

## **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 (or summative assessment) is the process in which teachers make judgements on learners' overall attainment at key points over the course of the year.

## **Aims**

- To motivate learners through providing them with a clear indication of their potential.
- 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 4 targets.
- To ensure rigorous and standardised assessment of pupils performance at key points over the course of each year.
- To produce regular progress reports for all pupils that will allow both pupils, parents, teachers and other stakeholders to monitor progress towards targets.
- To be able to track and monitor projected performance in the school's Key Performance Indicators.

This policy sets out the approach to assessment that we use throughout the school. It should be read in conjunction with faculty and departmental assessment schedules and marking policies. The policy is arranged under the following headings.

### **A. Target setting.**

### **B. Grade criteria for assessing progress.**

### **C. Common tracking points (Progress Reviews)**

### **D. Responsibilities of stakeholders.**

### **E. Feeding back to parents.**

### **F. Assessment calendar.**

## **A. Target setting.**

1. All pupils on arrival in Year 7, will be set an Aspirational Target Grade (ATG) using one of the following grades: A\*, A, B, C or D. The SLT will initially set these grades for the cohort before autumn half term, using an approximate spread of grades that we would expect to see for any year group at Darland. I.e with approximately 25% at A\*/A, 25% B, 25% at C and 25% at D / E. A Minimum Target Grade (MTG) will be set for each student, which will be the grade below which we feel that the student should not fall. This will be set at one grade lower than the ATG. The SLT will use the results from CAT tests to set the ATGs and MTGs for Year 7 and then share the data with Faculties and invite amendments.
2. At the end of each year, there will be an opportunity to adjust ATGs and MTGs; an operation carried out by the SLT, but with consultation with Faculty Coordinators.
3. For pupils arriving mid-year, the process will be the same, but KS2 TA levels will be used to create ATGs. Where the KS2 level is unknown (e.g. for pupils in Years 9 and 10) prior attainment data will be used to create a 'best fit'

- The ATGs are purely to motivate pupils and as such, will be communicated to both parents and pupils, but not used for measuring value added performance in school and teachers will not be held to account for them. ATGs will therefore not be shared with other stakeholders (e.g. the LA and GwE)

## B. Grade criteria for assessing progress

- From 1<sup>st</sup> September 2018, the school will no longer use National Curriculum levels when assessing pupils' work and reporting to parents. Instead, a common currency of grades will be used, reflecting the grades currently awarded at GCSE\*.
- The criteria for each GCSE grade will be scaled appropriately for Years 7 and 8, but not for Years 9, 10 and 11. From the start of Year 9 onwards, all summative assessments will be marked against GCSE criteria and receive a GCSE grade. This is to allow the full range of outcomes in each of the junior years. Faculty / Subject leaders, will design their assessments to reflect the full range of ability in each of these years, detailing in their assessment frameworks, the criteria for each grade.
- Initially, we expect teachers to use the table below, when converting to the common currency of grades.

Level	E	E	E	8	8	8	7	7	7	6	6	6	6	6	5	5	5	5	4	4	4	4	4	3	3	3
Sub-Division	A	B	C	A	B	C	A	B	C	A	B	C	C	C	A	B	B	C	A	A	B	C	C	A	B	C
Year 7	A*	A*	A*	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	F	G	U								
Year 8	A**	A*	A	A-	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	F	G	U								

- At the end of Year 9, there is a requirement to report to the LA and Welsh Government on progress achieved in Key Stage 3. In order for this to take place, The school will derive a National Curriculum level for each subject for each pupil, based on the following:

Level	E	E	E	8	8	8	7	7	7	6	6	6	5	5	5	4	4	4	3	3	3
Sub-division	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c
Approximate actual GCSE equivalent	A/A*	A	A/B	B/A	B	B/C	C/B	C	C/D	D/C	D	D/E	E/D	E	E/F	F/E	F	F/G	G/F	G	G/U

