

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

See Target Setting 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.

Half termly Progress tracking.

Tracking data on the progress of students in Years 7, 8, 9 & 10 will be recorded at the end of every half term.

1. Subject teachers will record the following information on SIMS:

- For Key Stage 3, the Current Working Level (CWL) 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 Current Predicted Grade (CPG). This grade that the teacher considers that the pupil is most likely to achieve at the end of the course, *based on the quality of the work and the progress of the pupil to date*.

Teachers are not required to record the ATL (Attitude To Learning) grade for each pupil. These are given to every pupil in every lesson as part of the registration process and collated at the end of every half term and sent to parents along with the Progress Reviews.

2. Tracking data 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.

Reports

Parents receive a Progress Review for their child at the end of every half term. These consist of the CWL or CPG together with a breakdown of the ATL grades issued in each subject's lessons since the beginning of the year. 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 three sections:

[a] 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

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

[c] 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.

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.

Appendix 1. Attitude To Learning descriptors

These are given to students for every lesson and proxy as an attendance mark. Every student starts each lesson on an ATL 2 (the expected level). The teacher can then amend the register to award an ATL 1 or give an ATL3 or ATL4 as necessary.

ATL 1 - EXCELLENT

- 1. I am resilient.**
- 2. When I am stuck, I try to work out a way to answer independently.**
- 3. I am a lead learner and I help my peers to progress.**
- 4. I aspire to be the best I can be.**
- 5. I ask probing questions about the lesson content.**
- 6. My book / folder is excellent.**
- 7. I make positive contributions to the lesson.**
- 8. My behaviour is impeccable.**

ATL 2 - GOOD

- 1. I want to learn.**
- 2. I am fully equipped for the lesson.**
- 3. I am respectful.**
- 4. I want to know how to improve.**
- 5. I ask for help when needed.**
- 6. All of my work is of a good standard.**
- 7. I can work well independently.**
- 8. I always try my best.**

ATL 3 - NEEDS IMPROVEMENT

- 1. I am not resilient.**
- 2. I am late to the lesson without a valid reason.**
- 3. I do not have correct equipment for the lesson.**
- 4. I do not follow instructions from staff.**
- 5. I disrupt the learning of others.**
- 6. I lack motivation to improve.**
- 7. I complete very little work in the lesson.**

ATL 4 - POOR

- 1. I produce no work in the lesson.**
- 2. I seriously disrupt the learning of others.**
- 3. I have to be removed from the classroom.**

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