Anthony Gell School

Assessment, Recording and Reporting Policy

	Date	Minute No.	Review Date
Approved by Governors	December 2018	1403/18	December 2020
Reviewed by Governors	16 November 2022	1653/22	November 2024
Reviewed by Governors			
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Good assessment should accurately indicate student progress. The data departments submit is hugely important in understanding the progress the students are making and this is then used to inform departmental and whole-school intervention strategies. Data collection, throughout the year, should be based on a range of assessments, both formative assessment and summative assessment.

All departments assess work in a variety of methods. Details of all their individual assessment methods and strategies can be found in their departmental documentation, together with each department's marking commitment.

Formative assessment is the *monitoring of student learning* to provide on-going feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work help faculty recognise where students are struggling and address problems immediately. We recognise the term formative assessment as being the same as *assessment for learning.*

Summative assessment is the *evaluation of student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value. We recognise the term summative assessment as being the same as *assessment of learning.*

Assessment is used not only to identify strengths and weaknesses of individual student progress but is also used in making judgements about the quality of teaching and learning across the curriculum and for wider school accountability including whole school examination results. Data from assessments is used to help evaluate school progress and to inform the school development plan, in so doing, to allow targeted change and support to be put in place for those areas of school improvement.

In order to be able to support learners to make progress and to identify strengths and weaknesses, teachers should use a wide range of assessment strategies best suited to their subject area. The exact nature of assessment will depend on the task and the intended outcomes which will be monitored by the teacher with each group. Assessment should be regular but there are no set criteria on which to monitor assessment for learning.

Each department will have a marking commitment which details the nature of marking within each curriculum area along with the frequency marking should take place. N.B. This commitment is under review in 2022-23. Advice on marking and a copy of the marking commitment form are contained in the appendices at the end of this document.

Key features of Assessment for Learning (formative assessment):
- being clear about the learning goals and the success criteria by which learning will be judged, sharing them with students using student-friendly language (i.e. demystifying learning)
- using effective questioning techniques that provide opportunities for assessing students' knowledge and understanding
- showing students that all responses, views and opinions are valued and encouraging them to view errors as learning opportunities
- giving specific, constructive feedback, which indicates how students can improve and the steps they need to take in order to do so
- giving time for learning to be absorbed
- encouraging students to reflect upon their learning and to monitor their own progress, for example, by means of self and peer assessment

Within our school we use a range of assessment of which the diagram below illustrate some of the key types of formative and summative strategies used by teachers to show progress over time.

	Formative Assessment	Summative Assessment
Informal	Questioning Feedback Peer assessment Self-assessment	Essays in uncontrolled conditions Portfolios Coursework Teacher assessment
Formal	Further analysis or tests, exams, essays Target setting	Tests Exams Essays in controlled conditions

Key features of summative assessment:
- Marks the end of a unit/module test
- Use of a grading system to benchmark results against a standard
- Includes the moderation of papers and results to ensure consistency across a number of teaching groups
- Can be used formatively when outcomes are used to inform students of strengths and weaknesses
- Enables evaluation of student learning to inform future practice
- Enables progression to a higher academic course or entry into employment

This policy details what assessments are collected centrally and how the information is processed, analysed and used by students, teachers and support staff and what is reported to parents.

A range of assessment data is available to students and parents but must be reported to them in a way that they can understand, allows them to put it into context and is supportive of further progress. It will also be available to parents via 'Insight', available through the school website and via a unique logon for each parent.

Transfer from Primary Schools
AGS values its good relationships with its primary partner schools. Data is transferred electronically and includes National Test results and Teacher Assessments for Maths and English. For Key Stage 3 (Years 7 to 9) Scaled Scores are used to measure prior attainment from Key Stage 2. Through the transition process Anthony Gell staff will also collect transition information on attendance levels, health and safety along with social and emotional issues facing individual students. Special Education Needs information is transferred to our SENCO and information is supplied to all staff on the first day of each academic year.

Key Stage 3: Years 7-9.

