

Abbeyfield
School



Assessment and Reporting Policy 2021-2022

Status: Approved

**Governing
Committee:** Quality of Education Committee

Author: Assistant Headteacher

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1. Introduction

Our mission at Abbeyfield is to create lifelong learners who are reflective, hardworking, independent and resilient. Our Students represent our core values and through assessment, we take an aspirational approach to supporting our Students to achieve their potential.

Every student at Abbeyfield School should leave our school with multiple options, whether these be through further education or entering the world of work with qualifications that will give them every chance to be successful in life. Good progress in every lesson is a prerequisite to life at Abbeyfield and improving Students' attitude to learning is a daily mission.

Progress of Students at all levels is of the utmost importance to us at Abbeyfield. We track progress through Years 7 – 13 and use both formative and summative assessment to accurately give feedback on how to improve and progress further. We operate our DSME curriculum through Key Stage 3 (Years 7 – 9). This is designed to prepare Students well with the skills and knowledge required for their GCSE's which are assessed on a 1-9 grading system. Upon completion of Key Stage 4 we offer a wide range of both A-Level and vocational courses to those who select our Sixth Form, and these are assessed through A* - E or Dist* - Pass.

At regular times throughout the year, we report home to Parents/Carers and ensure that both attainment and progress is closely discussed. Furthermore, we hold Tutor Evenings and Parents' Evenings to give staff the opportunity to meet face to face with both Students and their Parents/carers. Throughout this process, we ensure effective 2-way communication links are formed so that we can all support each and every student.

2. Principles of assessment

At Abbeyfield, our assessment approach is clear:

- Assessment should always serve a purpose
- Assessment should support learners and be differentiated where appropriate
- Learners needs comes first – where exam access is required, this will always be provided
- Teaching and learning is at the heart of everything we do, good classroom practice supports effective assessment
- Professional and timely feedback will be used to support and drive progress
- Various forms of assessment including both formative and summative are well planned and again, support the learning

3. Assessment approaches

At Abbeyfield School, we see assessment as an integral part of teaching and learning, and it is heavily linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Professional and timely feedback in books for both their classwork and homework provides Students with indications as to how to improve. We operate a straightforward system that has been instilled in our formative assessment methods:

- **WWW:** "What Went Well". Positive reinforcement on every single assessment, no matter the outcome is incredibly important. These are student specific and relate to 1 or more aspects of the work that the member of staff has been impressed with.
- **EBI:** "Even Better if". This could take the form of an extension question, or a suggestion as to how to improve. Either way, these comments are SMART and specific to each student.
- **MRI:** "My response is". We use DIRT (Directed Response Time) in lessons for Students to respond to the marking. This is in depth and allows Students an opportunity to improve their answers, rewrite an aspect of their work or answer an additional question posed under "EBI".

Formative assessment will be used to assess knowledge, skills and understanding. As above, marking and feedback is one aspect of formative assessment that we use. In class feedback and verbal feedback is regularly used in lessons to support learning and provide feedback.

Questioning is a powerful method to enable the student to show an understanding, verbalise an answer and for the member of staff to draw out response that build upon each other.

The role of the Students is key in all of this. We want to build resilient learners who are confident even when making mistakes. Our Students want to receive feedback and are always looking to improve. This culture / ethos is something we are proud of and an aspect of our teaching and learning which continues to improve.

3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Abbeyfield, we use purposeful summative assessment to accurately provide information on levels of achievement and attainment thus allowing us to allocate resources for intervention and ensure that progress is maintained throughout a student's time here at Abbeyfield.

Key Stage 3 Students have end of topic assessments, these are graded against our DSME curriculum and progress maps (explained later in the policy). They also complete end of year assessments, which highlight progress made throughout the year, these also support the transition to the next Year and allows staff to plan for differentiation effectively.

In Key stage 4, we run formal mock exams for Year 11 in November and March. The March window however has more flexibility and allows us to focus on a core element of the GCSE if needed and not the entire paper. Furthermore, the student's welfare is at the forefront of everything we do, we are acutely aware that Students are under more pressure to perform. At Abbeyfield, we ensure that throughout the whole process we support the Students' welfare, this might be in the form of a focused approach (as above) for Mock 2, or pre exam mock walkthroughs or having staff on hand to discuss each exam and calm Student's nerves.

Any Students with special needs or disabilities will of course be supported through the exam access and our SENCo will lead the application process for additional provision through these times. Supported by the exams officer and the Assistant Headteacher for assessment and reporting, dispensation claims and remarks are also carefully handled but in a transparent way to ensure Parents and carers are part of the process too.

Summative assessment is fed into our tracking systems that allow us to accurately track progress over time. This is where the pastoral and academic teams work closely in conjunction with each other to support each and every student throughout their school life whilst setting high expectations to give each student the best possible start in life.

We standardise both Coursework elements and essay answers to ensure that the data we have has real integrity. As discussed later under "training", staff are encouraged to consider the idea of working for an exam board is incredible CPD, this can then be disseminated throughout the team to ensure that through moderation, the grades and predicted grades are accurate.

