

Assessment/Marking/ Assessment for Learning Policy



Ursuline High School
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1. **The School Policy Statement**

This statement reflects the Ursuline mission statement and aims of the school and outlines the general principles and specific practice that constitute the Ursuline Assessment Marking and Assessment for Learning policy

For this policy to be implemented successfully it is essential that it

- Be understood by all participants
- Supports and promotes equal opportunities within the Ursuline
- Be integrated into the schemes of work and learning Journey
- Provides a framework to promote continuity and progression in attainment throughout the school.

The school Policy has been devised and tailored based on solid research and evidence informed by internal and external research evidence, action research and curriculum impact. Studies analysed by the Education Foundation found incontestable evidence of positive feedback. The research evidence about feedback was part of the rationale for AfL upon which this policy is based. EEF; "evaluation of AfL indicated half a GCSE grade per student per subject is achievable...which supports wider evidence of feedback".

Studies of feedback reviewed in the Teaching and Learning Toolkit (evidence synthesis produced by EEF, Sutton Trust and Durham University) found that on average the provision of high-quality feedback led to improvement of eight additional months' progress over the course of a year.

Intent; Assessment is designed to enable students to learn and teachers to teach

Intents

- The purpose of this policy is to provide a framework that will allow our staff and students to maximise the learning opportunities available to them, whilst also ensuring that parents are aware of the ways that we will use assessment to keep them informed of their daughter or son's progress.
Our Curriculum policy States the following two fold aims;
 - i. Assessments are used primarily by staff to determine misconceptions, gaps in learning and skills and then support the teacher in their planning to close those gaps immediately.
 - ii. To show that our curriculum is working. Assessments are not the end point of our curriculum, rather a means to show how well our curriculum has been designed and delivered.
- Mission Statement reminds us that: As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual. Any policy that looks at "assessment, marking and reporting" needs to keep this overall vision in mind.
- Assessment is integral to outstanding quality learning and teaching. Assessment is part of the everyday practice in the classroom. It provides students with the opportunity to demonstrate and review their understanding and their progress, Secondly, it provides teachers and other classroom professionals with evidence to guide flexible responsive learning and teaching
- Formative and Summative forms of Assessment both in and out of class can be: Diagnostic: To identify students strengths and weaknesses. Formative: To identify future learning strategies for the class, or individual. • Summative: To measure student' progress and set targets for future progress.
- The Assessment Policy has been devised to compliment and support student progress towards the end points of the curriculum at KS3, KS4 and KS5. Equipping students with the Knowledge Understanding and Skills necessary to fit the Ursuline High School's 'Student Leaver Profile'.
- Ensuring students are equipped with the Knowledge understanding and skills necessary for transition into the subsequent KS, university, training or employment.
- To make assessment effective and an integral part of the learning and teaching process by informing future learning and teaching.
- It is envisioned that the assessment, marking and reporting model detailed below enables us to celebrate all achievements, across a broad and balanced curriculum. The streamlining of assessment, marking and reporting should go some way towards achieving a better work/life balance for staff and students, and means that teachers can concentrate on delivering high quality lessons, allowing staff and students alike to focus on the pursuit of outstanding learning.

Basis of Policy

The principle in the marking policy is based on the use of targets to ensure that marking is impactful and that unnecessary commentary which does not aid student progress is avoided. Target setting aids curriculum planning taking account of the previous assessment judgements made concerning individual student performance without capping or limiting potential.

EFF; “The use of targets to make marking as specific and actionable as possible is most likely to improve pupils progress”, “Some forms of marking including acknowledgement marking are unlikely to increase pupil progress”.

(EFF; A Review of Evidence on written Marking April 2016)

To develop practice in assessment which meets the demands of the National Curriculum, statutory regulations and exam board requirements but which is also manageable and effective.

Ensure that the Assessment Policy compliments and supports the sequencing of learning to support the development of knowledge and skills.

To recognise the National Curriculum does not encompass all learning; there is a wider curriculum and also students' Personal Health and Social Education and Citizenship.

To help teachers plan their lessons more effectively and to help all parents/carers to be involved in monitoring and supporting their children's progress. To evaluate curriculum, teaching and learning styles and to predict future performance and monitor in school performance and progress.

To motivate all students in their learning by involving them in the assessment process. To assist in correctly signposting pathways and transitions through Key stages in school.

“it is argued that students relationship to learning changes, in terms of developing a greater awareness of what is expected of them, due to explicit focus on communicating Learning Goals and criteria.” (CfBT Education trust)

To increase motivation through providing information and praise on what the student understands as their targets and action points for improvement. Involving all students in recording their achievements and setting targets for improvement, aiding continuity across Key Stages.

To be responsive to the national agenda and directives relating to Assessment and Standards.

Using national benchmarking data and collaborative assessment groups with partner schools to quality assure and verify the standards.

