



ASSESSMENT & REPORTING POLICY

“Overall the purpose of assessment is to improve standards, not merely to measure them.” (Ofsted 1998)

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Aim

Assessment is the range of activities through which we come to know about the abilities, strengths and weaknesses of our pupils and the extent of the knowledge, skills and understanding that they have developed. It is the vehicle by which we can advise pupils (and others) of their progress, their targets and how to close the gap that might exist between their targets and level of attainment. It is an integral part of effective learning and teaching.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment;
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents;
- Clearly set out how and when assessment practice will be monitored and evaluated.

Rationale and Principles of Assessment

The purpose of assessment is three-fold. Assessment is designed to:

- Help pupils learn;
- inform teaching and facilitate a more personalised approach to the needs of pupils;
- provide meaningful, accurate information about attainment for pupils, parents and teachers;
- Clearly set out how and when assessment practice will be monitored and evaluated.

Assessment reflects the formal and informal judgements made by teachers and pupils about standards of work, and is measured, where appropriate, against nationally agreed criteria. Formative, diagnostic assessment is used throughout the year to inform teaching and learning and identify any areas for improvement. Summative assessment is used to evaluate learning and progress by awarding a grade of attainment to a pupil. We believe that this policy will enable us to assess pupil progress in a coherent and consistent way, and facilitate higher achievement for pupils across all levels of ability.

Work undertaken by pupils deserves feedback (written or verbal) in order to enable them to know and understand the progress they are making and the next steps needed to inform them how they can continue to improve. It will also inform subject staff as to where there are gaps in pupils' knowledge and understanding.

Record-Keeping/Pupil Progress Data

All staff have access to ISAMS Tracking Manager; each tracker will include information regarding prior attainment, English as an Additional Language (EAL) and SEN; and a record of summative assessments termly and as reported to parents. All staff have access to ISAMS Markbook allocated to their classes. Heads of Department have access to all markbooks within their department; the Assistant Head Teacher, Pupil Progress, has access to markbooks of all subjects and year groups. The markbook must include a record of termly summative assessments; however, departments may also record formative assessments (refer to the department assessment and marking policy).

All staff are responsible for ensuring that the markbooks entries are kept up to date to allow for data snapshots throughout the year. Markbooks will include the following information:

- All assessments which have been carried out in the half term, in line with the school policy;
- For Key Stage 3, a percentage calculated and recorded by the teacher. This percentage corresponds to the classwork thresholds (see Appendix I);
- For Key Stage 4 and 5, an attainment grade (AG) which is the grade the pupils are currently working at, calculated and recorded by the teacher. This grade encompasses content, skills and understanding taught and outlined as assessments objectives within the subject. A teacher predicted grade (TPG) for the end of the key stage is based primarily on assessment evidence, moderated by professional judgement.

Assessment approaches

At The Laurels School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Regular assessment is important to ensure continual progress of our pupils. Our teachers' responsibility includes the following:

- Continuous assessment of pupils and accurate and timely completion of markbooks;
- Formal assessments will be signposted in schemes of work;
- Formal assessments will cover all attainment targets appropriate to the assessment objectives outline for the subject/unit of work;
- The school will provide opportunities for formal summative examinations (e.g. internal mock exams) at least once a year for all year groups;
- Regular opportunities for formal self-assessment and peer assessment.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers-** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons;
- **Pupils-** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve;
- **Parents-** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative assessments are an integral part of teaching and learning. When incorporated into classroom practice, they provide information needed to adjust teaching and learning, individually or for a group; and will affect what the pupil and teacher can do next. Formative assessments allow the teacher to get a snapshot of a pupil's understanding within a shorter time frame. It is therefore acceptable for a teacher to move away from

the schemes of work where it is clear that pupils' learning in a particular area needs to be reinforced or re-visited. Each department has an assessment and marking policy allowing for adjustments based on the subject specific assessment objectives.

Examples of formative assessments include:

- Classwork;
- Essays;
- Homework;
- Open and/or closed questioning;
- Oral assessments (e.g., French, Latin and Spanish)
- Practical assessments (e.g., Art, Drama, Physical Education, Music and Science);
- Presentations;
- Quizzes.

Opportunities for formative assessment are specified in schemes of work. To ensure that assessment is used to help pupils learn effectively, the following features will be evident in classroom practice.

