

# St Richard's Catholic College

## ASSESSMENT, MARKING AND REPORTING POLICY



The Policy was approved by the Governing Body: October 2018

Chair of Governors: \_\_\_\_\_

The Governing Body will review the policy in October 2019

## Assessment Policy

Teacher Assessment is first and foremost about helping pupils to learn and maximising their outcomes.

### Fundamental Principles

#### **Assessment, recording and reporting should:**

1. Offer all pupils an opportunity to show what they know, understand and can do;
2. Help pupils to understand what they need to develop;
3. Recognise that the National Curriculum does not encompass all learning; there is the wider curriculum and pupils' personal, cultural, spiritual and social development;
4. Be based on a considered view of what learning should be assessed in each subject or area of experience;
5. Relate to shared learning objectives: AfL
6. Advance the learning process;
7. Enable teachers to plan more effectively;
8. Help parents to be involved in their children's progress;
9. Provide the school with information to evaluate work, set appropriate targets and implement suitable interventions where applicable.

### Marking and providing feedback to pupils (formative assessment)

Effective marking needs to inform learning, increase progress and address misconceptions.

#### **PRACTICE**

1. Books/folders/classwork and homework should be marked and fed back upon at least twice every term (KS3) and three times (KS4). This can take the form of a formal test in some subjects. In subjects with limited curriculum time this is scaled as appropriate. See departmental policies for more details.
2. Feedback should include strengths, areas for development and feedback on literacy and numeracy as applicable
3. Opportunities for improvement should be given and work reassessed/acknowledged
4. There is no requirement to include numerical grades on these assessments – it is more productive for pupils to focus on the formative comments

### Assessing progress (summative assessment)

Summative assessment should give a clear indication of progress and inform future progression towards agreed targets.

#### **PRACTICE**

1. A formal unified assessment should inform each data capture point (for most subjects there are three of these in KS3 and KS4)
2. The assessment will be graded on a scale of 0-9 to a precision of 0.5
3. Progress towards target will be evaluated and interventions put in place if appropriate.
4. A summary sheet of this information will be sent to parents/carers
5. Middle Leaders and LMT will monitor pupils requiring whole school intervention. These include:
  - After school study sessions
  - Daily or weekly report to Pastoral Leader, Subject Leader or Form Tutor
  - Amendments to timetables (eg fewer subjects studied)
  - Mentoring
  - External agencies (eg ESBAS, Speech and Language)

- Raising attainment focus

## **Reporting**

Reporting should inform all stakeholders of progress and required action. These include: pupils, parents/carers, Form Tutors, Pastoral Leaders, Subject Leaders, LMT

## **PRACTICE**

1. Each year group to receive a summative report per year.
2. In addition to the data capture summaries, each subject will produce a short report highlighting progress and skills specific to the subject area. This is based on a comment bank but can also contain free text if required.
3. A formative target for improvement is also included under a separate heading.

## **THE REPORTING SYSTEM**

The processing of reports is very much dependent on everyone meeting the required deadlines. These are printed in the Staff Diary. PT will advise when changes are necessary.

The system is now on Profiles 7 which allows the text for each comment to be edited and changed.

1. Subject Leaders are expected to check the diary and update teaching lists and comment banks with the profiles admin assistant (S Jenkins) well before the reporting schedule for that year group is due.
2. It is expected that departments will review their comment banks regularly and at least annually to keep the comments accurate in terms of spelling and grammar, up to date with current trends and to improve the information provided by the reports.
3. Any changes or additions to Comment Banks must be altered through the Subject Leader.
4. The date of start and finish of the reporting session is highlighted in the diary and appears on the separate reporting and consultation evening schedule provided at the start of each year.
5. Once completed, the reports are printed out and given to Form Tutors. They should check that all subjects are there and they should check the reports for any mistakes.  
If a mistake is found, the tutor should check it with the subject teacher who can then change it and ask S Jenkins to print out the changed report.
6. The Form Tutor compiles their own pastoral report. The reports then go to Pastoral Leader followed by the Principal. They then go to the Reprographics Assistant who prepares the reports for sending home to parents/carers.
7. Tutors should check to see if two copies of the reports are needed and ask for photocopies as appropriate.

## **Indicator**

Target scores and grades for the end of the year or Key Stage are set at the end of July and rechecked at each data capture point. These targets are based on estimates for the top 5% of schools nationally but can be adjusted for individual pupils on the basis of "1 up, 1 down" so the overall point score remains within the top 5%. Vulnerable groups such as low attainers, SEN and PP should also be within the top 5%, targetting equal progress for all. Pupils making exceptional progress towards this target are given an "above expected progress", pupils reaching the target are given an "expected progress" and pupils not making adequate progress towards their target are given a "below expected" with a code identifying where the problem lies (see methodology).

The people who benefit from the use of this system of pupil progress profiles are:

- a Pupils
- b Staff - subject teachers, Form Tutors, Subject Leaders, Pastoral Leaders.
- c Leadership and Management Team.
- d Parents/carers

Each of these groups has feedback which indicates pupil progress, based on their potential. The parents/carers are obviously involved when:

The pupil has done well by being one of the top achievers, (pupil receives a Certificate of Commendation and parents receive a letter)

or

The pupil has significant progress concerns (usually the 15 lowest for progress) (Pastoral Leader/Form Tutor has a talk with individual pupil. Parents receive a communication requesting they communicate initially with the Form Tutor)

### **How often?**

The frequency of the progress profiles is at regular intervals totalling 3 per academic year. The reason being that it covers a reasonable time for measurement of attainment.

\* Certificates of Commendation are awarded at Year Assemblies and normally given out by a member of LMT. The certificates give the strategy a focus for all pupils, so that they see all abilities receiving and being rewarded for their endeavours.

### **Methodology**

All pupils are given an end of year or Key stage target number/grade. For each data capture point the pupils will sit a formal unified departmental assessment. This must be consistent for all pupils and represent typical progress at that point in the course in order to make a robust evaluation of progress at that time. Every term, department/subject teachers access a list of pupils whom they teach on SIMS: each list having the appropriate target attached. They are requested to put a working at number or grade for each pupil and SIMS will automate a progress code based on the comparison of “working at” and target.

Y7 targets range from 1-5; Y8 from 2-6; Y9 from 3-7; Y10 from 4-8 and Y11 from 4-9. Y10/11 targets are the GCSE grades.

Data Capture point	Above expected progress	Expected progress	Below expected progress
1	On target or better	Within 1 incremental point	Below 1 incremental point
2	On target or better	Within 0.5 incremental point	Below 0.5 incremental point
3	Above target	On target	Below target

Three main reasons are coded for underperformance:

1. Lack of effort
2. Poor understanding in relation to target grade
3. Poor attendance

Where a “below expected“ has been indicated an intervention will be put in place according to the following codes:

- A- Support materials supplied and reassessment
- B- Progress report to Subject Leader/Pastoral Leader
- C- Intervention session attended
- D- Subject Staff Mentor
- E- Subject Pupil mentor
- F- Other intervention (Subject Leader to be contacted for details)