Key Stage 2 Scaled Scores are used to measure prior attainment, using the average of Maths and Reading. As a school we generate GCSE 9 to 1 predictive gradings from the average prior attainment score which are then cross checked with Cognitive Ability Scores (CATs), sat by students early in Year 7. This data generates a Progress Pathway (a pair of target grades (see below)) which indicates the most likely future GCSE grades each student may achieve across the curriculum. It is against this Progress Pathway that we will assess a student's progress across Key Stage 3 and will also form part of the school's KS4 target setting and assessment formula. The Progress Pathway will be based on the student's progress toward the GCSE level they are predicted to achieve at the end of their GCSE courses. Of course, a student may well achieve higher grades that these predict and we will be mindful of the need to ensure students know they can exceed these expectations.

Cognitive Ability Tests
In the third or fourth week of the year, all Y7 students undertake the CAT4 tests (Verbal, Quantitative, Non-Verbal and Spatial Reasoning). Test results are made available to all staff as soon as possible in the first term. They are also supplied to parents before the first parents' evening in Y7. Teachers are asked to write the scores into their mark books so that they can be constantly reminded of them.

Target Grades
Each student will be set a pair of target grades, one which predicts an aspirational GCSE 9 to 1 grade, the other a GCSE 9 to 1 grade which is the minimum expected grade. For each student a slash grade is produced which divides the two gradings. For example: slash grade **4/5** combines the lower minimum expected grade and the higher 'If Challenged' grade. Students in Key Stage 3 will now have a predicted slash grade which indicates their expected progress. The following are a list of the slash grades available (with grade 9 being the highest):

1	1 / 2	2 / 3	3 / 4	4 / 5	5 / 6	6 /7	7 /8	8 / 9

Each student will have a progress grade based on the target grades and this will form their **Progress Pathway** through Y7 to Y9. To show a student's progress through Key Stage 3 new descriptors will be used. These are:

Well Below Target	Below Target	On Target	Above Target	Well Above Target

At each data collection point, using teacher assessment marks, the class teacher will decide whether a student is on-target, below target etc. This will then be used to show progress and will be used to calculate progress against targets.

Monitoring progress using progress paths
At each data collection point teachers are asked to assess the progress students are making in their lessons.

The relationship between the progress path is shown in the example below which is modelled on a 4/5 Progress Pathway.

Well Below	Below	On	Above	Well Above
2/3	3/4	4/5	5/6	6/7

For a child who is targeted a grade 4 / 5 progress path, if they are Above target they would be producing work a whole grade above their expected progress path, if they are Well Above target they would be working on the 6 / 7 progress path and producing work two grades or more above their expected progress path. Teacher judgements will be based on a number of reliable assessments including tests, class and homework. Teachers should consult their DTL/ADTL or PDL/SM to discuss changes they would like to make to a child's Progress Paths.

If the class teacher's judgement of a student's progress is greater than the predicted 9 to 1 grade over a longer period of time subject teachers and departments will be able to provide new targets for a student. As an example, a student who regularly achieves "Above target" may need to advance to the next progress grading e.g. original target grades 4/5, new revised target grade 5/6

Setting Prior Attainment using Scaled Scores at Key Stage 3:
Prior Attainment is defined as the ability of a student based on the outcomes of the National Tests at the end of Key Stage 2. Scaled Scores range from 80 and 120 for Maths, English Reading and GPVS (Grammar, Punctuation, Vocabulary and Spelling). Writing is assessed by Teacher Assessment.

A score of 80 is the bottom of the normal scale and 120 the top.

As of 2022, the Department for Education has redefined the Key Stage 2 banding of achievement. Any student achieving a scaled score average of below 100 is considered to be in the low ability group; if a student achieves between 100 (the national standard) and 109, they are part of the middle band. If a student equals or exceeds an average score of 110 they are considered to be in the upper ability band. At AGS, we have also subdivided each band into thirds to differentiate ability within each band.

+ (top third of the band),   **=** (middle third of the band)   **–** (bottom third of the band).

The new bands and associated target grades are shown below. Please bear in mind the bands are not equal in the number of points between the range, they are formed from DFE benchmarks and the target grades have been created to reflect an ability profile which resembles an ability profile of a normal AGS cohort.

