

Respect, Achievement, Care



Assessment and Feedback Policy

Date Policy formally approved by Governing Body/Committee:	
Date Policy becomes effective:	
Review Date(s):	
Issue No:	2
Is this Local Authority or School Policy	School
Is this a statutory or recommended policy/document	
Is this a new or a revised policy	New
Signed (Headteacher/School)	
Signed (Chair of Governing Body / Chair of Committee)	

Introduction

This document is a statement of the aims, principles and strategies for the assessment, recording and reporting of student progress at Ysgol Clywedog.

Aims

This document provides the framework to ensure that assessment, recording and reporting is performed at a high standard at Ysgol Clywedog and with consistency across all facets of the school. Feedback is one of the top ten influences on student achievement (Hattie, 2011), underpinning the quality of learning and teaching within the school.

“We use the general term assessment to refer to all those activities undertaken by teachers and by their students in assessing themselves -- that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs.”

Black, P. & Wiliam, D. 1998. Inside the Black Box: Raising standards through classroom assessment, King’s College, London

Purpose and Philosophy

Assessment is an integral part of the learning process, required in order to:

- Judge progress, measured against intended learning outcomes.
- Determine whether progression to the next level is appropriate.
- Provide useful feedback, which indicates attainment but also areas for improvement.
- Identify what has not been understood by students, classes and whole topics, thus helping to inform evaluation of teaching methods and approaches.

Statutory Requirements for Assessment, Recording and Reporting

- The school will publish students’ results in public examinations and school assessment results in National Curriculum assessment at age 14. This information will be made available to the school’s governing body and will be published in the school prospectus and the annual report of the governing body;
- The school will keep records on every student, including learning progress, behaviour and attendance. These will be updated every half-term*. Assessment information will be transferred when a student changes school;
- Progress assessments to parents will be provided half-termly. These reports will contain information on student progress against a target, half-termly* learning

assessments, behaviour and achievement points and attendance. Students will receive one full written report during the year, which will describe attitude to work; progress; strengths and specific targets for improvement. At KS3 level, this report will also comment on student progress in relation to the LNF (Literacy and Numeracy Framework) from the English (Literacy) and Maths (numeracy) departments.

- School based internal standardisation and moderation will take place. Via consistent Learning Plans each subject area is to have in place effective arrangements for teachers to meet together and agree that their teacher assessment is consistent and in line with national standards. The school will make time available on training days and/or during meeting times throughout the year for this purpose;

*this will be phased in during 2017-2018 to be fully implemented in September 2018.

Formative Assessment

The school follow the principles of Assessment for Learning. This is an assessment which happens day-by-day and lesson-by-lesson which underpins successful teaching and learning. It is required that:-

- All departments provide meaningful learning outcomes and success criteria and share these with students during the lesson via learning plans;
- All departments set appropriate homework which challenges, engages and extends student learning. Homework for formal feedback will be identified.
- All departments will use ✓/R for feedback.

A range of assessment strategies will be used by departments in establishing their formative assessments. e.g:-

- The use effective questioning and feedback to questioning (inclusive, differentiated and planned);
- The use of self-assessment and peer assessment that is properly planned;
- Learning Plans will identify appropriate tasks to be assessed and fed back on. At least one strength of the work will be identified using a tick alongside each comment. At least one specific question that encourages progress, this will be identified by a ?, and time in lessons for the student to respond.
- Students will be provided sufficient dedicated improvement and reflection time upon receiving their feedback, in which to make corrections and improve their work based on the feedback. Students will respond to indicate how they have improved their work.
- Link meetings, work scrutinies and department reviews will form the basis of the monitoring of the quality of assessment.

Summative Assessment

This is assessment concerned with recording the overall achievement of a student over time, by bringing together a range of ongoing assessments and evidence to determine the “best fit” National Curriculum level. It is required whenever achievement is to be reported and when updated data is required for the school database.

Recording Information/Data

Staff will record the following on Go4Schools (as the teacher markbook, no other expectation is on the teacher to record assessments/marks), once per half-term:

KS3

- Item level data for the summative assessment for each half-term.

