

Assessment, Recording and Reporting Policy

Principles:

1. Assessment information will be used to improve student learning and teaching practice and is a key element of whole school improvement work
2. Assessment information on attainment, effort, conduct and presentation will be valid and meaningful for learners, teachers, parents and other audiences
3. Assessment systems will make use of both quantitative data such as test results, pupil targets and National Curriculum level outcomes and qualitative information such as teacher and pupil comments and opinions to drive improvements in student learning. The school will use data to set challenging targets for students
4. Assessment systems used will be manageable in terms of the frequency of assessment and the quantity of information to be recorded. Recording and retrieval of data will be made as simple as possible. Teachers will analyse data to identify patterns in student achievement and to address issues, which arise from them
5. Reporting to parents and pupils will be meaningful and developmental. Advice will be given on how to improve and targets or goals set in order to achieve that improvement.
6. Learning Coaches will use data as a background to discussions with students about improving their learning

Rationale:

The Assessment policy will:

- ensure that the school meets statutory obligations for assessment
- promote coherence and consistency in approach to assessment across the school
- promote a common understanding of standards both within the school and across other schools
- provide a framework within which Departments can design assessment to meet their particular needs
- raise expectations of pupil success
- provide a framework of practice which will motivate students to engage in the learning process and associated target setting and take greater personal responsibility for their learning outcomes

Most of the assessment information will be stored on the school's MIS [SIMS]

Forms of Assessment:

We will use the following:

a) **Baseline Assessment data:**

KS2, KS3 and KS4 results
MIDYIS scores
YELLIS scores
ALIS
All Wales Reading Tests
Preferred Learning Styles
Non verbal tests in Year 9

This information helps to predict potential outcomes in terms of KS3 National Curriculum levels, GCSE or equivalent examinations at 16 and GCE or equivalent post 16.

b) **Predictive Assessment Data:**

The school will use information from these baseline sources to assign a Global Target Grade to each student. There will be an expectation that students assigned a particular Global grade will reach certain levels of attainment in each Key Stage. The grade will be recorded and shared with students and parents and pupil progress will be measured against it on a regular basis

We use the grades predicted for us by Fischer Family Trust, which takes into account the school's context and the national pupil performance measures to help set the Global Target grade.

We will use all of the above information to set whole school targets and Departmental targets, which are realistic and achievable, but also challenging.

c) **Comparative Assessment Data:**

The school will use the Data Family of Schools information and the All Wales Core Data, which compares performance with similar schools across the country, to set whole school targets and to review the performance of Departments and specific groups of learners.

d) **School Assessment**

1. Annual School Exams
2. Regular controlled assessments
3. Marking of classwork and homework

The school will organise examinations for each year group in Years 7-11. These will take place at various times of the year. The examination grade will be recorded on

SIMS. Examinations for years 7 and 8 will be held in classrooms and for years 9 to 11 in a formal examination venue such as the Thornton Hall on dates specified in the School Assessment Calendar.

Two assessments per term will be recorded for each pupil in every subject and placed on SIMS Assessment Manager. These must be a National Curriculum level at Key Stage 3 and a GCSE or GCE grade at Key Stages 4 and 5.

These pieces will cover all the skills, knowledge and understanding required by the Schemes of Work in the course of an academic year. They will be done as homework, coursework or tests/exams and will be a normal part of the teaching process. Each department will agree on the assessment tasks, which will:

- be common to all pupils, allowing for differentiation
- be assessed according to an agreed marking scheme
- be subject to a degree of moderation
- be marked in depth, with a comment and grade for attainment which will be recorded on SIMS
- be shared with pupils with positive advice on how to improve. This advice will be used by the pupil together with their teachers to set targets for improvement

Each department will have a system for monitoring the marking of these assessment pieces.

Reporting

Principles:

1. Reporting is an important part of our relationship with parents and the wider community.
2. Reporting should communicate relevant and useful information and opinions to parents in a clear way

Practice:

Teachers will record all marks either in the mark book section of the Teacher Planner or electronically using SIMS or other software.

