



TALBOT HEATH SCHOOL “Honour Before Honours”

ASSESSMENT POLICY – WHOLE SCHOOL

(including Assessment, Recording & Reporting)

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Reviewed by: Education & Staffing Committee

We believe that a pupil's work must be assessed regularly and a record of that assessment kept by the teacher so that the pupil's progress throughout the term can be monitored in addition to her examination performance and clear learning targets set. Assessment for Learning is key to ensure that teaching may be adapted to the needs of the pupils and engaging pupils in their own learning, giving them insight into their progress and learning.

Assessment, recording and reporting rationale– Junior School

The purposes of **assessment** are:-

- To assist the teacher in checking to see if delivery of the curriculum has been effectively understood and, where appropriate, to make changes to ensure that learning is realised.
- To provide helpful feedback to the teacher in order to inform planning.
- To provide the pupil with helpful feedback in seeing what has been learnt and to give constructive comments to indicate where attention needs to be directed next.
- To indicate to the pupil their strengths and achievements and thus provide motivation through success.
- To enable goals and targets to be set for the future.
- To provide information for others, i.e. other teachers and parents.

Assessment is therefore an integral part of every pupil's education. Of primary importance is continual assessment where the progress of every pupil is constantly monitored in various ways and evidence collated. Teachers build up a picture of each child through monitoring their performance and progress in daily classroom work, homework and more formalised tests. The assessment is based upon both written and oral performance and is a constantly changing picture as the child progresses and develops.

Pupils are to be given opportunities, appropriate to their age, to be involved in the assessment process and to respond to assessment by reflecting upon, correcting and revising work where appropriate. They should be encouraged by staff to begin to take responsibility, relevant to their age, for their own learning, checking that targets are being achieved and assisting in the identification of their future targets.

Assessment can be formative or summative but should always be supportive. Outcomes of formative assessment should be as positive as possible to continue to raise pupil self-esteem but realism must prevail.

Various formal assessments take place during each child's academic year although they are not all relevant to every year group in the Junior School. These include such things as participation in Baseline Assessment, PTE, PTM CAT and NGRT assessments in relevant year groups, formalised reading and spelling tests on an annual basis and end of topic and end of year examinations. Regular end of topic tests in the Junior Department are used to ensure that the salient points have been understood by each pupil and the concepts pertinent to that area have been mastered. The teacher concerned keeps records of these test results.

Attitudes to Learning

Pupils are awarded an Attitude to Learning comment for each subject in the Autumn and Summer term. This comment reflects the pupil's approach to their learning in each subject, including their levels of perseverance, independence or collaboration, their enthusiasm and motivation, as well as their time management. This process facilitates useful and meaningful discussion with pupils about their approach to their studies and is reported to parents via the parent portal.

Self-Assessment

Pupils are encouraged to reflect upon their own their own learning and progress. This may take a number of different forms which are appropriate to the age of the pupil and the subject. These may include 'traffic-lighting' in books, teacher-pupil discussion or more formal written self-assessments. Time should be given for children to read through comments and appreciate next steps advice before embarking on the next piece of work in that book.

Attainment Grades

In addition to an Attitude to Learning Comment in the Autumn and Summer term, pupils in Year 3 to 6 also receive a level of attainment which reflects if they are exceeding, working above, meeting or working towards expected standards within a particular subject. Teachers use these indicators when reporting at Parents' Evenings in the Autumn and Spring term.

Recording aims:-

- To keep accurate, consistent and up-to-date records that enable the progress and achievement of each pupil to be monitored.
- To keep records that contain sufficient detail to be useful for their purpose but which are not unwieldy, trying to ensure they are manageable both in terms of time and resources
- To use records to inform future planning and curriculum review

In addition to the recording of day-to-day academic performance (see also marking policy) staff are also required to keep other records for pupils. These include pupil tracking sheets and evaluation comments, an up-to-date list of parent names and details, administrative details such as address, emergency contacts etc. and also to keep the attendance register for their Form. Form staff also need to ensure that pupils record their homework tasks correctly in their homework diary. Staff also need to record information and notes as a result of meetings with parents at other times.