DfE Scaled Score Banding		
PA Band	**Sub level**	**Scaled Score Range**
High	H+	117-120
	H=	114-116
	H-	110-113
Middle	M+	107-109
	M=	104-106
	M-	100-103
Low	L+	94-99
	L=	88-93
	L-	80-87

GCSE Target Grades - Scaled Score Range		
106-110	111-115	116-120
GCSE 6/7	**GCSE 7/8**	**GCSE 8/9**
95-97	98-101	102-105
GCSE 3/4	**GCSE 4/5**	**GCSE 5/6**
80-84	85-89	90-94
GCSE 1	**GCSE 1/2**	**GCSE 2/3**

These new Prior Attainment bands will be available on class marksheets in PARS alongside SISRA. Examples of how Prior Attainment will be displayed are shown below:

H=   or   L+

Effort grades:
At each data collection point teachers will also submit effort grades for each curriculum area and the school considers these to be very important. Children are much more likely to achieve their full potential if they work hard, contribute and seek support in their learning. The effort grades available are shown in the table below:

Please note that an effort grade of C does not mean average and, as the definition suggests, suggests that initial concerns over effort are developing.

Effort grade	What does this mean?
A	Outstanding effort, excellent contribution to learning and progress
B	Good effort, a promising contribution to learning and progress
C	Effort is variable and progress is lower than expected
D	Rarely shows a good level of effort with little progress being made
E	Disengaged from learning and no progress being made

Key Stage 3: Recording & Reporting:

There are two full parents' evening for each year group to allow direct communication with families across the autumn, winter and spring terms

For all of Key Stage 3 and at each data collection point (3 times per year according to the published assessment calendar), data is entered into PARS by each teacher.

When all teachers have entered their achievement and effort data the data manager will upload the results onto SISRA (data analysis software) where all teachers can access progress data for their groups and are then able to plan interventions for students as appropriate. This may be performed at an individual teacher and the student level or can involve both heads of Faculty and school leaders.

The data is supplied and reported to parents via 'Insight', our parent information portal.

Throughout the year, departments will conduct their own internal assessments and these will be reported to students in the usual manner. Each department may have developed a bespoke marking scheme relevant to their curriculum area and this will be explained to the students as necessary.

GCSE (Year 10 and 11):

At the beginning of Y10 students begin their GCSE courses. Teachers are given access to a student's progress data from Key Stage 3 via SISRA.

Teachers are expected to record and report assessment grades. The table below outlines the key language that should be used when submitting student performance data and communicating with parents and other agencies:

Assessment type	Description
Target (GCSE grade)	**Target Grades are based on the Progress Paths** which operate in KS3 and are an aspirational grade derived from KS2 Prior Attainment, CAT 'if challenged' data and Teacher Assessment. Most subjects will use target grades based on the 9 to 1 numerical grades although several subjects (e.g. Enterprise & Construction) will will use BTEC grading systems which use Grades from Distinction* (highest grade) to Pass. The school has aspirations for all students to achieve their target. DTLs, supported by other LT colleagues, monitor the target setting process to ensure it meets the whole school targets.
Assessment grade	This is a grade that clearly indicates the **outcomes of recent subject based assessment**. Can be a mix of formal exam (e.g. mock examination), written or verbal testing by the class teacher, returned as a grade. In-department (or thorough external partners) **moderation and standardisation** will be required. Collected at each assessment point during the two year GCSE course.
Predicted grade	Collected at 3 assessment points across the year, this is the grade most likely to be achieved by a student if they continue to work at this standard, shown by a series of assessment points (greater than one). This means that a student is working at a level which means that they would be expected to go on to achieve this predicted grade at the end of their course When a pattern is observable over several assessment points, the target grade may be altered to reflect the new most likely outcome.

Predicted grades are collected at various times throughout Y10 and changes noted and acted upon where necessary.

Effort Grades at Key Stage 4: effort grades are collected at each data collection point in Y10 and Y11. The effort grades are exactly the same as those used in Key Stage 3 which are shown on page 6 of this document.

Setting of Assessment tasks at GCSE:

Internal (mock) exams are taken in January (Year 11 and Year 13) and July (Year 10 and 12) and are an important part of the school's assessment practice. These highly significant assessments require students to be well prepared. These exams test the full range of knowledge, skills and understanding taught throughout the course to date.

Departments may feel, for some students, the exam is not fully representative of their progress over time and so the Predicted Grade may be higher than the mock exam. However, there must be clear evidence for this, be it a long piece of work, a range of on-going lesson tasks that feed

into a more complete knowledge of the abilities and likely GCSE grade a student will go on to achieve.

The nature of the assessment should be clear, robust and aligned (or standardised) with other departmental staff so that results can be compared accurately and the students in all classes receive fair outcomes from their assessments.