Annual Reports

Annual reports are produced at different points throughout the academic year for various year groups. They are generated by SIMS, which will be made available to staff both at school and elsewhere through the secure Learning Gateway system.

Grades will relate to National Curriculum Levels at KS3 and GCSE and GCE grades at Key Stages 4 and 5 respectively.

E.g. Levels are recorded in thirds e.g. a pupil just reaching a Level 5 would be given 5-, a pupil towards the top end of a Level 5 a 5+. In this way parents should be able to see progression throughout KS3.

Grades relate to GCSE grades at KS4.

Year 11 Mock GCSE grades relate exactly to the level of performance in the Mock. In awarding grades, however, coursework marks must be taken into consideration, and allowance must be made for content, which has not as yet been taught.

Year 12 and Year 13 grades relate to AS and A2 standards.

Written Comments

Teachers will make one written comment per year per pupil on annual reports, Comments will be as detailed and constructive as possible. They should be as full as possible and state what a pupil can and cannot do and how far this matches potential

Comments will be made on progress throughout the year and should not be confined to simply reporting on examination results.

Within the reporting schedule time is set aside for Heads of Year and Form Tutors to read reports and comment on progress. Heads of Department will read all reports produced in their Departments and ensure that they are of the expected quality.

Targets

Targets will be SMART. Full guidance on target setting including examples of meaningful and useful targets is contained in the Staff handbook.

Time will be set aside to review and evaluate pupil targets with the pupils during and outside of timetabled lessons.

Target setting will be an integral part of Assessment for Learning [see below] and will be used in Learning Coaching

Interim Reports:

These reports will be completed for Years 7-10 at the end of the Autumn Term. They will be generated using the SIMS system from subject staff input. Teachers will comment on Attainment, Effort, Conduct and Presentation. Form Tutors write a brief comment on the reports.

Staff Responsibilities

Members of SLT will:

- Facilitate INSET/discussion opportunities for departments or teams of teachers to discuss assessment/recording/reporting;
- Facilitate liaison opportunities with other schools related to consistency and/or continuity in assessment/recording/reporting;
- Look at early predictions of final GCSE/A level grades and encourage individual pupils to see that with more effort, higher expectations and increased motivation, they can substantially improve their performance;
- Sample the work in the Department and Year within their oversight;
- Analyse and evaluate test/exam results and discuss implications of findings with departments with respect to future developments in teaching and assessment.[quality assurance]

Deputy Head teacher with overall responsibility for Assessment, Recording, Reporting will;

- Keep up-to-date with local and national developments relating to assessment disseminate relevant documentation to Heads of Department and advise other colleagues when necessary
- Support, monitor and evaluate assessment/recording/reporting within the school
- Analyse baseline testing and examination results and disseminate information to staff
- Devise an annual reporting schedule
- Lead Development group[s] on Assessment and Data Management within the school
- Work with others to set a global target grade for students at the school

Assistant Head teacher - Oversight of Examinations will:

- Oversee the arrangements for public examinations
- Disseminate relevant documentation to Heads of Department and advise other colleagues when necessary.
- Construct the exam timetables for internal examinations, and ensure that timetables reflect the teaching commitments of the staff.
- Oversee the arrangements for baseline testing
- Assist with the setting of global target grades for students in Key Stage 4

Assistant Head teacher (Key Stage 3) will:

- Keep up-to-date with local and national developments relating to Key Stage 3 assessment
- Ensure that arrangements are in place to meet the school's statutory requirements relating to Key Stage 3 including moderation and standardisation for all subjects

- Disseminate relevant documentation to Heads of Department and advise other colleagues when necessary
- Play a lead role in developing assessment procedures as part of Key Stage 2 and Key Stage 3 transition
- Assist with the setting of global target grades for students in Key Stage 3

Heads of Department will:

