Assessment, Recording and Reporting

Ratified by the Governing Body – provisional, subject to Governor ratification Oct 2018

High quality assessment is fundamental to effective teaching and learning and central to raising achievement. Assessment identifies what a student knows, understands and can do, provides the student with an awareness of their achievements and identifies what is required to make further progress. It tells the teacher what has been achieved and what gaps in progress have been found and it provides comparative data to enable effective monitoring and evaluation of longer-term progress to take place. It also allows the teacher to monitor and plan for the future.

In light of the 2018 teacher workload review and subsequent guidance from the DfE, our practices have been reviewed to ensure that any feedback or assessment is used because it is efficient and effective at supporting progress in learning, not simply for recording and monitoring purposes. Assessment procedures will be clear and consistent and have a common approach within and across curriculum areas, although some subject specific additions will be used where appropriate.

There should be:

1. Fairness - policy is based on the concepts of equality, diversity, clarity, consistency and openness.

2. Assurance that the assessment processes are implemented in a way which is fair and non-discriminatory.

3. Accurate use of prior data to inform the setting of aspirational, achievable targets for each student in all subjects.

4. Regular formative assessment opportunities for students to guide them in their learning. Regularity is determined by the needs of the curriculum and the teaching contact time within that subject and will vary across the school.

5. Appropriate assessments will inform the data collection practices and parental reporting schedule in all subjects.

6. As well as teacher assessment, additional approaches may include verbal dialogue between teacher and student about the work in hand or completed as well as self- and peer-assessment and whole class feedback. **There is no requirement for verbal feedback to be recorded or 'stamped'.**

7. Clear inclusion of a range of assessment opportunities in schemes of work and lesson plans to allow for different individual needs and to enable the teacher to identify progress.

8. Both formal and informal assessment. The day to day communication between teacher and student represents the informal nature of assessment. Formal assessment may be in the form of written observations and comments, marks awarded for written work or marks awarded for tests and examination.

9. Regular short-term subject targets set to aid students' progress. These could be oral targets, those recorded on pieces of work or those set at the end of an assessment window.

6.   Dialogue with parents and carers, both formally, through reports and consultation evenings and informally when appropriate will provide regular, accurate, up to date information about their child's progress in relation to their potential; whether their child is happy, settled and behaving well.

Access
Students are to be made aware of the existence of this policy and have open access to it.

It can be found in the student shared / policies folder and also online at www.weyvalley.dorset.sch.uk – once it has been ratified by Governors.

All tutors are made aware of the contents and purpose of this policy.
This policy is reviewed annually and may be revised in response to feedback from students, tutors and external organisations.

Implementation:

What students can expect from us

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams will be marked according to the requirements of the awarding body.
- Concerns regarding the conduct of internal or external assessments can be reported in line with the appeals policy.

Students can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.

- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body, if appropriate.

Malpractice

A fair assessment of student's work can only be made if that work is entirely the student's own. The school follows the code of conduct for exams and assessment published by JCQ (Joint Council for Qualifications) and students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of malpractice will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of malpractice, they should be referred to the school's complaints procedures.

If a member of staff feels that a teacher is demonstrating malpractice they should refer to the whistleblowing policy.

Assessment Opportunities

In terms of assessment the school will use a range of processes to inform and support progress. Students may be required to undertake the following formal internal and external assessments:

- End of unit tests
- End of year exams
- GCSE examinations or other nationally accredited exams.
- Mock GCSE Examinations
- Controlled Coursework Assessments (where appropriate)
- Other individualised tests designed to aid learning
- Work produced independently through homework assignments
- Regular marking of students' classwork and homework as indicated in the marking policy.

Staff should, in addition to their regular marking, also make use of appropriate formative assessments to aid students' learning. (eg. one to one discussion and feedback with students, peer and self assessment, question and answer sessions with small groups and the whole class.)

Uses of Assessment

Within school, assessment data is used to:
- Inform the student and parent / carer of his or her progress
- Establish priorities for the future for that student and to inform curriculum planning

- Place students in appropriate sets (where applicable)
- To make up balanced populations for timetabling purposes
- Identify departmental performance in terms of prior attainment data and national standards
- Analyse subject *and question*-level performance to identify areas of strength and weakness.
- Identify individual teaching groups' performance.

Recording assessment

Clear and accurate recording of key assessment data throughout the school is critical in establishing a coherent, progressive picture of students' attainment and potential for future progress.