Linked Policies

UHS Curriculum Policy

UHS Equalities Policy

UHS Inclusion Policy

UHS Examinations Policy

Linked Papers

Staff Wellbeing

Assessment Principles Underlying assessment at UHS and making data work

Staff wellbeing Charter

Appendix 1

Implementation.

The How using Individual Student Tracking and Assessment systems

At the Ursuline we will use individual student monitoring and assessment alongside external assessment evidence to monitor achievement/progress/attainment and to facilitate the following:

- Use baseline information by using it to help inform judgements and to encourage all students to give their best at all times. KS2 data, Transition Assessments, CATs/FFT/and Oxford Analytics.
- To have data available on every student in every class tracking their progress from KS2 starting points throughout Key Stage 3 and 4. This data is available in the 6th form monitoring progress towards targets set using Oxford Analytics using average GCSE point scores.
- Using data to provide opportunities for early intervention in cases of under-achievement and/or pastoral difficulty.
- Support the role of the tutor to effectively monitor and support the learning progress of students. Particularly through engagement in the Academic Review Day Structure. This is tracked from baseline data along a flightpath of progress as set out in the school's analyses and intervention cycle. Understand and communicate the differences in flightpaths at GCSE
- Encourage more effective action planning/target setting by students informed by objective assessment.
- Improve communication between teachers and students by directing the teacher to monitor progress of all students and vulnerable/key groups of students (Disadvantaged, Ethnicity group, Prior attainment bands, SEN) who will in turn provide information to students, staff and parents/carers.
- Strengthen the links and communication structures between the Associate Headteacher, Deputy Headteacher/ AHTs responsible for monitoring Key stages, disadvantaged, SEN along with the Learning Support Department, Tutors and Subject Teachers.
- Improve teaching and learning differentiation, from the planning through to the delivery of lessons in order to cater for the varying needs of the individual.
- Inform teaching and learning as a result of diagnostic assessment.

Process of Individual Student tracking and Assessment

The learning progress of students in the academic and pastoral curriculum will be monitored and reported on by teachers at regular intervals. A timetable for this cycle will be drawn up and circulated to all staff as part of the yearly calendar of commitments.

“whole school commitment to AfL approach –involvement and leadership of Senior staff is especially important to embed AfL, CFBT Education Trust

1. Role of SLT Raising Standards Leader at KS4 and KS5

- To agree and implement national changes in the Assessment requirements.
- Map and alter in school systems to best meet the changes being implemented from Dfe to make the most effective responses to changing requirements for the benefit of Students.
- Lead on Staff development on the purpose and effectiveness of Outstanding AfL and ensure clarity of Intent, Implementation and Impact.
- In respect of Reports and feedback from the Staff Wellbeing Committee and on the report from the Teacher Workload Advisory Group, 'Making Data work', the Associate Headteacher with responsibility for Assessment to sit on the Staff Wellbeing Committee. The purpose of this will be to Implement the policy and ensure it is effective without creating unnecessary burdens on staff and were necessary respond to any concerns. The Associate Headteacher will make representations and recommendations to the Group and SLT on the nature of the discussion and minuted points of action.
- To analyse interim & full report grades across subjects.
- To lead staff in understanding the principles and application of any changes in Assessment.
- To monitor, identify and respond to changes trends in the nature of assessment.

- Application of the Pixl principles of Diagnosis, Therapy, Testing in effective intervention of students
- To provide feedback to key stage & subject leaders regarding trends, patterns or anomalies in assessment.
- To monitor the levels of progress in core subjects and identify areas of concern in Foundation subjects.
- To monitor the progress against targets using KS2 starting points in KS3 and KS4.
- To ensure progress across key stages.
- To maintain an informed overview of attainment and progress in all key stages against national, local benchmarks & school targets.
- Ensure that planned interventions are effective in directing school resources appropriately.
- Assistant Headteacher with responsibility for the curriculum to collate and monitor the impact of the new Key Stage 3 and changes to Assessments across and within departments.
- Targets to be adjusted and amended using agreed translations during the period of uncertainty caused by disruption to public assessments across all key stages. Appendix to policy