- Monitor and evaluate teachers' marking and other assessment/recording/reporting practices within their department, e.g. they should ensure that the common grading policy is applied consistently across the Department.
- Promote consistency in assessment/recording/reporting within their department.
- Provide guidance on judgemental issues when assessment standards are being set.
- Ensure that their staff have access to relevant publications and are fully informed of the arrangements for public examinations
- Use the results of assessment to inform and direct future teaching and curriculum planning.
- Undertake periodic examination of pupils' written work, with appropriate follow-up. eg. for C/D borderline in KS3.
- Supervise setting of school examinations and revision programmes.
- Produce and monitor the department's marking policy.
- Periodically meet with their line manager in the SLT to discuss, amongst other issues, matters relating to assessment/recording/reporting
- Evaluate reports written by members of their Department and where necessary take steps to improve the quality of these reports

Form Tutors will:

- Regularly check homework diaries and monitor pupils' progress
- Act as Learning Coaches making use of data to prepare their discussions with pupils
- Read the comments made by subject staff on the reports. and take appropriate action where there is cause for concern
- Write a comment on the report of each member of their Form

Heads of Year will:

- Undertake periodic examination of pupils' written work and liaise closely with SLT on issues related to assessment, recording and reporting. Follow-up work will take place where standards are poor or excellent through the school's system of Achievement monitoring
- Undertake further examination of the content of the pupils' reports and liaise with the form tutor where there is cause for concern or when the content is excellent
- Act as a Learning Coach and oversee the work of the Form tutors in their teams in their work as Learning Coaches

- Undertake examination of the quality of the comments made by staff on the reports, and take appropriate action.
- Track achievement against the Global Grade

Governors will:

- Review assessment procedures in meetings with Heads of Department.

a) Assessment of Learning [Summative Assessment]

Assessment of Learning will be carried out at the end of a topic, a unit of work, year or key stage, or when a child is leaving the school in order to make judgements about performance in relation to national standards.

A child's performance will be described in relation to the national standards i.e. a Level at Key Stage 3 and a GCSE grade at Key Stage 4.

Principles:

Well-focussed summative assessment is a key element of the teaching and learning process and allows the learner, the teacher and the school to track progress.

Assessment of Learning at Milford Haven School will:

1. Be the responsibility of all teachers
2. Comply with statutory requirements
3. Be recorded and open to scrutiny
4. Be monitored and coordinated by teachers, subject leaders, Heads of Year and the Senior Leadership team
5. Be reviewed and analysed as part of the self evaluation process

In order that the process of summative assessment has the greatest impact on learning, the following guidelines will inform all aspects of teaching:

- Systems and procedures will be simple, manageable and useful
- Data will be collected to monitor pupil progress, inform planning and provide a basis for self evaluation
- Summative assessment procedures will form the basis of target setting.
- Summative assessment procedures will provide staff with information on where a child is on arrival in a teaching group, what can be expected of him/her and where he/she is at any appropriate moment

Attainment and target data will be held on the SIMS database.

Purpose:

1. To find out what the learner knows and understands and the learner's level of key and thinking skills
2. To find out the strengths and weaknesses of the learner
3. To ensure early identification of children with ALN
4. To inform future planning and target setting at pupil, Departmental and whole school levels
5. To communicate accurate information about the child that is useful to teachers, pupils, parents, and other educational agencies
6. To comply with statutory requirements

Practice

For Formal Assessments, Departments will identify two pieces of work for assessment per term. These do not need to be exactly the same for the whole ability range – differentiation is important. One of the six assessment pieces should be the annual examination. Over the course of the year all relevant skills should be assessed.

Each assignment will: -

- be marked in line with the school marking policy [see Marking Policy section below]
- contain comments on progress and helpful targets for improvement which are subject related.
- have grammar and the spelling of key-words corrected;
- have effort and presentation given in the form of grades or comments according to departmental policy;
- have attainment indicated in the form of levels or grades according to school policy.

Assessment will give an indication as to whether the student is working at, above or below his/her Global Target grade.