Departments should discuss and plan assessments so that progress is secure and interventions are well informed. The school has a long record of supporting students and a wide range of interventions are already in place, and students benefit greatly from the help teachers give them in raising their grade.

Recording and Reporting at GCSE:

For all of Key Stage 4 groups and at each data collection point (3 times per year according to the published assessment calendar).

The data is supplied and reported to parents via 'Insight', our parent information portal.

All KS4 data collected throughout the year is collected in PARS and then uploaded to both SISRA analytics and Insight (parent portal). Data can then be analysed and interventions planned in response to the differing outcomes of each assessment point. Senior staff and DTLs will identify key patterns and trends across differing groups e.g. disadvantaged compared to non-disadvantaged, gender, SEND and ability group (High, Middle, Low). It is important that once these trends are identified that staff work together to implement support for students who need additional input from staff.

Year 10 and Year 11have two full parents' evening for per year. The reasoning behind the second parents' evening is to improve the quality of advice and information given to parents and to create supportive dialogue between parents and school.

Year 12 + 13

Students agree their initial courses during the first few days of term via an individual interview with the Head of 6th form/SLT link.

At the start of the year ALPS data is used to set Target Grades for students' performance at the end of Key Stage 5. Data is collected three times a year according to the pulished calendar. Teachers are asked to provide their own Predicted Grades which indicate the grade most likely to be achieved if the student continues to work in the way they have to this point in the course. Any significant difference between the two would be a source of concern to tutors, Director of 6th form and KS5 learning mentor.

Effort Grades at Key Stage 5 (A' Level): effort grades are collected in Y12 and Y13 at each data collection point. The effort grades are exactly the same as those used in Key Stage 3 which are shown on page 6 of this document

Students' attendance is monitored via lesson monitor and the attendance officer supports students operating a first day response to ensure students are in school and learning.

Recording and Reporting at Key Stage 5 (A' level):

All KS5 data collected throughout the year is collected in PARS and then uploaded to both SISRA analytics and Insight (parent portal). Data can then be analysed and interventions planned in response to the differing outcomes of each assessment point. Senior staff and DTLs will identify key patterns and trends across differing groups. It is important that once these trends are identified that staff work together to implement support for students who need additional input from staff., including the 6th form learning mentor.

As with all other year groups, Year 12 and Year 13 have two full parents' evenings per year. The reasoning behind the second parents' evening is to improve the quality of advice and information given to parents and to create supportive dialogue between parents and school. 6th form parents' evenings for Year 12 and Year 13 are held on the same days.

Marking Commitment Form (under review in 2022-23)

Department: **Year:**

Type of marking	Details	Frequency / Work details
Acknowledgment Marking	Work is signed to show that it has seen and it has been completed to a satisfactory standard	
Quality Teacher Marking	Detailed feedback is given on how the student has done against the objectives and includes point for praise and point for improvement. The point for improvement will be in the style of Even Better If…	
Knowledge exercises/past papers	Work will be given a score or a grade eg 8/10, Level or GCSE Grade and verbal or written feedback given	
Quality marking by students	Self and peer assessment will be used to assess work – how will students record this?	

Appendix 1
Advice on Marking

Marking should aim to:
- create a dialogue to develop between student and teacher
- correct errors/highlight mistakes
- encourage students to learn from their mistakes ie be positive in tone
- encourage students to have a sense of pride in their work
- encourage the correct setting out of work
- give students an idea of their level/achievement
- diagnose any response needed on the part of the students and/or the teacher
- ensure the student knows what to do to improve
- facilitate effective target setting for student and/or the teacher
- boost the student's confidence in their ability to improve

Marking should create a dialogue between you and the student. When marked books are returned to students you should allow time for students to read the comments and targets and write a comment back to the teacher. Where quality teacher marking is used, there should always be time in the next lesson (eg the starter) for consideration and response (responding to feedback).

All marking should be sensitive. It should encourage accuracy rather than over-emphasise technical errors.

Marking should be neat so that it does not spoil the layout of the work.

Marking should be against the objectives set for the piece of work which the student should know in advance where possible.

Remember to praise when there is an improvement in effort/work.

It my not be necessary or good to point out every mistake. There are a number of alternatives:-

- indicating an error the first time it appears but not subsequently
- concentrating upon one particular error for a period of time while ignoring others
- indicating every error in a limited section of an assignment
- follow-up class discussion