2. The role of Key Stage Post Holders

- To have clarity of purpose and intent on the nature, purpose and impact of Assessment in their areas of responsibility.
- To provide Raising Standards Leaders with an overview of progress against targets in their areas of responsibility.
- To monitor patterns & identify trends within subjects and provide necessary data and analyses to inform decision making at a senior level.
- To work with Raising Standards Leaders in monitoring the progress of each year group.
- To monitor the target standards at KS3. Target standards being established using KS2 data and internal testing arrangements. Monitoring the proportions of students on each of the standard targets across subjects and respond to identified underachievement. Students are tracked on the Bronze, Silver, Gold and Platinum Pathways. Agree and implement alternative target setting in the absence of KS2 data.
- Monitor student data to ensure the needs of important categorised cohorts of students are making expected progress and that any gaps emerging are addressed. This relates to Prior Attainment bands, SEN designation, Disadvantage, LAC/CP/CIN and Carers and EAL students.
- Monitor and address any inherited disadvantage caused by gaps in standards for RMGs of students. Make necessary adjustments to targets using careful consideration of the individual student.
- Monitor and ensure all students at low, middle and high Prior attainment bands are tracked in terms of progress at Key Stage 4 from KS2 starting points. Progress is tracked using progress towards attainment targets for individuals and progress scores for subjects. Individual students are monitored using progress 8 scores but this is for guidance only until national data stabilises again in the future. Additionally, we communicate the need to make 3 steps in progress in at least one year throughout KS4 in the new GCSEs in response to the raising of the bar in standards to New Benchmarks.
- Monitor progress towards Attainment targets in Subjects in KS5 and relate subjects to progress on the L3 value-Added tracker.
- To co-ordinate appropriate interventions agreed through Strategic Progress and Intervention team meetings
- To feedback to HODs any recommendations of SLT. Raising Standards Team.
- To monitor the progress of groups e.g. SEN, Prior attainment band Students against targets and make recommendations to Raising Standards Leaders HODS & HOY related to findings.
- To monitor the progress against targets of combined English & Maths results.

3. The Role of the Head of Department/Faculty

The HOD/HOF will ensure that all members of their department analyses the progress and attainment of cohorts, classes and key groups of students (Disadvantaged, SEN and Prior attainment Bands) by agreed deadlines and apply DTT in addressing issues of underachievement.

Each department will:

- Implement the Assessment Reporting and Recording calendar in line with EMB Electronic Mark Book Entry. Utilise AFL assessment methods which are matched to the needs of all students in the school/department and record on the Electronic MarkBook at agreed calendared points.
- Understand the differences in the Calendar between AfL and Summative Assessment Points lead teams on implementation.

- Ensure compliance with the schools Assessment, Reporting and Recording calendar within each subject area. Ensure staff understand the differences in the data reporting cycles between Key Stages and Year groups. Referral of concerns to Associate headteacher with responsibility for Assessment to training support and compliance.
- Evaluate progress made by cohort, class, Groups, RMG ethnicity in relation to baseline data.
- Use the data from school assessment target setting CATs/FFT/Oxford Analytics Systems along with tracking attainment/progress data against National outcomes to inform curriculum planning. Particular focus on progress 8 scores KS2 –KS4
- Use internal and external Analytical tools for self-evaluation and target setting, Progresso/4Matrix, ASP, IDSR, FFT and LA Value Added Reports.
- Ensure teachers use a range of assessment methods confidently and appropriately e.g. observing students, questioning, listening, assessing pieces of work and administering structured Cumulative tests.
- Allocate department time to the monitoring and review of the assessment information.
- Ensure teachers are fully aware of, and use appropriate current guidance from QCA.
- Develop a portfolio of student outcomes as evidence of shared standards and a demonstration of professional judgements. This will principally be evidenced through book/file sampling
- To share assessment criteria in student speak and incorporating Target standards for use at KS3 and fine grading of assessments at KS4 on GCSE grading methodologies.
- At KS3 record progress against target standards set for KS3. At KS 4 tracking is measured against end of KS4 target. Consideration of subject progress scores is also required at Summative assessment points. Expected Progress being the basic expectation for all (80% cohort at or above expected progress). Flightpaths are generated to ensure outstanding outcomes for all students regardless of starting points or cohort. This progress is translated to GCSE grading systems using available data either externally or internally sourced.
- Take all appropriate actions to ensure the quality of curriculum planning and implementation is effective so that assessment outcomes leads to positive Value-Added in the 6th form
- Quality-assure the reports and targets written by subject teachers.
- Ensure all teachers use the standard assessment feedback proforma at KS5
- Ensure the purpose, validity and reliability of the assessments set in the subject
- Make use of Transition Matrices (TM) at KS4 for analyses and intervention, monitored from national TM data. TMs are replaced with Progress scores benchmarked against 2019 until national data stabilises.
- HOD will monitor class level data by year group to identify areas of concern or celebration and communicate these findings within the department and with attached SLT.
- HOD/HOF will plan and support departmental interventions to address areas of concern.
- To ensure strict adherence to the standards and regulations relating to the delivery of subject specific Controlled Assessments, Practical Examinations, Speaking and Listening or any other public examination component. Concerns or requests for CPD to support this to be communicate clearly through to deputy head with responsibility for examinations and Assessments. Ref Non Examinations Policy 2020.