Assessment will trigger intervention if there is underachievement or if a student is exceeding expectations.

This summative assessment data will be used in the Learning Coaching process.

Examples of Summative Assessment: -

Examining children's written class and homework

Oral work

Controlled Assessments

Coursework

Teacher devised tests

Photographing/videoing/audio taping work e.g. Pupil presentations

Assessing practical work e.g. objects made in Technology

Assessing pupils performing a physical task e.g. in PE or in Drama

b) Assessment for Learning [Formative Assessment]

Principles:

Assessment for learning generates a range of qualitative information about individual learners that is most meaningful and helpful to learners, their parents/carers, and to teachers as an aid to planning next steps. This qualitative information will include teacher commentary on learners' work and peer and self-assessment by learners.

1. Every child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated and independent learners.
2. Every teacher will be equipped to make judgements about pupils' attainment, will understand the concepts and principles of progression, and will know how to use his/her judgments to plan, particularly for pupils who are not fulfilling their potential.
3. Every parent and carer will know how their child is doing, what they need to do to improve, and how they can support the child.
4. Our school will put in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.

Aims:

1. To build an open relationship between pupil and teacher where pupils are not afraid to take risks for learning and teachers provide positives feedback.
2. To involve pupils in the learning intention for every lesson.
3. To allow pupils and teacher to identify success criteria.
4. To give pupils the opportunity for self-evaluation and peer evaluation.
5. To promote pupil's active listening and questioning skills.
6. To celebrate success-recognition of every pupil's achievement.

Practice:

The aims of Assessment for learning will be achieved through the following practices:

1. **Effective Planning** – teachers will ensure that learning experiences are varied; meaningful and stimulating. Self review by both teachers and students will be built into planning.

2. **Sharing Learning Intentions** – Lesson aims will be shared with the pupils using phrases such as “We are learning to”.
3. **Shared Success Criteria** – we will agree success criteria to help to identify the steps needed to complete a task. The use of modelling mark schemes will make explicit the success criteria.
4. **Effective Questioning** – we will use more open ended questions, give more thinking time, use pair share to help pupils feel more confident to put forward new ideas, “think out loud”, and allow students to explain their reasons and to explore their understanding.
5. **Feedback** – this is essential for effective learning and teaching. We will use strategies such as 2 stars and a wish and comment only marking, or provide prompts for improvement, which can help plan the next steps in learning.
6. **Self-Assessment** – we will allow pupils time to reflect on what they have learned and how they have learned it during plenary sessions in order to make explicit the links between what they have learned and the success criteria. This will be done through strategies such as traffic lights, thumbs up or other useful thinking prompts.

Teachers will use Assessment for Learning strategies with all classes and feedback in the form of short term target setting will happen at least once per Half Term.

Monitoring and Evaluation

Monitoring will take place at regular departmental meetings or at other specified times during the school year. Teachers will be asked to provide feedback on how Assessment for Learning techniques and strategies are being implemented. Techniques and good practice will be shared at the Heads of Department meeting. Evaluation will take place as part of the annual Departmental review process.

c) Marking Policy

Principle:

All students need to know where they are, where they are going and how to get there. The feedback pupils receive from marking should be positive, constructive and encouraging.

Practice:

Good practice in marking will:-

- enable teachers to improve pupil understanding of their work
- motivate pupils to express this understanding of their work more effectively
- develop pupil knowledge and skills
- allow teachers to track progress

In Milford Haven School we will

- Make marking criteria explicit
- Encourage a range of marking techniques including peer and self assessment
- Improve subject specific literacy
- Give clear feedback to students on how to improve

We will expect the highest standard of work at all times. Teachers, pupils and parents will work together to support this endeavour.