- Records should be accessible and available for staff and parents to see
- The analysis and transfer of information about individual students, classes or cohorts, will pass from one teacher to another.
- Staff should keep up to date records of assessments of students' classwork, project work and homework.
- Student progress, attitude/behaviour/effort will also be tracked and monitored half termly by the regular recording of current / predicted levels or grades as progress 'snapshots'.
- Subject leaders need to ensure that regular agreed assessments taken by all students in a year group are centrally recorded in the department office and on the curriculum network tracking system for that department.
- Subject leaders and Year Heads, need to ensure that they access and make full use of all centrally recorded data on the curriculum network, both to inform planning and to monitor students appropriately.
- Subject leaders will regularly review tracking data to analyse performance, identify underachievement and target efforts to raise achievement.
- Senior Leaders will regularly review subject data at whole school and year group level with subject leaders to identify concerns and potential intervention needs

The following data for all year groups is available on computer:

- KS2 test results and Teacher Assessment (TA) levels *where available*
- SEN information
- Cognitive Ability Tests (CATs - Year 7), **where available**
- FFT data and estimates where appropriate
- Achievement and Attitude to Learning grades collected during Snapshots
- KS3 Teacher Assessments – Wey Valley assessment model based on a 12 point scale correlated to GCSE outcomes (1-9), with additional below level 1 indicators – B1, B2, B3
- + and – symbols may be used to show progress relative to level
- KS4 assessment (predicted and current) grades as relevant to GCSE and Vocational qualifications using 9-1 or Pass / Merit / Distinction gradings, for use with Years 9, 10 & 11
- Tracking performance data for all year groups
- Year 11 have the Year 10 end of year exam results (and mock results in December)

Reporting assessment

Good communication between home and school and involving parents in discussion about their child's progress is a very important factor in raising achievement. Reporting procedures should be easy to understand and inform parents clearly and honestly of their child's current level of attainment and level of commitment across all curriculum areas. Students should be actively involved in this process and encouraged through it to take increasing responsibility for their own learning.

All reporting, whether verbal or written should clearly show how improvements can be made in student's attainment levels and also behaviour and social skills if appropriate.

Target Setting
Target setting will take place with subject teachers, form tutors and heads of year.

Target setting is a crucial factor in encouraging student progress. Through the planner parents are encouraged to support subject staff and tutors in monitoring their child's targets.

Annual Reports
One full written report is provided for parents each year. Details of course contents are accessible through the school's website. The report contains the level of attainment achieved, an indication of attitude to learning, whether on track and a comment from the subject teacher on the progress made as well as how to improve. In addition, Snapshots will be generated approximately half termly through the year and will be available via the parent portal *and* as a summary report sent home via the post.

Reporting of attainment is based on the Wey Valley assessment model / GCSE grades where applicable so that parents are given an accurate, ongoing picture of progress. All written reports are stored electronically and results from reports are provided as a spreadsheet for tutors' use through the SIMS management system.

Consultation Evenings
Parents and students are invited to meet subject teachers and form tutors. In addition to this, parents are actively encouraged in presentations and regular school bulletins to contact the school should they have any concerns regarding their child's education.

Assessment Results
Assessments are important to the school and to parents. NFER CAT results in Year 7 (where applicable), Wey Valley Teacher Assessment (TA) levels and GCSE results at the end of Year 11 will be provided for parents' information.

The Assessment Year
Please see annual assessment calendar.

The Wey Valley School & Sports College
POLICY ON ASSESSMENT – MARKING & FEEDBACK

Marking of and feedback from students' work is central to the teaching and learning process – it is assessment **FOR** learning and should always be student centric. It is ongoing, formative and is crucial to improving student performance. Any time given to assessment must demonstrably be effective in supporting progress and not simply done for the purposes of providing information to stakeholders.

Each curriculum area should ensure that marking contributes to an effective, comprehensive and coherent assessment process that makes sense to students, teachers and parents. Subject leaders need to ensure that marking in their areas:

- Is completed regularly, dependent on subject curriculum and schemes of work, and consistent to the school marking, feedback and assessment policy
- Allows for **adequate time** for practice to embed knowledge, understanding and skills, securely.
- Follows the school literacy policy
- Is positive, purposeful and informative, challenging students and showing how improvement can be achieved
- Indicates levels of attainment, **where appropriate,** and recognises the effort made by students
- Leads to rewards for personal effort and achievement.

Marking will follow the Wey Valley framework:

1. ATTAINMENT

All subjects use the Wey Valley assessment framework where students' work is assessed against relevant GCSE standards and attainment is given in the form of a GCSE or alternative, qualification grade. To ensure younger students have opportunity to work up to GCSE levels, there are also three 'below GCSE grade 1' grades – B1, B2 and B3

Grade equivalency is matched to current OfQUAL guidance and will be adjusted as and when OfQUAL or the DfE announce changes to national grading and examination structures. Current and 'assumed' equivalencies are shown below:

New GCSE & Wey Valley Flightpath	Legacy GCSE	BTEC	Cambridge National	New Tech Certificate / Awards
9				
8	A*	L2 Distinction*	L2 Distinction*	
7	A	L2 Distinction	L2 Distinction	L2 Distinction
6	B	L2 Merit	L2 Merit	L2 Merit
5	C	L2 Pass	L2 Pass	L2 Pass
4	D		L1 Distinction	

3	E		L1 Merit	Advanced Credit
2	F	L1 Pass	L1 Pass	Credit
1	G			
U	U			

2. REGULARITY

Marking and feedback needs to be regular to impact on progress. However, it also needs to tie in to schemes of learning and to ensure that it helps promote self-reflection and independent improvement of work. It is the responsibility of Heads of Department to ensure that feedback is being provided and that marking in books is taking place in a timely and regular fashion.