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2. The Role of the Subject Teacher

The subject teacher will:

- Make effective use of the schools Green Pen policy and Whiteboards for hosting class discussion and tracking progress throughout the lesson
- Track the intended progression for his/her class using the Class lists with tracking data. This should inform decisions on the Seating Plan
- Take account of target standard descriptors/ grade descriptors where necessary to identify individual learning needs.
- Track progress of Key cohorts of students in classes with particular focus on disadvantaged students and prior attainment bands.
- Ensure students have level descriptors in student speak at the start of the academic year and at the start of each unit where appropriate.
- Make use of sub levels in assessment Developing Secure and Proficient (DSP) in reporting at two Summative assessment points in the academic year. To utilise this UHS system of fine grading (DSP) at KS4 in new 1-9 grading eg 5D, 5S, 5P to distinguish position within a grade range. At KS5 continue to use fine grading (e.g.B1,B2, B3 etc.) to indicate relative position within a grade range

- Explain the main learning objectives and assessment methods or strategies to students and Support Assistants at the start of each piece of work.
- Recognise and respond to the range of needs/abilities within the class and have this recognised in decisions on the seating plan.
- Help students to identify achievements and to set targets for improvements.
- Reward good work and progress, especially through the rewards systems.
- Recognise and act upon any unexpected achievement.
- Keep records and report on individual student progress.
- Keep individual and group records and provide them to any member of staff or visitor to the lesson eg teacher taking over the group including any trainee teachers, Learning Walk Visitor or Inspector.
- Use the records to select appropriate activities and resources which take account of students' prior learning and achievement.
- Complete Electronic Mark Book or Target Report records of assessment/effort grades for each student by the agreed dates. Cumulative and Average.
- Provide the data on student attainment for interim assessments as required by parents or others.
- Provide information for Tutors to use at the Teacher/Academic Review Days/Parent's Evenings.
- Ensure other adults working in the classroom are contributing to the assessment strategies and communicate significant information.
- To be aware of and comply with the standards and regulations relating to the delivery of Non-Examination Assessments NEA, Practical Examinations, Speaking and Listening or any other public examination component. Concerns or requests for CPD to support this to be communicate clearly through LM.
Ref Non Examinations Policy 2020.
- Record marks using the EMB as per the school's Assessment, Recording & Reporting Calendar recognising the differences in data reporting for each year group and KS.
Year 7 and 8 marking once fortnightly and attainment data recorded half termly on subject trackers in books and 3 times recorded on MIS. Annual exams in Summer term.
Year 9 Pixl classrooms, teach first, Test/Assess Week followed by Therapy Review and Challenge week. The outcome of these assessments to be reported each half term in Student trackers and reported home at 3 calendared points including Annual exam summer term.
At KS4 Year 10 Pixl Classrooms will be used as outlined above for year 9.
Year 11. Fortnightly Assessment using Exam questions. Mock Examinations in December
- At KS5, Fortnightly Assessment using Exam questions, Cumulative assessments as agreed in Calendar for Assessment. End-of-Year 12 examination in Summer A with a re-sit window in Summer B.
End-of-Year 12 results will contribute to the decision process for students' predicted grades for UCAS and will inform the retention into Year 13. 2 formal Mock examination in Year 13 in the calendar as well as full paper practice to ensure best preparation for Mock examinations.

3. The Role of the Year Heads

The Year Heads will liaise with HODs/HOF to ensure that IST+A is taking place by the agreed deadlines.

HOY will:

- Co-ordinate the design of schemes of learning for tutorial periods so tutors and students can assess progress and review work via their books and Files.
- Support tutors in the tutorial review work.
- Organise the communication of assessment information to parents/carers through the reporting system.
- Prepare students for assessments and Examination periods in managing student's commitments to interventions and planning appropriate revision.

Use the information provided by Raising Standards Leaders,

- Be aware of starting points, attainment and progress data for their Year Group.
- Monitor appropriate use of student planners
- Support the monitoring of standards/grades –picking up underachievement of vulnerable students in their care and directing them to the appropriate areas of support.
- Identify and communicate to attached SLT common threads/problems with particular students.
- Make judgements against assessment for students when attempting to analyse reasons for underachievement
- To assist in Pastoral intervention by taking early action in cases of under-achievement.

- Support tutors in any follow-up action required e.g. commendation, certification, verbal commendation of efforts; report; referral to Learning Support; contact with parents – both for positive and negative reasons, Grade Improvement Cards etc.
- Monitor improving achievement and the ways in which positive intervention has occurred.
- Talk to individuals where necessary to discuss short term targets and progress made.
- Feedback to Line Manager and discuss/agree future action.
- Target specific individuals and particular groups of students eg Disadvantaged Students at Parents evenings and Academic reviews.

Pastoral Meetings

Progress or attainment concerns for vulnerable groups or individuals (Particularly Disadvantaged Students) is a fixed agenda item at pastoral meetings in managing preparedness for learning. The focus is to identify and remove social/cultural disadvantage in developing knowledge, understanding.

