



## **Assessment, Reporting and Recording Policy**

Assessment and tracking of pupil progress is an integral part of effective teaching and learning. It allows progress to be recognised and celebrated and it informs the next step of priorities for both teachers and learners.

### **What is the purpose of assessment for pupils?**

- Supports their learning by indicating strengths and achievements to be built on
- Encourages motivation through recognising their achievement
- Identifies areas for development, setting targets for improvement
- Allows pupils to review progress against specific criteria / targets
- Informs discussion about progress with parents and teachers
- Provides guidance for option choices and post 16 education

### **What is the purpose of assessment for teachers?**

- Enables the monitoring of pupil understanding and progress
- Identifies areas for development; the next steps in pupils learning
- Provides evidence for report writing and communication with parents, Subject Leaders, Faculty Leaders and the Headteacher
- Measures effectiveness of materials and teaching methods

### **What is the purpose of assessment for the Headteacher?**

- Enables the monitoring of pupil understanding and progress
- Identifies which pupils, teaching groups, subject areas are above, on or below target
- Informs the allocation of resources and training needs
- Evaluates performance of subjects and teachers within the school
- Allows us to evaluate our performance against that of other schools

### **What is the purpose of assessment for the parents?**

- Informs them of their child's progress
- Identifies areas for improvement

### **School Banding, Target Setting and Tracking Attainment**

At Llangatwg the progress of all pupils is tracked across the year against an individual school band (7 – 1). The school band indicates the minimum expected outcome at both KS3 and 4. The table below shows what each school band equates to as minimum expectations.

Band	Band boundary	KS3 Minimum Expected Level	KS4 Minimum Expected Grade	Values to be used in school
7	110 - 140	7	A	7
6	100 - 109	6	B	6
5	90 - 99	5	C	5
4	80 - 89	4+	D	4
3	70 – 79	4	E	3
2	60 – 69	3+	F	2
1	59	3	G	1

The band which each pupil is given is based upon a range of data e.g. CATs, NFER, KS2 TA's, reading scores and FFT data. Once assigned progress is measured and tracked allowing underachievement to be identified at an early stage, ensuring that appropriate and early intervention is put in place. It is not envisaged that a child will move down a band, but the band might well be adjusted upwards to recognise excellent and sustained performance.

### Attainment Values

The values above will be used for the purpose of reporting to parents and these will link in with the school banding system to track pupil progress throughout the school.

To clarify what this means let's look at three examples of pupil banding:

1. Pupil A scores 117 on the CATs test and is placed in Band 7. They have the potential to achieve a good level 7 or even a level 8 at KS3. At the end of KS4 the pupil should achieve A grades but could even obtain some A\*grades, hence the minimum of an A grade shown in the table.
2. Pupil B scores 96 on the CATs test and is placed in Band 5. They have the potential to achieve a good level 5 or even a level 6 at KS3. At the end of KS4 the pupil should achieve C grades but could even obtain some B grades, hence the minimum of a C grade shown in the table.
3. Pupil C scores 67 on the CATs test and is placed in Band 2. They have the potential to achieve a good level 3 or a low level 4 at KS3. At the end of KS4 the pupil should achieve F grades but could even obtain some E grades, hence the minimum of an F grade shown in the table.

Use of the above table will help teachers make decisions about pupil performance. Values awarded (values 7-1, column 5) should indicate where each pupil will be, based on current performance, at the end of their particular key stage.

#### **KS4**

Using example 1 overleaf, pupil A is in Band 7 and currently in Year 10. In English they are working very well and are on target to achieve a grade A. Therefore they are awarded a 7 by their English teacher. However in Geography they are underperforming and will only achieve a C grade unless significant improvements are seen. For this pupil their Geography teacher would award a 5.

Using example 2 overleaf, pupil B is in Band 5 and currently in Year 10. In Maths they are working very well and are on target to achieve a grade C. Therefore they are awarded a 5 by their Maths teacher. However in ICT they are excelling and are awarded a 6 to show that at the end of the key stage the pupil may well achieve a B grade or equivalent.

#### **KS3**

Using example 2 overleaf, pupil B is in Band 5 and currently a KS3 pupil. In Science they are on track to obtain a level 5 and are awarded a 5 by their class teacher. However in Technology the pupil is underperforming and is awarded a 2 to reflect the fact that if unless significant improvement is seen the pupil is likely to gain a level 3/4.