- Targets should be aspirational but attainable and should be discussed with pupils;
- Pupils should be aware of the reason for any particular activity they undertake;
- Clear assessment criteria should be shared with pupils

Feedback should help pupils to understand what they have done well and what they need to do to improve. It may also prompt pupils to find alternative solutions. One or two short-term targets should be given which can include the following:

- Pupils should have some opportunities for self and peer assessment to give them experience of applying assessment criteria;
- Questioning should encourage discussion which can shed light on the current level of understanding;
- Examples of outstanding work should be shared with pupils so that they can see the standards they are aiming for;
- Although high standards of presentation are to be encouraged, assessment feedback should focus on the learning objective, rather than presentation;
- Oral feedback is at least as important as written feedback; when oral feedback is given, pupils should note it in their exercise books;
- Pupils should be encouraged to comment on their work and a written dialogue in exercise books is to be encouraged.

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** -to monitor the performance of pupil cohorts, identify where interventions may

be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;

- **Teachers-** to evaluate learning at the end of a unit or period and the impact of their own teaching;
- **Pupils-** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve;
- **Parents-** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Summative assessments are given periodically to determine what knowledge, understanding and skills our pupils have learnt from a given scheme of work or specification; and are used to identify gaps in learning, individually or collectively. Summative assessments are normally, though not always, dependent on the material used towards the end of term. **Pupils are only assessed on work that has been taught up to that point and never on material that has yet to be taught.** Summative assessments may also cover work that has been taught in previous terms to reflect the increasing level of knowledge and understanding required as they move through the course.

The data from summative assessments is used to quantify and reward achievement; and to provide accurate data for the purpose of whole school data analysis and informing parents via the reports.

Therefore, the robustness, validity and reliability of summative assessments are of the greatest importance.

Examples of summative assessments include:

- End of unit/topic tests;
- Interim assessments;
- GCSE examination papers;
- End of term tests/assessments;
- Practical/oral assessments.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** - to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** - to understand national expectations and assess their own performance in the broader national context;
- **Pupils and parents** - to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments take the form of GCSEs at the end of Key Stage 4, and AS levels, A-levels in Key Stage 5.

Whole school assessments

The school calendar specifies formal summative assessment opportunities, such as internal examinations, at appropriate times of the year. Other key summative assessments are identified in subject schemes of work. The attainment data obtained from these assessments will be used as the basis for monitoring pupil progress via the school's Tracking and Academic Cycle. Departments may adapt how they apply the school's Assessment Policy although there are minimum expectations that must be adhered to.

The minimum expectation for each Key Stage is as follows: Key

Stage 3:

- A baseline assessment for every topic/unit of work;
- One summative assessment in accordance with the whole school assessment calendar – a total of three per academic year (e.g. one per term);
- One formative assessment per term – a total of three per year.

Key Stage 4 and 5

- A baseline line assessment for every topic/unit of work;
- One summative assessment in accordance with the whole school assessment calendar – a total of three per academic year (e.g. one per term);
- Two formative assessments per term – a total of six per year.

Pupil feedback is very important. It allows our teachers to focus on the outcome of the learning process, in this case formative and summative assessments, rather than the grade. Pupils learn to focus on growth and potential rather than the ability to master a task.

The minimum expectations required for pupil feedback is as follows:

- The pupil is aware of how the grade from a formative or summative assessment is directly contributing to their progress (or lack of progress) and target;
- The pupil is aware of what content, skills and understanding requires improvement;
- The feedback from teachers is meaningful, motivating and achievable for the pupil;
- The pupil responds to the teachers' feedback.

Marking and Feedback

All marking should be meaningful, motivating and manageable. Departments may adapt how they apply the school's marking policy although there are minimum expectations that must be adhered to.

Opportunities for formative assessment are specified in schemes of work. To ensure that assessment is used to help pupils learn effectively, the following features will be evident in classroom practice.

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Reporting to parents

The reporting cycle for the school year is managed by the Assistant Head, yearly Parent-Teacher meeting and the termly Parent/Tutor meeting. The table below outlines the reporting cycle for each year group.

Year	Autumn Term	Spring Term	Summer Term
7/8/9	Classwork Mark (%) Threshold Descriptor	Classwork Mark (%) Threshold Descriptor	Classwork Mark (%) Threshold Descriptor Teacher/Headmistress Comment
10	Attainment Grade (9-1) Predicted Target Grade (9-1)	Attainment Grade (9-1) Teacher Predicted Grade (9-1) Subject Comment	Attainment Grade (9-1) Teacher Predicted Grade (9-1) Teacher/Headmistress Comment
11	Attainment Grade (9-1) Teacher Predicted Grade (9-1)	Attainment Grade (9-1) Teacher Predicted Grade (9-1) Subject Comment	No report
12	Attainment Grade (A-E) Teacher Predicted Grade (A-E) Subject Comment	Attainment Grade (A-E) Teacher Predicted Grade (A-E) Subject Comment	Attainment Grade (A-E) Teacher Predicted Grade (A-E) Subject/Headmistress Comment
13	Attainment Grade (A*-E) Teacher Predicted Grade (A*-E) Subject Comment	Attainment Grade (A*-E) Teacher Predicted Grade (A*-E) Subject Comment	No report