Pastoral meetings should provide tutors with opportunities to discuss strategies/approaches/concerns related to individuals.

Pastoral meetings should focus on concerns related to Groups, SEN, Racially Minoritised Groups (RMG) and Disadvantaged progress.

Focused discussion on underachievement should take place at Line Management Meetings between Tutor and Head of Year. The following is a guide for discussion.

1. Review grades of vulnerable groups or students with particular pastoral concern.
2. Why have students underachieved?
Are similar patterns appearing? Communicate these with SLT and appropriate HOD/HOF
3. What strategies can the Pastoral team use to support improvement?
This should be focused on individual students e.g. short term targets; general report; contact with parents etc.
4. How should achievement be celebrated?
Rewards system
Letter to parents
Certificates in Assembly
Invite parents to celebrations of achievement.

4. The Role of the Form Tutor

Each tutor will:

- Provide students with opportunities and support to reflect and talk about their learning and progress and set targets through the Academic Review System.
- Monitor the use of the student planner and ensure students record progress and attainment data on the appropriate pages.
- Discuss student's progress in detail ensuring that they are secure in the knowledge of each of the students target standards/grades and the progress made towards target standard or target grades KS2-4. Monitor student progress towards attainment targets at KS5. Tutors also to help parents/carers to understand and track progress in New GCSEs with the added requirement of making 3 steps in at least one of the years of GCSE study.
- Add a comment on student's general progress in the annual Full Target Report.
- Keep records of student's achievement both in and out of school and use these records as appropriate.

Tutors will use the information provided by half termly reports and IST data on Progresso MIS:

- Understand and communicate the UHS Standard Targets System at KS3 (7/8/9) and the standards expected throughout Year 10 and 11 at KS4 in relation to starting points and targets.
- Understand and communicate differences in the GCSE grading and the levels expected throughout Year 10 and 11 at KS4 in relation to starting points and targets.
- Be aware and monitor all round individual progress.
- Have an awareness of students' progress towards targets and extended target grades.
- Monitor levels/grades to pick up underachievement.
- Spot common threads/problems/patterns.

- Make judgements against baseline data.
- Take early action in cases of underachievement.
- Support students with the writing of their revision timetable
- Liaise with Head of Year, Raising standards Leaders, HODs, re: appropriate action to be taken.
- Talk to individuals to discuss short term targets and progress made.
- Communicate with parents.

5. The role of Parents/Carers

The support of parents/carers is very important in helping their children to be successful

Parents/carers can provide this support in the following ways:

- ◆ Take an interest in student progress by looking in books, checking diaries and signing them on a regular basis and by commenting where necessary.
- ◆ Read and value the information on their child's reports and discuss comments, information or targets for improvement
- ◆ Attend all Information Evenings, Parent's Evenings/consultation and Academic Review days.
- ◆ Make use of the Progresso Management Information System (MIS) to inform their understanding of their child's progress.
Track their child's progress from KS2 starting points and towards targets established using school systems. Particular emphasis on tracking all students at/above their target standard in each subject at KS3 and positive pattern of progress towards target at KS4 and KS5 using Fine graded attainment results. Key points of consideration are mapped in the assessment calendar as Summative assessments and inform either ARD or Parent Evening meetings with school. Parents in Year 10 and 11 to understand the gradings at GCSE.

6. The Role of Line Manager

Line managers will use the information provided to:

- ◆ review regularly all aspects of the compliance and application of the school's assessment policy.
- ◆ communicate and explain the school assessment policy to new teachers, direct towards compulsory and/necessary CPD in support.
- ◆ support the working of the policy by monitoring reports and by being actively involved in the reward of good work and progress, through the rewards system.
- ◆ ensure that measures are taken to give opportunities for progression
- ◆ liaise with HOD/HOF regarding assessment procedures
- ◆ monitor all round individual progress.
- ◆ spot common threads and communicate with senior leaders for appropriate response.
- ◆ Work sample/Book reviews to ensure assessment is consistent
- ◆ monitor improving achievement and the ways in which positive intervention is effective
- ◆ Half termly host raising standards meetings as per school calendar to discuss and agree future action with HOD and heads of Year. Contribute to the strategic response to identified underachievement.
In core subjects, examine students' development against target standards and target grades.
- Track progress of Key cohorts of students in subjects with particular focus on disadvantaged students and prior attainment bands. Action plan and intervention in response to this ongoing data learning and analyses.

Progress and Attainment should be a regular agenda item and time will be allocated at line management meetings, particularly when assessments are due to be collated and immediately after results have been assimilated for analyses and intervention. Core subjects this is twice per half term. One to review the previous term and establish action plans. The second meeting to review the impact of actions and interventions alongside making amendments to withdrawal interventions for the following term. Raising standards discussion should follow the template provided by the raising standard Leaders at KS3 KS4 and KS5 focusing on concerns related to specific Groups, Prior attainment, importantly Disadvantaged, SEN, RMGs and EAL. Focused discussion on underachievement (issues to consider). Monitor and communicate standards on GCSE grading System.