Using example 3 overleaf, pupil C is in Band 2 and currently a KS3 pupil. In RE they are underperforming and are awarded a 1 to reflect the fact that they may only achieve a level 3 at the end of the KS. However in Welsh they are excelling and are awarded a 3 to indicate that at the end of the key stage they may well achieve a good level 4.

#### **Effort Grades**

The following grades will be used for the purpose of reporting to parents:

E	Consistently displays a high level of commitment and an outstanding attitude to work
G	Displays a positive attitude to work
S	Sometimes displays a positive attitude to work
I	In need of improvement
X	Unacceptable, a major cause for concern. Never engages with the work

E – Excellent

G – Good

S - Satisfactory

I – Cause for concern

X – Unsatisfactory

## **Teachers at Llangatwg will use Assessment of Learning and Assessment for Learning.**

### **Assessment of Learning**

Assessment of learning refers to the strategies designed to confirm what pupils know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualised learning programs. We as teachers have a responsibility of reporting student achievements accurately and fairly on evidence based on a variety of contexts and applications. It will involve teachers working together to plan teaching, learning and assessment resulting in a shared understanding of the demands of programmes of study and attainment targets and outcomes of performance. It will enable teachers to make judgements at the end of a key stage through in-school and cluster moderation.

### **Assessment for Learning**

Giving pupils more control over their learning, with teachers using assessment to help each pupil take the right steps to progress has become one of the top features of effective teaching to aspire to. This concept is known as assessment for learning (AfL). AfL is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils in assessing themselves and each other. In this way, they can establish their current position, set targets for improvement and recognise if and when these targets have been reached.

### **Assessment for Learning is best when:**

- It is part of effective planning to enhance learning. It is used to help pupils understand the How of learning as well as the What;
- It is an integral part of the work between teacher and pupil;
- It involves the teacher sharing the learning objectives with pupils;
- It provides positive feedback allowing pupils to recognise their progress and how to move to the next stage in their learning;
- It enables teachers to adjust teaching to take account of the result of on-going assessment;
- It is essential that the teacher recognises that every pupil can improve. It should enable every pupil to achieve their best and have their achievements recognised;
- It is used to encourage independent learning so that pupils are encouraged to take responsibility of their learning and skill development;
- Data is effectively used to challenge performance.

### **Feedback on pupils' work is most effective when:**

- It identifies strengths and weaknesses for individual pupils informing them of how well they did against specific learning objectives;

- It is constructive in nature and relates to criteria understood by pupils;
- Pupils receive regular and detailed feedback on their work which is informative and focused, so that they understand how they are progressing and what steps need to be taken to improve;
- Advice on the how to improve is clearly explained in accessible language and where possible SMART and appropriate for all.

**Assessment is effective when departments ensure that:**

- Schemes of work include regular opportunities for developing assessment for learning and members of the team provide quality feedback to pupils;
- Staff and pupils have access to, and regularly discuss, portfolios of work and exemplars of work;
- Teachers monitor and moderate their summative assessment for consistency and accuracy, updating portfolios as the need arises;
- They review the progress of pupils at set times throughout the year with assessments, tests and examinations and adjust the curriculum in response to these findings;
- They maintain up to date departmental records of assessments.

**Recording and reporting assessments is consistent and effective when all teachers:**

- Keep detailed and up to date records and regularly review pupils' progress against base line data, their effort, attainment strengths and areas for improvement as well as their completion of classwork and homework, lesson attendance and punctuality;
- Use their subject knowledge, experience, records and subject portfolios and take into account all relevant criteria when making summative assessments regarding pupil attainment;
- Use these records and their schemes of work to plan systematic and coherent learning pathways for the pupils, and in line with school guidelines, prepare reports on pupils for subject statements and in response to other requests.

**Teachers should keep pupil information on:**

**KS3 classes**

- KS2 Teacher Assessments;
- CATs test results;
- Reading scores / ages;
- Literacy and Numeracy Standard Age test scores;
- Target grades and tracking data.

**KS4 classes**

- KS3 Teacher Assessments;
- Year 9 CATs test results Target grades and tracking data;
- Fischer Family Trust predictions;
- GCSE predicted grades.

**Monitoring:**

This will be undertaken as follows:

- As part of the whole school Self Evaluation cycle;
- Subject Leaders will sample pupil work in each year group at least once a year;
- There will be regular whole school sampling of year groups and different groups of learners;
- Lesson observations will form an integral part of the monitoring process and will be used as opportunities to sample pupils work and AfL practice;
- The views of learners and parents will also be sought throughout the year.

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