Classwork Attainment and Thresholds at Key Stage Three

At Key Stage 3, pupils are given a percentage and threshold descriptor (APPENDIX I) along with an attitudinal indicator for each subject studied. The classwork percentage is an indicator of attainment and/or a weighting that includes assessments that took place throughout the term and/or classwork or homework. Further detail can be found in each department's assessment and marking policy. Data is reviewed termly, analysed in the weeks after a reporting cycle and reflected upon in line with the Academic Cycle procedure. Any necessary intervention put in place is reviewed termly. Reports are sent to parents and discussed verbally in a Parent/Tutor meeting. It is important that thresholds awarded are consistent and reflect progression through the subject.

Attainment and Predicted Grades at Key Stage Four and Five

Attainment grades should represent the attainment of a student based on the knowledge, understanding and skills that had been taught up to that point (refer to In-school Summative Assessments). Students are given an attitudinal indicator for effort, classwork and homework for each subject studied.

The teacher predicted grade is the grade that the subject teacher thinks a student will achieve at the end of

the course given their current effort and progress. This grade is based on work completed this academic year to date including formative and summative assessments, class work, coursework, homework, and practical projects which have been graded according to the Key Stage 4/5 criteria and outlined further in the department assessment and marking policy.

The attainment and predicted grades are either static or get better throughout the course. Remember that even static grades can show progress as assessments taken later in the year are likely to cover more detail than previous assessments. If an attainment grade and/or predicted grade is lower than the previous term, it could indicate that the pupil is not keeping up with the demands of the course, requires support on retention of the course content, exam technique or other; all of which should be explained clearly by the subject teacher as part of the feedback session.

It is worth noting that the subject target grade derived from the CAT4 score is *not* reported to parents or communicated to pupils. Instead, this grade is recorded in ISAMS Tracking Manager as it is used as an evaluation tool and as part of the Academic Cycle.

Rating Indicators

Classwork, homework, conduct and effort are reported termly at Key Stage 3 and 4, on a scale of A to D. Each set of criteria reflects the degree of interest, completion of work and focus in lessons.

The grades are shown at the end of this document (APPENDIX II). At Key Stage 5, the Effort grade is only reported. Teachers will select a grade based on the *best fit* approach.

Parent/Tutor Meetings

Parents meet with the tutors of their children at least once a term. These meetings are invaluable to parents, as they provide an opportunity to ask any number of questions about their child's progress in all aspects of her school life, including her effort and work. These meetings are also vital for parents and tutors to establish clear goals to help pupils in their learning paths. However, parents are always encouraged to email, phone or come in to speak to their daughter's tutor to discuss any aspect of their child's education.

Parent/Teacher Meetings

Parents also have the opportunity to meet individual subject teachers once a year. At these meetings, parents and teachers have the opportunity to discuss the pupil's progress, her effort and attitude towards a specific subject.

Reporting to pupils

Pupils get regular feedback on assessments, classwork and homework by the subject teacher, in particular the summative assessments (or attainment grades) that are also reported to the parent. Teachers use this evidence to determine the performance of their pupils throughout the course. It is therefore not uncommon for a teacher to refer to pupils' performance as a 'working grade' or "pupil X is working towards grade Y". Working grades are not reported but are instead used to provide the pupil with a quick indicator of their progress given any assessment, homework or classwork. As such, the working grade can vary depending on the pupils' performance on the task or assessment outcome.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Teachers are encouraged to liaise with the SENCo to discuss access arrangements and/or approaches to teaching to ensure the best outcome from formative and summative assessments.

Training

Teachers should be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis. The analysis of pupil outcomes via the Academic Cycle provides a good opportunity for teachers to reflect on their practice and assessment processes and should seek support when necessary.

Roles and responsibilities

Pupils:

Each pupil has a responsibility to:

- Record her targets for each subject in their planner;
- Read and take note of feedback given by teachers;
- Address the suggestions for improvement;
- Ask for clarification where necessary;

Parents:

Parents have a responsibility to:

- Discuss targets with their daughter;
- Ask for support for their daughter;
- Keep the school informed if there are any particular reasons why their daughter is finding tasks difficult.

