possibly adjusted upwards. Targets can be reviewed at any time, in consultation with the SLT.

End of Year Targets (Key Stage 3 targets only)

Fischer Family Trust D estimates will be used as proxy for the minimum whole cohort targets for core subjects. Targets will be broken down into targets for the end of each year in the form of split National Curriculum levels. The letter c denotes performance which reflects the lower zone of the level descriptor. A b denotes performance which denotes the middle zone of the level descriptor and a, which denotes the upper zone of the level descriptor.

Therefore, the progression through the NC levels can be shown as follows:

1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a
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Target Setting Key Stage 4

Fischer Family Trust D estimates will be used as proxy for the minimum whole cohort targets for core subjects.

In June of Year 9, the SLT in consultation with faculty leaders will make use of FFT D data, CAT tests and prior attainment to refine targets for the end of the Key Stage 4 for every Year 9 student. These targets will take the form of the grades or levels used by the qualification which the course the student is following will lead to. Targets will rarely be lowered; this can only be done by the SLT. Targets can be reviewed at any time, in consultation with the SLT.

Assessment for Learning

Lessons will be planned to ensure that learners understand what they need to do in order to improve their work.

Detailed guidance on this is available in the Darland High School Learning and Teaching Policy. All learners will receive quality feedback in line with the Feedback to Learners Policy.

Marking

See Feedback to Learners Policy.

Standardisation

Teachers at Darland will meet regularly in subject groups within the school, as part of the faculty meeting schedule, to ensure a common understanding of the application of subject level descriptors to learners' work. They will make use of:

- National Curriculum documentation
- Literacy and Numeracy Framework expectations for each year group in KS3.
- Samples of pupil work from each teacher in the subject area
- Samples of work from each National Curriculum level
- Existing standardisation portfolios

- Samples of work from different schools within the cluster

Representatives of Welsh, English, Maths & Science will lead cluster meetings to ensure a common understanding of criteria.

Moderation

In deciding on a learner's level of attainment at the end of the key stage, teachers should judge which description best fits the learner's performance. Each description should be considered in conjunction with the description for adjacent levels. The aim is for a rounded judgement that:

- is based on knowledge of how the learner performs across a range of contexts and over a period of time
- takes into account the different strengths and areas for development of that learner's performance
- is checked against adjacent level descriptions to ensure that the level awarded is the closest match to the learner's performance in each attainment target (as applicable)/subject.

In order to arrive at a rounded judgement of a learner's performance in each attainment target/subject, teachers' judgements should be based on a range of work drawn from:

- practical and oral work
- written work completed in class
- homework
- school-based assessments.

Teacher assessment should be based on existing evidence of attainment and not on the basis of any projections of learners' future performance.

Representatives from the Welsh, English, Maths and Science departments will meet with representatives from the cluster primary schools to moderate Pupil Profiles and ensure consistency in the judgement of 'best fit' levels for end of KS2 and End of KS3.

At the end of key stage 4 teachers will ensure that examination board requirements for moderation are carried out

Monitoring Progress and Reporting to Learners and Parents.

Termly Attitude and Progress tracking.

Tracking data on the progress of students in Years 7, 8, 9 & 10 will be recorded once every term. The dates for this will be set to minimise the impact of teacher workload and published in the school calendar and with a clear deadline.

1. Subject teachers will record the following information:

- For Key Stage 3, the predicted end of year level for the student (a split level). This will allow analysis against the end of year target level to determine whether the student is on track. For KS4, the predicted end of course grade will be entered.
- An Attitude to Learning grade of 1 to 4. There are clearly worded criteria for each of these grades to ensure that only outstanding students are awarded the top grade.

NB. These pieces of data will be recorded on SIMS, except in the term when a year group has a full written report, when they will form part of the report and extracted by the admin team after publication, in order to facilitate monitoring.

2. These two pieces of information will be made available to Faculty / Progress Coordinators to analyse progress of classes, cohorts and groups. This tracking data will be presented in colour conditionally formatted charts by the admin team, to ensure rapid identification of underperformance by Faculty and Progress Coordinators.

3. Prior to the termly attitude and progress data faculty coordinators need to monitor and manage the process prior to printing.

4. The Attitude and Progress tracking data will be printed out for each pupil. Form teachers will be given time in registration sessions to guide the students in logging the progress data in their planners and reflecting on progress. Following the completion of the individual improvement targets by the pupils, the print outs will be sent home to parents.

5. For Key Stage 3 only, a tracking grade, (1-4) for both Progress in Literacy and Progress in Numeracy, will be inserted in SIMS for use in tracking each student's progress in the LNF. Each subject area will have a limited number of strands from the LNF, against which they will measure the progress of students. This data will be used by teachers when compiling their annual reports for each student on progress against expectations in literacy and numeracy.

Tracking for Year 11

Year 11 students are tracked in a slightly different way. Teachers are required to submit an 'Estimated Grade, based on current performance' in September, November, January, February and April.

Reports

Once a year, reports will be written on every child. The timing of this exercise for each year group will be staggered for workload considerations. The procedure for completing these reports and using them to promote pupil progress will be as follows.

1. Subject Reports. Each Report will consist of four sections:

[a] Progress / Attitude data

[b] A section describing the course the student has been following, including the main learning experiences. This will be identical for all the pupils in each subject for each year group and will be entered automatically prefilled

[c] A section where the subject teacher will comment on the progress made by the student for that year.

