

Bishop Hedley RC High School  
Ysgol Uwchradd Gatholig Esgob Hedley

Assessment Policy

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**Policy: ASSESSMENT, RECORDING AND REPORTING Policy**

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**ASSESSMENT, RECORDING AND REPORTING Policy**

**1. Introduction**

1.1. We believe that good assessment practice derives from close attention to students' progress and draws teachers together in working systematically on achievement. We also believe that Assessment of Learning and Assessment for Learning are inextricably linked.

1.2. The quality of assessment has a significant impact on attitudes to learning and on attainment in the school by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students.

1.3. Good use of data is a basic feature of the schools practice. In particular

- Key Stage 2 data is gathered as early as possible and analysed carefully, supplemented by other test data when available, for cross-referencing;
- students with additional learning needs (ALN) are identified through consultation in Year 6 to enable smooth transition from their primary school; and
- the data provides a baseline to monitor and review individual students' progress – especially to identify signs of underachievement or unusual potential.

1.4. In relation to teaching, marking and setting targets, students are helped to improve their work by

- clarity in the aims and outcomes of lessons;
- teaching methods that involve them actively and emphasise analysis, discussion, experimentation and developing thinking skills;
- written or oral comments on their work that provide both clear evaluation of the content and structure and sensible advice that leaves them with manageable action points;
- use of National Curriculum level descriptions, GCSE, Skills Challenge criteria and BTEC grade criteria to indicate what needs to be done to make progress; and
- target-setting that focuses on specific, relevant and achievable goals.

1.5. Students' progress is improved by rigorous monitoring and support, based on informed dialogue among subject and pastoral staff about students' academic progress, attitudes, behaviour and personal development. This process is enhanced, for some students, by the support of Learning Coaches.

1.6. Students of all ages appreciate teachers showing them how to move on to the next stage of achievement and value discussion about their progress with their Form Tutors.

1.7. The school takes the involvement of parents/carers very seriously and encourages good communication. Our parents/carers value well-written, personalised school reports, and they also appreciate regular, informal consultation over and above that provided at conventional parents' evenings. All teachers are encouraged to contact parents/carers when appropriate.

1.8. The good management of assessment

- depends on strong direction by senior leaders who share a clear vision for what they wish to achieve with all staff;
- provides high-quality documentation to establish the expectations and define the procedures;
- connects the various elements of the school system – including data analysis, target setting and review, assessment in the classroom, marking and reporting to parents/carers;
- uses efficient and accessible information systems and administrative support to reduce the burden on teachers;
- involves senior leaders monitoring practice thoroughly, supported by middle managers; and
- provides continuing professional development that develops new ideas in assessment practice.

## **2. Using Data**

2.1. Key Stage 2 data is gathered as early as possible and analysed carefully, supplemented by other test data, such as National Tests outcomes.

2.2. Students with Additional Learning Needs (ALN) are identified through consultation to enable smooth transfer from their primary school.

2.3. Data is used as a baseline to monitor and review individual students' progress, especially to identify signs of underachievement or unusual potential, and to help set targets for the students and subject departments. The MIDYSIS testing provide valuable indicators of future potential.

2.4. The information management system allows departments and teachers to access information independently and in a way tailored to their needs, and also allows new data to be entered and processed when required.

2.5. Subject teachers, Form Tutors, Learning Coaches and directors of learning use data and other assessment information to review the performance and expectations of students, maintaining a productive dialogue with the students about their progress.

2.6. Test results and teacher assessments are analysed to highlight aspects of students' performance and the extent to which progress is consistent with earlier data.

2.7. Analysis of the performance of class groups by the subject leader is used to identify weaker aspects of teaching, which are then addressed through performance management and professional development.

2.8. Careful analysis of data, appropriate target-setting and detailed record-keeping are basic to good provision for students with Additional Learning Needs. The ALNCo is able to use these targets to offer practical advice for subject teachers.

2.9. Data is used in the school to challenge departments to consider in detail the effectiveness of their teaching strategies and the impact on standards.

### **3. Target Setting**

3.1. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our students. Targets may relate to individual students, groups of students within classes or whole cohorts of students.

3.2. Target setting also allows us to ask some key questions about the performance of our school. These are

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

### **Rationale for Target Setting**

3.3. Target setting is a significant strategy for improving achievement provided that the student is at the heart of the process. Our targets should be challenging, measurable, but also realistic and take into account the starting point for each individual student.

3.4. Students are involved in the target setting process, discussing their targets and sometimes suggesting the next targets. Feedback from staff makes them aware of how they can improve their work and achieve/exceed their target. Students have to make decisions about their learning once we have made clear, through the target setting process, what they have to do next in order to improve.

3.5. Parents/carers have regular opportunities to talk about their child's progress. This helps parents/carers identify the ways in which they can support their child with work and encouragement at home.

3.6. School improvement targets are identified annually within our School Improvement Plan. The collective targets that we set for the children help to determine the priorities within the School Improvement Plan. The actions that we plan link to the targets and therefore impact positively upon our student's learning.