Reporting is the process of informing others of the outcomes of assessments, achievement and progress.

Reporting aims:

- To keep parents and pupils fully informed of attainment and progress and alerting them to any areas of concern.
- By consistent and careful marking to acknowledge achievement and effort and also to provide targets for improvement.
- When writing written reports to base comments on evidence, avoiding speculation, to be honest, fair, constructive and helpful, including advice on how to improve, where relevant.
- To provide clear and unambiguous reports avoiding jargon.

Written reports are sent out to all parents of pupils in the Junior School at the end of the Autumn and Summer term stating Attitude to Learning and Attainment in subjects along with a Form Tutor Comment. Hard copies of all reports are sent home (unless the school is in a state of lockdown) and also placed on the parent portal. In addition, Parents' Evenings are held in the Autumn and Spring terms so that parents and form staff can discuss progress. A record of these is made. Teachers are encouraged to raise any concerns with parents promptly and before Parents' Evenings.

Marking and feedback procedure - Junior Department

Timing

Staff should aim to return marked work promptly after it has been handed in or before the next lesson as appropriate to task and subject.

Recording

Staff should record all marks or pupil progress using an appropriate and consistent format so that these can be used in formulating assessments and feedback, for reporting purposes or planning next steps.

Grading

Where relevant and appropriate, work may be graded. The focus is on constructive feedback and targets for next steps.

Comments

Comments should highlight positive points of the work as well as highlighting opportunities to improve or errors. Comments should highlight targets for development and next steps. Pupils should check through their own work when it is completed and staff should look for evidence of this throughout the Junior Department. Whilst time constraints make this difficult, staff should try, on occasions, to mark work with a pupil on a one-to-one basis, so that positive benefit can be gained from the marking process and understanding can be checked.

English and Maths

Separate detailed guides exist for these two subjects and should be referred to when marking work.

Marking procedure:

In Pre-Prep, work is usually discussed and marked alongside the child to ensure the subject matter has been understood and to correct any errors. A positive/constructive comment is made. Self-marking and peer marking can also be used.

Reward

In the Junior School, THERO Awards are given out on a weekly basis and different subjects, where appropriate e.g. incentives such as Science Stars,

There are also other awards: 'Have a Go Heroes' in the Pre-Prep awarded weekly for resilience and perseverance; and Heads' Commendations.

Marking should be beneficial to the teacher to help them to record, track and use pupil work to make professional judgements and provide meaningful feedback to colleagues, parents and the pupil. Marking should be relevant for the pupil, provide positive encouragement and highlight ways to improve and progress. Pupils should have a sense of how they are progressing and how to improve.

Assessment – rationale in the Senior School

Assessment is a part of everyday teaching and learning in the classroom. Through assessment, teachers find out about their pupils' capabilities, strengths, weaknesses and achievements. The knowledge gained then informs pupils, parents and outside agencies, and helps in the process of evaluating the quality of teaching and learning.

The aim of the policy is to:

- a) Maximise performance of all pupils by agreed assessment, feedback and appropriate target setting
- b) To inform parents and other appropriate bodies
- c) To involve pupils in their own assessment and target setting
- d) Assessment, whether formative or summative, should always be supportive

Formal assessments relating to ability take place in the first term of U3 (or for new pupils joining the school in L4 and U4; PTE, PTM and PTS tests in the summer term. These provide nationally standardised data and feed the "flight path model" of recording progress.

Assessment calendar

In addition to the tests outlined above, there are two main assessment opportunities in the main senior school (U3 to L5):

November tests – this round of formal assessment takes place around the beginning of November and provides information for the December report. These tests are mainly aimed at U3-U4 but it is likely that some form of formal assessment will also take place for L5 and U5 around this time.

Summer exams – held shortly after May half term provides information for the summer report. Lower 6 pupils will also sit internal exams at this time to monitor their progress through their A level courses.

For U5 and U6, the summer exams are replaced by the external examinations (GCSE, AS or A level). To prepare for these, mock examinations are held in the spring term.

In addition to this, across all year groups, individual subjects will assess pupils through end-of-topic tests, assessed home works etc.