- 1) Why students have underachieved, In which classes and what are the learning issues?
- 2) Departmental strategies for improved focus on individuals and individual interventions
- 3) Connections to departmental minutes.

- 4) Application of departmental Teaching and Learning Policy in line with school T&L Policy
- 5) What methods are used to celebrate achievement?
- 6) How are parents to be informed of any discussion or action taken?
- 7) What action are individual members of staff going to take?
- 8) How are students developing against agreed progress standards and flight paths?

7. The Role of the Student

Students will need to:

- Take pride in the presentation and quality of their work.
- Use their Whiteboards to good effect in class engaging and participating in Questioning, reasoning.
- Complete all the assessment tasks they are given in lessons and for homework to the best of their ability.
- Track and record their assessment performance progress in each class by recording their grades in the tracking sheets in books and Files.
- Respond directly to feedback from assessment using green pen to correct errors and improve the quality of the work by acting immediately on targets.
- Complete reviews at ARD and set targets during form time.
- Discuss their progress and future targets with subject teachers and with tutors.
- Keep records of achievement certificates/hobbies and interests using Schools Serviam Passport system etc.
- Collect and keep examples of work as evidence of achievements both in books and on digital platforms OneNote and TEAMS Assignments
- Consider their progress in all classes from starting points each year and towards Targets set for the end of each Key Stage.

Appendix 2 Reporting and communicating Processes

The use of IST (Individual student tracker or Termly Reports) and A (Assessments)

All assessments which contribute to IST must be supported by evidence. IST and A aims to inform tutors, students, subject teachers and parents on progress that has/is being made, therefore all assessments of attainment should adhere to the criteria stated. The attainment standard/grade should be one of present attainment not a prediction of future potential. This includes the formulation of Predicted grades which need to be based on current attainment or agreed targets (whichever is higher for the purposes of UCAS applications in the 6th Form). Predicted grades must be evidentially based in KS4 using formal assessment methods. At KS 4 and 5 the principle underlying grade awards being that; 'if the student continues working at this level the award/grade will be

Departments must adhere to Departmental assessment policies and ensure that there is cross moderation of work in order to ensure consistency both in standards/grades awarded and interpretation of criteria. This includes Moderation using blind marking protocols with external partners such as the Avilla Trust. This is completed at KS3 to quality assure the standards for Age related Expectation (ARE) Online moderation practice should be completed in advance of internal departmental moderation of NEA and Controlled Assessments. Awarding Bodies require this in compliance as part of the submission process.

Subject teachers should use classwork, homework, portfolios, and test information, oral work and moderated pieces of work as a basis of the evidence contributing to any standard/grade awarded to students. This will be agreed in a series of standardised assessments in use across the department.
One of each half term needs to be an extended piece of writing at KS3 and KS4

MARKING POLICY & Electronic Markbook

Marking, feedback and assessment of students' work should take place on a fortnightly basis, except subjects at KS3 who have once weekly contact with their classes or are on a carousel. Core PE at KS4 award effort grades only. Grades should be recorded in student trackers in their books. Students should be made aware of the criteria used in marking and grading particularly in with UHS KS3 standards and with the GCSEs. Grades are collected and reported at 3 calendared points in years 7-10. In years 11,12 and 13 grades based on Examination questions are reported on a fortnightly basis where the calendar permits. Cumulative Assessments and Mock examination schedules compliment this formative assessment reporting. These grades are entered and recorded on Progresso.

The purpose of marking:

- (a) diagnostic
- (b) to provide encouragement to students
- (c) a means by which a teacher can reflect on his/her effectiveness
- (d) to provide information to parents

Effort grades of Outstanding, good, Requires Improvement or Poor will also be awarded for assessed work once per half term.

At Key Stage 3 the attainment grades indicate progress within a standard. The teacher should know their students Standard Target and the level at which the student is currently working at.