[d] A section where the teacher suggests 2-3 targets for improvement.

Reports will be compiled on-line, via a web-based tool, to allow staff flexibility in completing them. There will be a strict set of deadlines to enable the Faculty Coordinators to check them for accuracy.

2. Literacy and Numeracy Reports. Each pupil in Key Stage 3 will also receive a report on Progress against the National Literacy and Numeracy Framework. This will assess each pupil against the expectations of the LNF for their age group and recommend the next steps. Each subject teacher will choose a comment and a target for each student taught, from a drop down list in SIMS. These will be compiled by the admin team, so that each child receives one report on literacy and numeracy.

3. Form Tutor Reports. This report will have three sections:

[a] A section with a written comment from the form teacher on the overall pastoral progress of the pupil including a comment on the following: uniform, behaviour, involvement in school and out of school activities, extra curricular achievements.

[b] A short section from the Head of Year on attendance and overall academic performance.

[c] A short section from the Headteacher or Deputy.

4. It is expected that reports will be collected by parents at parents evening. No reports will be sent to parents either by post or via their children. Parents are to be invited to attend parents' evening a little in advance of their first appointment, in order to read the report with their child. At each interview on the evening, the pupil will be asked to write down their key improvement targets on a special page in their planner.

Parents who fail to attend the parents evening will be asked to come in to school to meet the Progress Coordinator to collect their child's report.

Appendix 1. Calendar for assessment 2015-16.

Week	Week starting	Year 7 Tracking	Year 8 Tracking	Year 9 Tracking	Year 10 Tracking	Year 11 Tracking
1	31-Aug					
2	07-Sep					
1	14-Sep					
2	21-Sep					
1	28-Sep	Year 7 ATL only				Y11 Tracking Point 1
2	05-Oct	Year 7 settling in evening				
1	12-Oct					
2	19-Oct					
Half term						
1	02-Nov		Term 1 Attitude and Progress	Term 1 Attitude and Progress	Term 1 Attitude and Progress	
2	09-Nov					
1	16-Nov					Y11 Guidance evening
2	23-Nov					Y11 Tracking Point 2
1	30-Nov					Y11 Trial Exams
2	07-Dec					
1	14-Dec					
Xmas holiday						
2	04-Jan					
1	11-Jan					
2	18-Jan					Y11 Parents Evening
1	25-Jan	Term 2 Attitude and Progress	Term 2 Attitude and Progress			
2	01-Feb			Year 9 Options evening		
1	08-Feb					
Half term						

2	22-Feb					Year 11 Tracking Point 4
1	29 Feb			Year 9 Parents Evening		
2	07-Mar					
1	14-Mar					
2	21-Mar				Year 10 Parents evening	
Easter						
holiday						
1	11-Apr					Year 11 Tracking Point 5
2	18-Apr					
1	25-Apr		Year 8 Parents eve			
2	02-May	Literacy and Numeracy tests	Literacy and Numeracy tests	Literacy and Numeracy tests		
1	09-May			Term 3 Attitude and Progress	Term 3 Attitude and Progress	
2	16-May					
1	23-May					
Half term						
2	06-Jun	Year 7 Parents evening				
1	13-Jun					
2	20-Jun	Y7 Exam Week				
1	27-Jun		Y8 Exam Week			
2	04-Jul					
1	11-Jul	15th DL for Exam results on SIMS	15th DL for Exam results on SIMS			
2	18-Jul					

Appendix 2. Attitude to Learning (ATL) descriptors

1.A resilient conscientious student who always arrives on time fully equipped with homework completed to a high standard. They are focused and engaged in their learning throughout the entire lesson, all work produced is of the best quality. They make a positive contribution to the learning ethos within the classroom and are always highly motivated to learn.

The very rare 10 out of ten students

Student focus- keep up these positive habit and embed your learning with additional study beyond the subject, develop a range of hobbies and try to become more efficient in the work, set yourself tighter time constraints for work completion whilst maintaining the same outcomes if possible.

2. A determined focused student who regularly arrives on time fully equipped with all homework completed. They are focused throughout the lesson and regularly produce work of a good quality. They make a worthwhile contribution to the learning ethos within the classroom and are focused in their learning.

This is the 7/8/9 out of ten student

Maintain the high standards but do this in every lesson every day. Reflect on all work completed, plan work first and ensure all final pieces are your very best. Make sure your homework is of the highest quality.

3. A student who sometimes shows a focused approach to learning who often arrives equipped with homework completed. They can be distracted from their learning and completed work set is not always as good as it should be. They sometimes make a worthwhile contribution to lessons but need to engage with learning with a greater focus throughout and not become distracted.

The 5-6 out of ten student

Greater consistency needed and more effort in both class and with homework. Become more organised before coming to school, take active steps to stay focused in lessons (perhaps change seating positions within the classroom) be actively involved in the class by contributing and staying engaged throughout.

4. A student who lacks focus and does not come to lesson equipped or ready to learn. Homework response is poor In lesson they are often distracted and they sometimes prevent others from learning. They do not contribute to a positive learning ethos and sometimes hinder the ethos by spoiling the mood of the classroom.

The 4/3/2/1 out of ten student

Decide before the lesson to be positive, get into the habit of completing homework, sit away from those who distract you and listen to what your teaches say and respond positively without making a comment. Settle down to work as quickly as possible and improve the quality of your work.

This policy has been impact assessed for Workload. Grade = High