KS4

- Item level data for the summative assessment for each half-term.
- Predicted grade for the end of the course
- Mock grade (when appropriate)

Effort and Behaviour Data will be collated from behaviour and achievement points from SIMs in to Go4Schools. And item level data will generate a grade for the data capture.

Reporting at KS3 & KS4

The school’s aim will be to produce clear, easily understood information to parents about their child’s progress, behaviour and attendance.

This will be by progress reports, which will be generated by Go4Schools and issued to each year group once per half-term.

The school calendar is published to staff detailing examination sessions, assessment data collection, written report deadlines and parental consultation evenings.

Progress reports will include the following:-

- half-termly record of achievement and behaviour points;
- half-termly record of attendance and punctuality;
- in KS3 - half-term progress grades (A*-G)
- in KS4 - half-term progress grades ranging from A* - G, in line with GCSE grades or levels in line with entry level courses, an end of course baseline target grade (3 levels of progress) and a predicted grade for the end of the course

At the end of KS3, the report must also include the following:-

- the student’s National Curriculum teacher assessment levels in the core and

- foundation subjects;
- a table of national comparative data.
- achievement in the LNF tests

Written Reports

Each student will receive one written report per year. Each subject area will report on:-

- attitude towards work;
- progress against target;
- performance in assessments and/ or mock exams/ controlled assessments
- strengths;
- specific targets for improvement
- KS3 current National Curriculum Level;
- KS4 Projected GCSE Grade (or equivalent);
- KS3 only - progress made towards at least one component in LNF (Literacy and Numeracy Framework) and context in which progress was made.

Using Assessment Data

The school will build upon existing good practice, where 4 levels of progress is used for aspirational target-setting, (3 levels of progress for baseline target setting) to build a centrally held assessment database for all students, in order to more effectively 'track' progress and intervene, as appropriate and improve teaching and learning.

- all teaching staff will enter data for their groups on Go4Schools;
- subject leaders are encouraged to add columns for their own records of department assessments;
- training is made available for new staff;
- further training, at middle management level, in interpreting data and triggering intervention is offered by staff within the school;

Monitoring and Evaluating Assessment Practice - Roles and Responsibilities

Deputy Headteacher- Assessment, Recording & Reporting has delegated responsibility for assessment at whole-school and departmental level. This will involve:-

- Linking to heads of department regarding the half-term action plans
- chairing the Assessment discussions at LT, Subject Leaders, Progress Managers' and governors' meetings;
- monitoring and evaluating assessment across the whole school.

Subject leaders also have significant responsibility with regard to assessment. They must ensure their departmental assessment policies fit comfortably within the guidelines offered

by the whole-school policy, whilst at the same time meeting the needs of practitioners and students in their subject. They will:-

- monitor the implementation of this policy;
- ensure report writing protocols are understood and adhered to;
- ensure that data is collated and entered onto the school assessment database at appropriate times;
- ensure internal standardisation involves all teaching staff and is ongoing;
- monitor and evaluate formative and summative assessment through work scrutinies, Learning Plan evaluations and department reviews.

Examination Entry

The school follows a policy of maximising entry of candidates to public examinations.

- students who embark upon courses at the beginning of Year 10 are expected to sit an examination in the subject. However, subject leaders, in consultation the Deputy Headteacher may decide, for reasons such as poor attendance or non-completion of coursework, that it would be inappropriate for some students to be entered for a particular examination;
- subject leaders who wish to withdraw or not enter a student for an examination, will do so after consultation with the Examinations Officer, Progress Managers and the Deputy Headteacher. Parents will be informed by letter and will be offered the opportunity to discuss the decision. Such letters will be sent under the Headteacher's signature. students who are not entered or who are withdrawn from an examination will continue to attend the lesson and complete any coursework set, as part of their overall education programme.
- students will not be withdrawn from examinations at their own, or their parent's request, except in very exceptional circumstances. In these instances, cases will be considered individually.