3.7. In the school, the targets

- challenge all students to do better;

- take into account each student's starting point for learning;
- encourage students to regularly discuss and review their progress with teachers;
- involve parents/carers in their child's learning;
- help the Senior Leadership Team to agree priorities for the School Improvement Plan;
- lead to focused teaching and learning; and
- help us to make judgements about how well our school is doing when compared to all schools and similar schools in local and national benchmark groups.

#### **4. Responsibilities**

##### **4.1. Subject Teachers will**

- communicate targets to students within the first half term of teaching;
- carry out regular assessments;
- communicate progress grades/levels to students regularly;
- ensure that students have a subject specific target/tracker sheet in their exercise book/file;
- identify and support under-achieving students with appropriate strategies;
- retain a personal record of target grades/levels and progress grades/levels for all of their classes; and
- record progress for Interim Grades and Full Report to parents/carers.

##### **4.2. Subject Leaders will**

- retain a central departmental record of student targets and progress;
- monitor record keeping of colleagues in their subject area;
- coordinate regular assessments and the grading/levelling of these;
- ensure that colleagues in their subject area share progress grades/levels with students at the appropriate time;
- ensure that colleagues in their subject area have negotiated a subject specific target with each student following assessment results;
- ensure that an ongoing dialogue concerning targets and progress occurs in lessons (assessment for learning);
- coordinate intervention strategies for under-achieving students; and
- evaluate standards at KS3 and KS4 within their Department Evaluation Form (DEF) and provide appropriate plans for improvement in their Department Improvement Plan (DIP).

##### **4.3. Senior Leadership Team will**

- provide prior attainment data for staff);
- facilitate necessary administrative support and guidance;
- publish an agreed cycle for the target setting/review/reporting system;
- monitor the implementation of the system at all levels;
- check the quality of all final reports before issue;
- feedback to individual staff and departments ways of improving the quality of final reports to parents;
- discuss the department SER and DIP individually and give support and guidance; and
- evaluate the impact of the system on student progress.

## **5. Student Target Setting**

- All students in years 7-11 are provided with targets based on prior performance using FFT and MIDYSIS data. This is the approach commonly used for secondary age students. The FFT data is used to provide appropriate challenge in setting data but is also used in conjunction with professional judgement and knowledge of the students
- Students in all years use their targets and progress grades/levels to reflect on how they can improve their work/attainment
- The Inclusion department support subject staff in setting targets and providing additional support for some students as well as the results of external interventions e.g. specialist teachers or educational psychologists

## **6. Whole School Targets**

- Core Subject leaders will collate annual targets for KS3 and KS4 and submit them to the Headteacher via the SLT link
- Targets for individual departments may be set as a result of DEF and DIP annual review meetings
- The school sets targets that are based on the potential achievement of each cohort of students. We do not necessarily expect targets to become more ambitious year after year; they must reflect the ability of the cohort, and challenge at the appropriate level
- Whole school targets are discussed annually with the Challenger advisor from CSC before being presented to the Governors
- The Governors consider target grades annually and review them in light of the outcomes of public examinations

## **7. Communicating with Parents/Carers**

- A strong partnership with parents/carers, based on frequent, regular, personalised and pertinent communication, helps the students to achieve their potential
- The annual parents' evening as well as options evenings and other course evenings provide individual advice and support for parents/carers
- The school provides regular opportunities for informal parental consultation with the Directors of learning and Subject Leaders
- Interim grades are shared with parents/carers annually that give a brief synopsis of the progress being made
- End of year reports give a comprehensive analysis of progress made
- Parents/carers are encouraged to give feedback about our reporting procedures through questionnaires. The results of these are used to improve the system.

## **8. Standardisation**

8.1. In all subjects, ensuring that teachers have a common understanding of assessment criteria and standards is important. Particular care must be taken in departments with part-time teachers or discontinuities in staffing. Standardisation is as much an issue at Key Stage 3, where students' progress is related to National Curriculum level descriptions, as it is at Key Stages 4. Coursework assessment in Key Stages 4 is standardised, usually by a combination of departmental discussion and marking by two or more people. This should be linked to a portfolio of previously standardised work. Teachers have honed these procedures in familiar contexts so that they are confident of the reliability of their judgements.

8.2. More generally, secure standardisation is dependent on the scrutiny of exemplars from examining boards, attendance by teachers at marking workshops provided by the boards or LA subject advisers, and teachers' own experience as external moderators.

8.3. In good subject departments, teachers are aware of the ground rules relating to the supervision of coursework and are agreed on a proper level of intervention. Interventions should be noted in, for instance, the course log sheet, ensuring transparency and accountability.

## **9. EVALUATION AND DEVELOPMENT**

Effective departments also use information from coursework to evaluate their practice. They analyse all the assessment information they have and make changes to the curriculum, teaching styles and learning materials accordingly. There should be a thorough evaluation of assignments and the teaching of them to establish what does and does not work. This gives feedback on teaching, and results in raising the tempo for some students and providing more support for others. It prompts teachers to adapt their approaches, for example, by changing the balance in the teaching of knowledge, understanding and skills.

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