## C. Common Tracking Points & Progress Reviews

- All pupils will receive a Progress Review once every 7-8 weeks throughout the year. These five tracking points will be clearly indicated on the school calendar and will be identical across the school for Years 7 to 10. Year 11 will share the same dates for Tracking Points 1, 2 and 3, but will have an earlier Tracking Point 4, at the end of April, prior to the start of the final exams. Year 11 will not have Tracking Point 5.
- Each Progress Review will be a single document, printed directly from the Go4Schools database. It will be shared with pupils in form periods and an electronic copy emailed to parents.
- The Progress Reviews for Years 7, 8 and 9, will be drawn from the latest summative assessment of the pupil. This will sit alongside the ATG, but school managers will use this data alongside TMGs to identify underperformance. For the final Progress Review, the summative assessment will be from the exams that pupils in Years 7, 8 and 9 take in the final weeks of term.
- The Progress Reviews for Years 10 and 11, will consist of two separate grades being given to each pupil for each subject course they are following. Each pupil will be given a grade for the latest summative assessment. Each pupil will also be given a Fine Predicted Grade (FPG), using a number before each GCSE grade to denote the level of confidence that the teacher has in that outcome being realised. E.g. C1 indicates that the teacher is very confident that the pupil will achieve a C at the end of the course, while a C3 indicates that the teacher's confidence is very weak.

## ***D. Responsibilities of stakeholders.***

### **Teachers**

1. Go4Schools will be the management tool, accessible to all staff, which will serve as the markbook for each teacher. No teacher will be required to keep separate lists of pupil performance data, or enter any data in SIMS.
2. Each teacher must follow the assessment programme in the relevant Scheme of Work in order that pupils are assessed both formatively and summatively, in line with the department/faculty schedule.
3. Each teacher should follow their faculty's policy on how frequently work in books should be assessed and how the results of summative assessments should be fed back to pupils.
4. Each teacher must input question level data for each summative assessment at least once every half term. Each summative assessment must contain at least 2 different assessment items. This data will generate a tracking grade for both KS3 and KS4 Progress Reviews.
5. Each teacher must also input a fine levelled predicted grade for each of their KS4 pupils in accordance with the assessment schedule.
6. Each teacher is expected to use the assessment data for their classes to identify underperforming pupils and provide interventions where appropriate, also making adjustments to their teaching programme in light of the messages from the assessments.

### **Subject Leaders**

1. Each subject leader is responsible for devising and maintaining a schedule of summative assessments (at least once every half term) for each course taught.
2. Each summative assessment must have at least three constituent itemised elements, the marks for which, generate a summative grade. It is the responsibility of the Subject Leader to create the framework and markschemes for these summative assessments.
3. The Subject Leader will organise standardisation of the marking of summative assessments.
4. The Subject Leader will with the help of other teachers of the subject, at the appropriate tracking points for each year group, analyse the performance of each class and identify the following:
  - a. Which groups are underperforming.
  - b. Which individuals are underperforming?
  - c. Which aspects of the assessments was underperformance most marked?
5. The Subject Leader is expected to coordinate interventions for pupils and classes found to be underperforming and to also adjust schemes of work in the light of summative assessments.

### **SLT**

1. Through their regular calendared meetings, the SLT link will use summative assessment data to challenge and support Faculty / Department leaders in their drive to improve outcomes for all pupils.
2. The Raising Standard Leader (RSL) will assist subject leaders in designing and implementing assessments within the Go4Schools platform.
3. The RSL will use FPG and BPG data to produce reports for the governing body (and also GwE and the LA) on the progress and performance of different groups of pupils throughout the school.

### **Governors**

1. The Standards And Achievement (SAA) Working Party, is the group responsible for monitoring the successful implementation and coordination of this assessment policy.
2. The SAA will receive reports every term from the SLT on the progress of each cohort of pupils in the school.

## ***E. Feeding back to Parents***

Parents play a crucial role in the assessment process, by encouraging their children and helping them to focus on the actions set out by the latter's teachers. At the beginning of the year, Parent Briefing Evenings are held, where the SLT and core subject staff, explain the assessment programme for each subject. There is also a calendared Parents Evening for each year group where parents can review their child's progress with their child's teacher and view their workbooks and assessment record.

The Progress Review document provides parents with an accurate picture of where their child is in progressing towards their end of Key Stage 4 target. This, together with detailed feedback on summative assessments, which will be found in the pupils books, negates the need for an annual written report. However, parents will receive a report on the Attitude To Learning (ATL) scores for their child at the same time as each Progress Review. In addition, parents will receive a written report from their child's form teacher, at the end of the academic year. This report will be a personal reflection by the form teacher on the pastoral progress of the child and will not contain duplicated comments.

\* For KS4 courses which lead to qualifications other than GCSE (e.g. College Engineering, ICT), the equivalent GCSE grade will be used.