We will teach students how to evaluate their work effectively and set themselves meaningful targets for improvement

Departmental Responsibilities:

Departments will develop their own subject specific marking policy, which should be in line with this policy and must include the following:

How Assessment for Learning will be managed

How the six Assessment pieces per year for SIMS will be assessed [one will be the annual examination with appropriate level or grade provided)

How classwork and homework will be checked

How marking will be standardised and moderated

Which pieces of pupil work will be recorded

How pupils who do not complete work will be dealt with

The following marking scheme is based on the recommendations of the DFES.

Sp	Spelling mistake
□	Missing full stops
C	Missing/incorrect use of capital letters
//	New paragraph needed
MP	Punctuation needed within sentence
*	Make better vocabulary choice
Q	Quotation needed to support point
+	Add forgotten point
RW ()	Rewrite section to improve
CS	Confused sentence structure
✓	Well-written section – apt and clear
✓✓	Striking or imaginative writing

- ❖ Six significant pieces will be identified by departments and marked in depth, in line with NC, GCSE, GCE and Welsh Baccalaureate Criteria, with levels/grades as appropriate. Comments should provide pupils with meaningful feedback which will enable them to progress to set targets for improvement.
- ❖ Marking will be standardized or moderated at regular intervals during the academic year. Attainment levels/grades will be measured against the global Target grade
- ❖ We will check all homework and classwork regularly [at least three times per Half Term] Marking will include written and verbal feedback.
- ❖ We will build time into lessons for students to reflect upon marking and to improve their work through the setting of challenging, but achievable targets

It is not necessary to mark every piece of work in detail. Checking of work with a tick indicates that work has been seen and that the teacher is aware of the quality of work. The teacher will challenge incomplete or untidy work, record comments to recognise outstanding effort and identify students who may need greater help or challenge.

d) Standardisation and Moderation of Pupil Work

The “Ensuring Consistency in Teacher Assessment Guidance for Key Stages 2 and 3” document (Welsh Assembly Government 2008) states that: “The Effective systems and procedures for standardisation and moderation at the end of the key stage should be put in place.”

Standardisation involves a process of using samples of the work of the learner to enable teachers to reach agreement on levels of attainment by confirming shared understanding of the characteristics of a level.

This should be regarded as a precursor to **moderation at the end of the key stage**, where a “best fit” judgement on an individual learner’s attainment is made.

The following procedures will be put in place:

- Standardisation will take place regularly (at least once per academic year) within departments so that all members of the department have a common understanding of the characteristics of levels at KS3. **Confirmation that this process has taken place will then be reported to the Head of Key Stage 3; on an annual basis.** The Head of Key Stage 3 will provide a pro-forma to do this.
- The standardisation process will involve all members of the department. Including members of staff that are not timetabled to teach key stage three that academic year. It is important to have a common understanding of level characteristics within the department as this will aid in the moderation process and provide consistency across all assessments during the key stage.
- Evidence will be collected from all year groups throughout the key stage. This will demonstrate the widest possible range of abilities and levels within a cohort. The evidence will be appropriate to the level descriptors. It may only be possible to gather the appropriate evidence from one year group/class. Evidence does not need to be in written form but must be appropriate to demonstrate the characteristics of the skills achieved within each departmental programme of study. Evidence may include several different media such as: film, photographs, maps and speaking records.
- Moderation at the end of Key stage 3 will take into account the work produced by the pupil over the key stage and the progression that they have made. It will be informed by the standardisation process when looking for the “best fit” level of each pupil.
- Departments will also ensure that there is commentary/rationale as to why different levels have been awarded. It will provide the context of the work and a brief explanation of why the piece demonstrates characteristics of a level.

- Departments will keep a sample portfolio of standardised work for future reference in order to aid the moderation process. This could also provide the basis for an external standardisation portfolio.

e) Assessment Practice in KS2/KS3 Transition

Rationale:

Statutory assessment in the core subjects is now based on ‘best fit’ teacher assessment throughout KS2 (TAs). A minimum number of activities will be undertaken in Year 6 to assist the consistency and reliability of TA summative judgements at the end of the Key Stage. These will be expanded upon the Transition Plan for the Milford Haven Family of Schools.

