Our Lady Queen of Peace Catholic Engineering College

ASSESSMENT, RECORDING AND REPORTING POLICY

Mission Statement – IN CHRIST WE GROW
As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

ASSESSMENT:

Staff within departments will be expected to demonstrate (with evidence) their assessment of students' progress, to keep students and parents informed, to enable governors to make judgements about the school's effectiveness, and to inform whole-school monitoring. Staff will use models adapted from the Lancashire LA. These flight paths are based on assessing students' progress towards GCSE outcomes, working backwards from Grade 9 -1. Students will be set End of Year targets which are aligned to age related expectations following the 9-1 Flightpath (see appendix 1). Departments will communicate any changes to parents and assessment criteria will be published on the school's website under the relevant department.

Effective assessment systems:

Give reliable information to parents about how their child, and our school, is performing

a. Allow meaningful tracking of students towards end of year expectations in the new curriculum, including regular feedback to parents.
b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
c. Differentiate attainment between students of different abilities, giving early recognition of students who are falling behind and those who are excelling.
d. Are reliable and free from bias.

Help drive improvement for students and teachers

a. Are closely linked to improving the quality of teaching.
b. Ensure feedback to students contributes to improved learning and is focused on specific and tangible objectives.
c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure departments are keeping up with external best practice and innovation

a. Are created in consultation with those delivering best practice locally through, for example, subject network meetings, Lancashire assessment meetings.
b. Are created in consideration of, and are benchmarked against, national best practice.

The Assessment System

Throughout the year, staff will use a range of assessments to test students' knowledge, understanding and skills and enter this information into Go4schools. This will be analysed against individual targets to check progress, inform intervention and teaching. Staff will also use a range of formative assessments to make judgements about the progress of students. The school operates four formal assessment cycles which are published in the school calendar.

As well as formal assessments it is expected that a minimum of one personal study grade per term will be entered as marksheets. These will be used to inform progress and independence and be used for 'snap shot' reporting as required. Quality assurance of personal study assessments will form part of department work scrutiny.

Leaders will:

- Spend time looking at the range of students' work to consider what progress they are making within departments
- talk to subject leaders about the department's use of formative and summative assessment and how this improves teaching and raises achievement
- evaluate how well students are doing against relevant age-related expectations as set out by the school and the national curriculum (where this applies)
- consider how departments use assessment information to identify students who are falling behind in their learning or who need additional support to reach their full potential, including the most able
- evaluate the way departments report to parents and carers on students' progress and attainment and assess whether reports help parents to understand how their children are doing in relation to the standards expected.

Leadership and management

In arriving at judgements about the leadership and management of departments, leaders will usually consider how well:

- the system of assessment sets out what students are expected to know, understand and do, and by when
- the assessment system is linked to the school's / department's curriculum
- information about what is taught in the curriculum is shared with parents and carers, including by meeting the legal requirement to make curriculum information available on the school's website
- the department uses detailed formative and summative assessment to ensure that students, teachers and parents know if students are achieving the expected standard or if they need to catch up

- assessment information, including test results, are used by teachers and subject leaders to inform teaching across the department for all students.

Accuracy of assessment

In evaluating the accuracy of assessment, leaders will usually consider how well:

- teacher assessment and testing are used to modify teaching so that students achieve the expected standards by the end of each assessment cycle and / or end of year
- assessment draws on a range of evidence of what students know, understand and can do in the different aspects of the subjects for example, through regular testing
- teachers make consistent judgements and share them with each other; for example, within a subject, across a year-group and between adjacent year-groups
- subject leaders ensure the accuracy of assessment through internal and external standardisation and moderation
- SLT assure themselves of the rigour of the assessment process
- within departments, staff work together to moderate assessment for year groups and develop a common understanding of attainment

Progress

In depth analysis of outcomes are used to measure the progress made by individuals, groups of students, teachers and departments. Key groups of students are: male, female, disadvantaged, CLA, EAL, SEND, Ethnicity, A,G & T, low (80), middle (100) and high ability (120)

In arriving at judgements about progress, leaders will usually consider how well:
- students' work shows that, where possible, they have the knowledge, understanding and skills expected for their age as set out by the curriculum and assessment system
- all students are set aspirational targets and that they are on track to meet or exceed these expected standards by each assessment cycle and by the end of each year
- assessment, including test results, targets, performance descriptors or expected standards are used to ensure that all students make the progress their teachers expect and that more able students do work that deepens their knowledge and understanding
- progress in literacy and mathematics is assessed by drawing on evidence from the department, where this is appropriate
- students' strengths and misconceptions are identified and acted on by teachers during lessons, and more widely, to:
  - plan future lessons and teaching

- remedy where students do not demonstrate knowledge or understanding of a key element of the curriculum
- deepen the knowledge and understanding of all - particularly the most able.
- Identify / confirm what knowledge, understanding and key skills have (or not) been retained to inform future review and revisit.

Setting Aspirational Targets

In preparation for the new Progress 8 measure, introduced in 2016, staff must ensure that students receive appropriate advice, guidance and feedback to ensure each student achieves well in line with their KS4 flight path target. Departments must ensure that the curriculum allows all students to reach age related grades consistent with the Lancashire 'Flight Path.'' Individual targets will be reviewed as appropriate depending on additional information or data available eg CAT scores, SEN information. It is the expectation that all students have the opportunity to reliably demonstrate 'Mastery' at any given grade.

Expectations of Effective Assessment

Staff are expected to enter assessment data into Go4schools marksheets for each assessment cycle for a minimum of one formal assessment. There are also opportunities to enter any number of additional assessed tasks throughout the year (optional). This will be used to measure where the student is in relation to their end of year target.

In each of the assessment cycles, a proportion of the allocated marks must be given to spelling, punctuation and grammar (SPaG). (See Marking Policy). Staff must test students against predefined criteria. It must be in the form of a formal assessment e.g. an examination or test. In line with the revised national assessment expectations and changing examination emphasis, staff should plan appropriate assessments that enable students to prepare for and practise the skills required for the terminal assessments in Key Stage 4 in their subject areas. The outcome of the assessment must forward project against the end of year target. In all years it is appropriate to aggregate marks from the required key areas of knowledge, understanding and skills within the subject. Where data is entered in Go4schools over time (optional for departments) this calculation will be done automatically depending on the chosen *'weighting'* of the different assessments. Where components of examinations or controlled assessments have been taken, these should form part of the assessment and subsequent grade.

REPORTING PROCEDURES

Reporting

In evaluating the effectiveness of reporting, leaders will assess the way the department reports on the progress and attainment of students to parents and carers. Leaders will consider whether reports help parents to understand how well their children are doing in relation to any standards expected, with reference to their child's individual targets and in the case of written reports, specify where and how changes need to be made.

All teachers must meet the deadlines for return of reports to Go4Schools

Parents will be informed of students' progress by:

- Go4Schools Parent Portal
- Full written reports
- Interim data reports
- Internal examination results
- Teacher assessment at the end of each year and key stage
- PTE and Induction Days

At least one of the above will be used each term.

This policy must implemented alongside the Marking Policy

First presented May 1993
Most recent revision March 1999
To be revised December 2002(RS)
Revised July 2003
Revised July 2004
Reviewed July 2006
Revised July 2008
Revised January 2009
Revised July 2010
Revised November 2011
Updated January 2012
Updated July 2013
July 2014
July 2015
Transition Year 2016
Updated June 2017