Additional feedback will also take place in ways bespoke to each department e.g Verbal dialogue and feedback, flash marking, in lesson marking, whole class feedback, etc

Longer projects should be marked as indicated below:

Project work/modular/units of work are common features of many department schemes of work. They should be marked using the agreed framework, giving written feedback and clear, achievable actions to improve in terms of progress, literacy and presentation.

Homework is given as required by the school homework policy. Not all homework will necessarily be marked, e.g. revision for a test. However, homework should be marked in accordance with this marking policy. An attainment mark will be used on appropriate homework.

Flightpaths are placed in the students' books or folders and are updated after each assessment point

3. STANDARDISATION

While feedback and marking will take place in a number of ways and may not always be formally recorded, it is important that there is consistency across departments and the school. In this regard:

- Marking / feedback will demonstrate high expectations of both presentation and effort
- Marking / feedback comments will accurately reflect how well the student has worked
- Marking / feedback will support and encourage pride in all aspects of their work and aid them in developing academic resilience.
- Marking / feedback will support the development of each student as an intellectually curious and independent learner
- Marking / feedback will help students to embed the skills of reading, writing and, where appropriate, maths

- Written marking / feedback will be carried out using green pen to allow for consistency for students. Where a student response is required, purple pen should be used
- Marking will help identify and support students who have fallen behind and enable them to catch up.
- Spelling, punctuation and grammar will be checked and errors identified using the shared annotation methods.
- A collection or portfolio of agreed annotated students' work showing clearly the grades or levels given, will provide a helpful, ongoing reference of standards of attainment. All departments should build such a collection.

4. FEEDBACK

Feedback is essential to help students know what they are doing well and what they still need to do to progress further, to be challenged and extended or to correct misconceptions.

Feedback will take place in a number of ways but on the occasions where it is used, written feedback needs to be easy for students to understand and build from, and should meet the key criteria below:

- **Teacher feedback will be written in green on the Wey Valley progress sticker or appropriate assessment rubric / proforma.**
- Feedback must be incisive and tell the student what they can do to improve their knowledge, understanding or skills.
- Teachers will check **spelling, punctuation and grammar** of the piece of work being marked and identify errors for correction, both in the quality of written English and the use of technical or specialist vocabulary.
- Follow up activities or questions should clearly **target a specific element** of knowledge, understanding or skill and allow progress to be demonstrated – it must not be generalised e.g. Keep working hard and you'll get a level 4.
- Follow up activities and questions should attempt to **broaden and deepen understanding** to encourage progress - not simply require 'more of the same'.
- Activities and questions must be **specific to the student** and develop them from their specific level by extending and challenging them.
- An appropriate amount of time must be allowed for students to respond to a follow up activity or question, particularly if it requires redrafting of written work.
- **Student responses to feedback, where appropriate, must be done using purple pens**
- Outcomes from follow up work must evidence that students have used feedback effectively

5. FEEDBACK EXAMPLES

High quality feedback makes it easy for a student to know what they have to do to achieve a higher level, or to develop greater depth of knowledge or understanding.

Subject	Example
English	Your use of alliteration is excellent. Can you now redraft it and accurately use an example of onomatopoeia?
Maths	You have mastered rotation around the origin well. What would happen if the object was rotated around (2,1) instead?
Science	You have correctly identified the reaction as exothermic. What would the graph show if the reaction was endothermic? Sketch it neatly below.
History	You have explained why the assassination of Archduke Ferdinand was a turning point, but why did the British get involved? Tell me below.
Geography	You have clearly shown how the sand dunes fit into the desert ecosystem. Can you identify an example of desertification in an environment without sand?
DT	Your design identifies teak as an appropriate hardwood for the chair – can you find one reason Iroko might be a better choice?
ICT / Computing	Your spreadsheet appears to function well, but you could make the column total more efficient by switching the formula for a sum function. Do that and show me that it works.
Performing Arts	Your first practice performance was clean and technically sound and now you need to build emotional intensity. Think about how you will use your movement and facial expression to show the emotion.
Art	A really good effort and you've captured the shapes within the object well. Now try using shade to add more depth and dimension.
PE	Passing accuracy has really improved, well done, but you are drifting. Straighten your run on to the ball so as to commit the tackler.

The Wey Valley School
Presentation policy

We expect all students to take pride in their work and to demonstrate this through a high level of presentation. When undertaking work in exercise books, folders or on paper the following guidelines should be used.

- Work must be dated (underlined)
- Work must be titled (underlined)
- All written work should be completed in pen
- All drawing, sketches and graphs should be completed in pencil
- Technical drawing (shapes, graphs, charts and diagrams) should be completed using drawing instruments as appropriate.
- Margins must be used to number questions
- All work should be written using neat handwriting, scruffy work may be repeated
- Mistakes should be crossed through with a single line – not scribbled over
- Book covers must be kept tidy and free of graffiti
- Exercise books must not be used for doodling, graffiti or exchanging messages
- Worksheets, handouts / paper-based activities should be stuck neatly into books or kept together in a plastic wallet or card folder
- All student responses to feedback must be written in purple pen
- Practical work, sketchbooks, etc must be kept tidy and well presented
- Online work must be well presented and print outs stuck in books or kept together in a plastic wallet or card folder