Procedures:

The school will:

- Use standardisation portfolios to moderate Teacher Assessment within the Family of Schools.
- Take part in the Annual Family of Schools moderation of Teacher Assessment in all core subjects and Welsh as a second language by Y6 and Y7 teachers through the consideration of a sample of Individual Learner Profiles.

Moderation will

- Provide an overall subject level. All level 4 judgements will be subdivided into 4+, 4 and 4- following the criteria suggested in “Making the Most of Assessment” (2010):
 - A learner at the **top end (4+)** of a level demonstrates clearly characteristics of the level across a range of work with some examples of characteristics of the next level.
 - A learner **securely within (4)** a level demonstrates the characteristics of that level across a range of work.
 - A learner at the **lower end (4-)** of a level demonstrates mainly characteristics of that level across a range of work but may still have some characteristics of the previous level in some aspects of work.

Our Primary school partners will:

Test All Y6 pupils using the ‘All Wales Reading Test’ in May of their final year in the Primary School. Reading ages and standardised scores will be submitted to Milford Haven School.

The Family of Schools Transition Plan will clearly outline aspects of the curriculum that have been jointly planned across the Key Stages.

Transfer of Information at Milford Haven School

It is important that the Primary Schools of the Family supply all data to Milford Haven School by agreed dates and early enough to assist class organisation.

To support this the LEA will have final data on the transfer of students by the end of April. This will be sent to Milford Haven School as an Excel file so that information may be utilised and exchanged electronically. This will include the level of support some pupils may have received to arrive at their TA level, and the subdivision of Level 4 (if applicable). This should be sent to Milford Haven School by the Friday of the first week after Whitsun.

f) Learning Coach Policy

Every student in Milford Haven School will have access to a Learning Coach. It is a requirement of 14-19 Learning Pathways Measure that all students in Key Stages 4 and 5 have access to a learning coach. All staff involved will have access to a Support & Resource Booklet as well as working closely with Recognised and Accredited Learning Coaches.

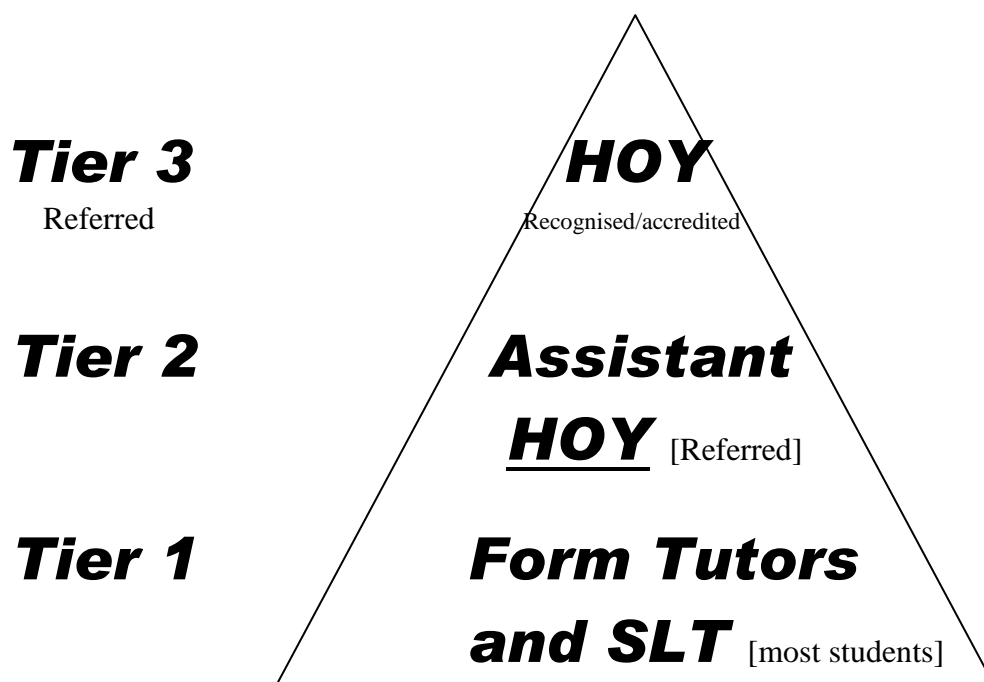
All students will be issued with an interview Record Book that is relevant to the Key Stage. At KS3 the aim is to interview each student on one occasion each term. At KS4 interviewing will take place in line with the requirements of the Welsh Baccalaureate.