Recording and grading:

It is inappropriate across diverse subjects to have one common grading system. In some subjects letter grades (A, B, C etc) are appropriate, in others numbered grading is preferred. Each department decides on how each section of work is to be assessed and graded (in line with the School guidelines). These grades must be recorded in teachers' mark books (in paper or electronic format) and held centrally in departmental areas.

At regular intervals pupil performance is recorded centrally to allow tracking alongside the 1-9 flight path model. The main recording points are following the November tests (or mock exams) and the summer exams.

Pupils at Key Stage 3 will be set GCSE targets in U3 (year 7) and will be based on information from CAT tests, information available from Junior Schools and individual teacher assessments (professional judgement). These targets are set and remain unchanged throughout each academic year and form the basis of the flight path model; targets will only be adjusted in consultation with subject staff.

At Key Stage 4 it is possible to have a common grading system based on projected GCSE grades. From June 2019 all grades at GCSE are quoted on the 9-1 number system; it is this grading system which lies behind the “flight path model”.

The commonality of this approach becomes evident on reporting to parents where progress made will be reported by an AOB system.

If a pupil is making progress in line with all expectation (based on the flight path model) then their progress will be recorded as O which stands for On Target. This suggests that, at any reporting point, in any subject, a pupil is on course to achieve their target grade.

A stands for Above expectation, where a pupil is performing above the target level

B stands for Below expectation, this is where a pupil is performing below the target set or underachieving.

The above system, therefore, reflects the performance of a pupil in relation to their own target grade and is not influenced by the performance of their peers.

The flight path model

The DfE have set out guidelines for assessment and progress alongside the introduction of the GCSE 9-1 scheme and the removal of National Curriculum levels. The core principles are that schools should have a curriculum and assessment framework that:

1. Sets out steps that allows pupils to reach or exceed end of Key Stage expectations
2. Enables them to measure whether pupils are on track to meet expectations
3. Enables them to pinpoint aspects of the curriculum where pupils are falling behind and to recognise exceptional performance
4. Supports teaching planning for all pupils
5. Enables them to report regularly to parents and provide information about each pupil’s strengths, weaknesses and progress towards end of Key Stage expectations.

It was with these principles in mind that we, as a school, decide to adopt the “flight path model”.

On entry to the School (within Key Stage 3) a pupil will sit a CAT test; this provides a nationally standardised score related to their age, as well as making two predictions for the GCSE grades they are likely to achieve. The first prediction is based on expected levels of progress, the second is a more aspirational grade based on what could be achieved if the pupil actively involves themselves and push themselves throughout their course. The two GCSE grades and the standardised CAT score are used to create a flight path of expected progress between U3 and the final GCSE grade. The CAT score (in year 7) provides the start point for the flight path; the GCSE expected grades (normal and aspirational) provide the end point. Between the two points, departments have consulted and formulated a “path” connecting these two points in the most appropriate way. The individual assessment points (November tests, summer exams etc.) will be used to judge an individual pupil’s progress against the flight path.

Departments are free to determine the schemes of work and assessment criteria that provides a robust and meaningful tracking system. The assessments will need to feed the flight path model of tracking pupil progress. Departments have determined assessment criteria relating to each GCSE grade and these grade descriptors form the basis for each assessment.

Departments will be accountable for the decisions arrived at for each pupil and, as such, must have a departmental tracking scheme and a clear set of grade descriptors.

At specified reporting points (usually December and the Summer reports) teachers will be expected to submit a judgement, based on the departmental policy and grade descriptors, as to the level of progress made by each pupil since the last reporting point. Teachers will be expected to submit 'Below –B', 'On-O' or 'Above –A' for each pupil in their care in relation to their flight path. Each report also includes an Attitude For Learning grade.

From L5 onwards we will continue to collect information from assessments and compare them to the flight path model but these will not be reported to parents using the AOB system. Instead grades will be reported as Projected GCSE grades and Term grades to reflect their current working level. Attitude For Learning grades are also provided on these reports.

In the Sixth Form reports will follow a similar format to those at GCSE.