- In years 7 and 8 subject teachers will mark fortnightly and students will record in their subject trackers. A report will be generated and recorded on the EMB at 3 points in the year and communicated home this will be accompanied by effort grade for the assessed work.
- The exceptions to this include subjects with contact time on one lesson per week at KS3.
- In Years 7 & 8 progress within a Standard will be identified at Summative Assessment points as: D (Developing) = lower end of standard, S (Secure), middle of standard and P (Proficient) upper end of standard. This will happen at two summative assessment points in each academic year.
- Student speak UHS Standards should be made available to students & displayed in exercise books. The students are expected to remain on their standard throughout KS3 but are not capped and can progress to the next standard. Students dropping below their target standard are identified for intervention and target setting.
- Year 9 (Still KS3 and using KS3 standards) and then into Year 10 work is assessed using the Pixl classrooms approach, teach first, Test/Assess Week followed by Therapy Review and Challenge week. The outcome of these assessments to be reported each half term in the student trackers and collected at 3 calendared points to be reported home as per the school's ARR calendar. Annual exam summer term. UHS standards and KS3 and GCSE grades 1-9 are used for reporting purposes fine graded into Developing (Lower), Secure (Middle) and Proficient (upper). (Pixl Classrooms use the approach of DTT adopted by the school, Diagnosis, Therapy and Testing. The calendar is designed to give formal structure to this approach to responding to summative assessment analyses.)
- Year 11. Fortnightly Assessment using Exam questions Final cumulative assessment grade reported for analyses, monitoring and intervention. Friday Mock Windows with Core and Action plan subjects. Mock Examinations in December. In year 11 the attainment grades relates to a GCSE grade 1-9. These grades are fine graded into A1 upper, A2 Middle and A3 lower categorisation. These are recorded fortnightly and attainment is reported using the final cumulative entry each half term.
- KS5 Fortnightly Assessment using Exam questions, Cumulative assessments as agreed in Calendar for Assessment. A Levels continue to use A-G grades fine graded into bands 1 Upper), 2 (middle) and 3 (Lower). Grades are collected fortnightly and the final grade used for reporting purposes except when terms are punctuated with cumulative assessments.
- For T Level, Btec Qualifications and ICT National Awards. Grades are recorded using Distinction, Merit, Pass and Fail. Once again fine graded into 1 Upper, 2 Middle Secure and 3 lower or vulnerable.
- Correction of SPG spelling, punctuation and grammar should take place on all pieces of assessed work.

Written and oral feedback should inform the student as to the standard of their work in relation to specified objectives and next steps improvement. No other method of recording effort or attainment on student's work should be used other than that described. Any alternatives or amendments need to be agreed by the Associate Head Teacher with responsibility for Assessment and the Policy for Assessment amended and agreed accordingly.

All years will receive a full target report yearly with details of examination results when scheduled.

Years 7-11 will receive attainment and effort grades once in Aut term A, one at the end of Spring A and a full target and grade report following the completion of the Summer Term Examinations. At KS5 students receive a Target report without student commentary. Interim reports will be available online after the first half term and will be printed and posted at the end of each term. Academic review days will be used to discuss the progress, attainment and effort results indicated on these reports

Year 11, 12 and 13 will receive results of Pre Public Mock examinations

Year 9 will receive end of KS3 progress results prior to the start of the KS4 in year 10.

Practical Controlled Assessments and oral assessments will be organised by departments in response to Awarding Body regulations and Guidelines. There should be opportunities for students to assess their own and each other's work and give feedback as appropriate.

All departments will prepare and publish departmental policies on marking which meets the requirements of the school policy. It will include departmental specific points, including practical and oral assessment and recording. These can vary as long as students and parents have clear guidance on the department methods, this must be reviewed regularly and the HOD/HOF should make sure it is understood by new members of staff and that practice continues to reflect school assessment policy. The subject specific details on Assessment will be set out in the Curriculum guides. Clarity on the instruction and guidance for the completion of compliant Non Examination Assessments is the responsibility of the subject leader in KS4 and KS5 and concerns or issues to be reported immediately to the Associate Head teacher with responsibility for Exams.

More specifically it is our view that

- assessment should be used diagnostically to aid student learning
- regular feedback on performance and progress should be given to students
- students should be actively involved in the assessment process
- assessment should help teachers evaluate the success of their teaching strategies.
- recording should be undertaken regularly to provide evidence of the students' progress against starting points and National Curriculum attainment targets
- recording should also assist the mapping of cross curricular themes, skills and discussions and should provide information for feedback into teacher's planning of these whole school issues.
- all statutory legal and guideline requirements should be fulfilled in the area of assessment, reporting and recording, Including the requirements of reporting to parents.
- assessment recording and reporting should support student progression with the Ursuline and assist in transition across key stages.
- the reporting process should enhance the view of the education process being a partnership between the school, the student and the home.

Curriculum planning and intervention planning should take account of the previous assessment judgements made concerning individual student performance which are usually contained within student record systems. These usually occur termly, towards the end of each term.