Practice:

- Through the Personal Development Programme and tutor periods a variety of data will be collected on all students. Students will sit MIDYIS, YELLIS and ALIS tests and students in Key Stages 3 and 4 will do multiple intelligence testing and a Reading test to help determine levels of literacy. Data will be collated and made available to all staff. Staff will be supported to interpret this information and encouraged to develop other strategies to aid the individual student. Students will be supported to develop their own strategies for supporting their individual styles.
- Students will be involved in a review process on a regular basis. Time will be set aside for student interviews on three days per year when the timetabled curriculum is suspended and at regular times throughout the academic year so that coaching can take place
- Students will be supported to use the TLC (Time With Learning Coach) Record Book as a working document to include such things as action planning and review in KS3 and the WBQ booklet in KS4.
- Other strategies/resources listed below will also be developed and used where relevant. Examples of these can be found in the Coaching Resource Booklet
 - ❖ Unique Thinking comfort Zone
 - ❖ Timelines
 - ❖ Personal Development Plan
 - ❖ Interpersonal Skills
 - ❖ Study Skills Audit
 - ❖ Use of year planner
 - ❖ Development of revision plans

Roles

Form Tutors & SLT – Tier 1



Form Tutors and members of SLT will act as learning coaches for the majority of students in the school.

The school will provide training for Form Tutors to take on this role

In KS4 the coaching team will be made aware of the requirements of the Welsh Baccalaureate at Intermediate and Foundation levels before beginning the coaching programme. The WBQ coordinators at Key Stages 4 and 5 will act as points of reference and support for teams of Learning Coaches in their respective Key Stages

Assistant Heads of Year – Tier 2

Following on from the system currently in place, AHoYs will work with a group of referred students for as long as required. AHoYs will focus on the individual to get to the root of the issues affecting the student. Various strategies can be used at this stage to support students to clarify their own difficulties and develop strategies to support improvement. Examples of these can be found in the Coaching Resource Booklet.

- Action planning
- SWOT Analysis
- Habits of the mind
- Personal Evaluation
- Personal Development

- ‘Stepping Stones’ activities
- Team Role Descriptors
- Mind Mapping
- Dominance Factors
- ‘Linking to remember’
- Transferring strategies

Head of Year – Tier 3

The role of Tier 3 will be to focus on those students whose barriers to learning are more personal and individual. These will mainly come from referrals from tutor team/teaching staff and AHoYs. It is likely that they will have progressed through the above process but this will not always be the case. Certain issues can arise for individual students, which are unique to them at the time, and there may be a need for short term intervention. Other students might benefit from more intensive support over a long period of time. There may be various reasons for this level of intervention such as:

- Changes in family group
- Bereavement
- Bullying
- Child protection issues
- Stress

At this level the support will be more pastoral and may require an individually designed package of support and may result in referrals to outside agencies via the Inclusion Co-ordinator.

- Counsellor
- Behaviour support Teacher
- Careers Advisor
- Pupil Support Office
- Sandy Bears
- Nurse

There may be reasons why individual students cannot work at home and it will be necessary to work closely with parents.

Heads of Year, the Welsh Baccalaureate Coordinators and the two Deputy Heads will monitor the Learning Coach programme through Year Team meetings, Welsh Baccalaureate meeting and SLT meetings. An evaluation document will be produced for the local 14-19 Learning Pathways group on an annual basis from 2010/11.