Teachers:

Teachers have a responsibility to:

- Keep clear records. All marked books, whether electronic or paper based, will contain baseline data for pupils and will indicate special educational needs and those pupils whose home language is not English;
- Use the data to set challenging learning targets for each pupil according to the school's assessment calendar;
- Contribute to the subject area's systems for tracking pupil progress against targets, including taking appropriate action to implement intervention strategies within the classroom;
- Use the data to plan for the different needs of the pupils they teach;
- Share learning objectives for every lesson in a language that is accessible for pupils;
- Use plenary sessions (and mini-reviews during lessons) to enable pupils to know what they have learnt and what they need to do next;
- Ensure that pupils are aware of the criteria for assessment and help pupils to develop the necessary skills to review their performance in their subject;
- Mark and return work in a timely fashion;
- Make oral and/or written comments which should help pupils identify the strengths of their responses and show how the work could have been improved to achieve the criteria for a higher level;
- Participate in the standardisation of assessment and work scrutinies within the subject area;
- Support the development of literacy.

The Senior Management Team

The Senior Management Team has a responsibility to:

- Maintain an overview of the Assessment and Reporting Policy via work scrutinies and subject reviews;
- Ensure that the Assessment and Reporting Policy is consistent with good practice and with other policies;
- Produce an annual calendar of key assessment and reporting points for staff;

Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to;
- Monitoring standards in core and foundation subjects;
- Analysing pupil progress and attainment, including individual pupils and specific groups;
- Prioritising key actions to address underachievement;
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

Monitoring

This policy will be reviewed bi-annually by the Senior Management Team. At every review, the policy will be shared with the governing board.

The Assistant Headteachers (Teaching and Learning; Pupil Progress) will monitor the effectiveness of assessment practices across the school through:

- Book scrutinies;
- Lesson observations;
- Learning walks;
- Reports;
- Academic Cycle;
- Subject and year group data summary reports.

APPENDIX I – CLASSWORK THRESHOLD DESCRIPTORS

Classwork Threshold Descriptors	Pupils' Description	This means that...
5 Mastering 85% – 100%	<i>Brilliant!</i> <i>You have mastered this, now you need to keep it up.</i>	I have met all the success criteria set out for the task. I have achieved a comprehensive skill or knowledge in the subject or activity I have been learning about.
4 Exceeding 69% – 84%	<i>You have nearly mastered this!</i>	I have met most of the success criteria but I still have one or two areas I need to improve in. I have nearly achieved a comprehensive skill or knowledge in the subject or activity I have been learning about.
3 Meeting 52% – 68%	<i>Keep it up you are doing well!</i>	I have met some of the success criteria but to progress further I need to improve in two or three areas of the success criteria. I have achieved in skill and knowledge in the subject or activity I have been learning about.
2 Approaching 35% – 51%	<i>You've progressed and are getting the hang of it.</i>	I have met one of the success criteria but I need to improve in most areas. I have nearly achieved in skill and knowledge in the subject or activity I have been learning about.
1 Beginning 0% – 34%	<i>You have started!</i> <i>You are eager to learn.</i>	I tried to achieve the success criteria but I need to improve in all areas.

APPENDIX II – RATING INDICATORS

RATINGS INDICATORS	A Excellent: no reservation s	B Good: minor reservation s	C Needs improving: with reservations	D Poor: Serious reservations
Classwork Attitude and Effort <i>degree of interest, motivation, application, enthusiasm for the subject</i>	Is dedicated to her studies; always applies herself and works to the best of her ability.	She normally applies herself and works well when motivated.	She only occasionally applies herself. She needs to be more consistent if she is to achieve her potential.	Her efforts are irregular and her general level of application is unsatisfactory. Greater consistency is urgently needed.
Homework Attitude and Effort <i>Degree to which the pupil completes homeworks to the required standard and hands in homeworks on time.</i>	Her homework is always completed to an excellent standard; her grades are a testimony to this and to her established study routines.	Her homework is always completed to a good standard and it generally reflects good study routines.	Her homework has on occasion not been completed to a satisfactory standard; more effective study routines are required.	Her homework has not been completed to a satisfactory standard on most occasions; immediate improvement is required.
Conduct <i>Degree to which a pupil behaves appropriately in class, provides a positive influence and shows courtesy.</i>	Her behaviour is outstanding and she provides an excellent example to those around her.	She always behaves in an appropriate manner and generally she is a positive influence on the class.	Her behaviour is at times unsatisfactory and can occasionally impact negatively on those around her.	Her behaviour is frequently unsatisfactory. She is a negative influence on those around her.

This policy is reviewed bi-annually	
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Author	Sophia Daire
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