Monitoring

- It is the responsibility of the class teacher to set work at the required time, maintain a record of it and ensure the work is completed by students on the set date. Where problems persist with particular students reference should be made to the head of Faculty and/or Year head in accordance with the school disciplinary policy. Teachers and moderators are responsible for enacting the guidance procedures for NEA and Unit coursework in Btec/T Level as instructed by the Awarding body. Controlled Assessment grades are not to be communicated to students but students will be informed of raw scores but not a grading standard for completed work. This applies to all NEAs unless otherwise prohibited by the awarding body. Interventions can take place where appropriate and in accordance with the examination body and QCA regulations. Students can be made aware of the marks submitted to the Exam board for final verification once completed as set out in Non Examination Policy 2020/21
- SLT, Key Stage Co-ordinators and Heads of Faculty monitor student and teacher records for evidence that homework is set in accordance with the homework schedule. The Headteacher, Deputies, SLT, Heads of Faculty and Heads of Year monitor homework on a regular basis.
- The management of GCSE and NEA to ensure that controlled assessment is planned and delivered in accordance to an agreed calendar. Regular checks are made and parents are informed on a

termly basis if coursework deadlines are not being met. HOD/HOF are responsible for submitting the results of Controlled assessments to their attached SLT and Associate Headteacher/Deputy Headteacher 6th Form/AHT VTQs with responsibility for assessment in accordance with this published calendar.

Use of Assessment Data for Retention from Year 12 to Year 13

- **A Level courses:**

Any student studying an A Level subject will sit end-of-year examinations in Summer A. These will cover the full course content studied to date. Access Arrangements will apply. Students who attain below D will get the opportunity to re-sit in Summer B. Students need to attain a grade D or above in order to continue studying an A Level subject in Year 13.

Students and parents/carers will be invited in for a meeting at Academic Review Day in July to discuss attainment in the end-of-year examinations and Summer B re-sit examinations if applicable. Re-coursing options will be discussed at the meeting, if needed. Students who fail to achieve a D grade in more than one subject will have a meeting with the Deputy Headteacher responsible for the Sixth Form to discuss their options.

- **Vocational & Technical Qualification courses:**

Students enrolled on VTQ courses will need to attain at least a Near Pass grade (Vocational qualifications) or D grade (T-Level courses) in order to continue into Year 13.

Students with VTQ results in August will have a re-enrolment meeting with the Assistant Headteacher for Vocational and Technical Education at the start of September.

- **GCSE re-sit courses:**

Students who re-sit GCSE English or GCSE Maths will need to continue attend their GCSE courses until they achieve a grade 4 or higher.

Students with GCSE results in August will be automatically taken off the course in September if they have achieved a grade 4 or above and will be automatically re-enrolled on the course if they achieved a grade 3 or lower.

Assessment for learning Guidance notes for staff

Statement of intent

All staff will seek to embed AfL into their teaching as defined as follows:

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

1. Sharing learning objectives with students

What does it look like in the classroom between student and teacher

- Interactive application of the schools White board Policy (as set out in Teaching and Learning)
 - Share learning objectives at the beginning of the lesson, and then checking the progress towards these objectives during the lesson.
- Effective use of questioning including higher order questioning to inspire challenge and promote learning
 - Use the set objectives as a basis for questioning and feedback during plenaries
 - Evaluate the feedback in relation to achievement of the learning objectives to inform the next stages of planning

2. Helping students to know and recognise the standards they are looking for

What does it look like in the classroom between student and teacher

- Model to Show students work that has met the criteria with explanations of why
- Provide diagnostic commentary on students work to enable them to respond and make progress.
- Give students clear success criteria and then relate them to the learning objectives
- Model what it should look like.
- Provide displays of work which show work in progress as well as finished product
- Provide mark schemes, exemplar work and exam board reports to assist in understanding of how to improve
- **Involving students in peer and self assessment**

- What does it look like in the classroom between student and teacher
- Give student clear opportunities to talk about what they have learnt and what they have found difficult, using the learning objectives as a focus.
 - Encourage students to work/discuss together, focusing on how to improve.
 - Ask students to explain their thinking “how did you get that answer”
 - Give time for students to reflect upon their learning
 - Identify with students the next stages in learning
- 3. Promoting feedback that leads students to recognise their steps and how to take them**
- What does it look like in the classroom between student and teacher
- Students respond to diagnostic commentary using the green pen policy
 - Value oral as well as written feedback
 - Ensure feedback is constructive as well as positive, identifying what the student has done well, what needs to be done to improve and how to do it
 - Identifying the next steps for groups and individuals as appropriate
- 4. Promoting confidence that every student can improve**
- What does it look like in the classroom between student and teacher
- Identify small steps to enable students to see their progress, thus building confidence and self esteem.
 - Encourage students to explain their thinking and thinking within a secure classroom
Use the online rewards system to reward effort and attainment.
- 5. Involving both teacher and student in rewarding and reflecting on assessment information**
- What does it look like in the classroom between student and teacher
- Reflect with students on their work, for example through a storyboard of steps taken during their investigation
 - Choose appropriate tasks to provide quality information with emphasis on process, not just the correct answer
 - Provide time for students to reflect on what they have learned and understood, and to clarify where they still have difficulties
 - Adjust planning, evaluate effectiveness of task, resources, etc as a result of assessment.

References

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