4. Setting of targets

At Abbeyfield, we use FFT20 targets. If all Students achieve these, it will put us into the top 20% of schools in the country. These aspirational targets are set in Year 7 and convert Key Stage 2 prior attainment data into predictions of what the top 20% of Students at that entry point achieve at the end of Year 11.

Where previous data has been unavailable because of COVID we have used FFT CATS conversion service to ensure our new cohort of Year 7's are not impacted by the lack of SATs and KS2 entry data.

5. Assessment at Key Stage 3 - Abbeyfield School

At Abbeyfield, we use 'Mastery Curriculum' at Key Stage 3. We assess Students' progress throughout the key stage using a bespoke assessment system that clearly informs us about what our Students can do. This curriculum has been mapped in line with government expectations and uses a robust assessment procedure to monitor progress.

To assess Students accurately against key skills and knowledge we have introduced the language of:

- Developing
- Secure
- Mastery
- Excel

At Abbeyfield, we want Students to be able to progress through each Year group working towards aspirational target grades, which will stand them in good stead for further education and the world of work. The chart below details how a student can progress through each Year and how our assessments in Key Stage 3 match up against GCSE criteria.

When the new 1-9 GCSE's came in, it became very clear that the transition between Key Stage 3 and 4 was very important. We felt strongly that the best way to ensure this transition went smoothly was to maintain our KS3 national curriculum by ensuring it is delivered in Year 7, 8 and 9. We can then stretch and challenge to ensure students begin to see how the skills and knowledge they learnt in Key Stage 3 can be applied into Key Stage 4. With every student continuing with core subjects into Year 10, we now interleave GCSE knowledge into the back end of Year 9 in order to stretch and challenge.

A Mapped Curriculum

In order to assess effectively, subject areas at Abbeyfield School have mapped a new curriculum for Year 7 through to 9. This mapped curriculum ensures that Students are being given the opportunities to develop the key skills and acquire the essential knowledge to prepare them to start a GCSE course at the beginning of Year 10 in any of the subject areas they follow in Year 7.

Subject areas have identified from the various skills and topics that they need to cover, those that they will use to form the basis of the assessments and to which the language of secure/mastery will be applied.

6. Assessment at Key Stage 4 and Key Stage 5 - Abbeyfield School

Exam answers are marked using assessment objectives that are defined by the exam board. There are levelled responses for each answer and these are closely linked with each objective set out by the exam board and the course.

GCSE's are graded 1-9 with 9 being the highest. These are the quantitative figures staff will use throughout the Students GCSE and feedback will be provided on how to achieve the next grade and beyond.

Comparatively speaking a "C" at GCSE is now worth a 4/5 with a 5 being referred to as a "strong pass". As of the time of writing this is not subject to any government changes in the foreseeable future. The new GCSE's that are more robust and challenging that have come into effect over the last few years are mapped against this grading structure with only a small minority of Students managing to achieve the higher echelons of grades.

In the BTEC's we deliver the grading system is slightly different. These range from Distinction through to Pass with some of the courses offering a Distinction* overall for excellent marks in the individual units (some of which are externally examined, some internal coursework).

Similarly, Cambridge national courses offer the same criteria however they also have Level 1 grading's if the student fails to achieve the level 2 overall pass mark.

At Key Stage 5, vocational courses are modular and range from Pass to Distinction.

A Levels are graded A* - E. Where is considered a "Pass" and A*-B is considered a strong Pass.

At Key Stage 5, students are fed back to summative and formatively and keep folders independently organised with marking and feedback. Reporting cycles mirror those in other key stages and times to support parents evening and various mock cycles. We also assess Ready to learn, effort levels and homework to form part of an overall picture for each student.

7. Collecting and using data

At Abbeyfield, the data we collect always serves a purpose. Staff produce both interim and full reports at least 3 times a year for every Year group.

Staff and student welfare are at the heart of everything we do. When it comes to collecting data, we have ensured that staff have had the required CPD and understand the rationale behind the data collections we use. Staff are given sufficient time to complete reports and these have been streamlined to ensure that only essential data and comments are required. We strongly believe that every student deserves an individual comment and the full reports support this system.

8. Reporting

Reporting to Parents

At Abbeyfield we include a wide range of information for parents. We follow clear guidelines on providing an individual written report for each individual student.

We run Tutor Evenings to feedback on pastoral matters such as behaviour, attitude to learning, personal development. These are focussed and student specific designed to triangulate an excellent working relationship between the student, parent and Tutor.

Each year group also has a parent Evenings where subject staff have a set time to talk to the Parents and child regarding the progress being made in that particular subject. Feedback to Parents is always student specific and informative. This is a chance for Parents to pose any subject specific questions face to face with our staff.

Where face to face meetings have not been available due to COVID we will run a video service to replace this. Meetings will remain bookable but webcams and headsets will be used to communicate instead of face to face. The new system will be reviewed, evaluated and improved throughout the time on site meetings are not available.

Reporting to Governors

The headteacher will report to governors with their termly report. In addition, link governors will receive specific reports on certain areas of the school such as Teaching and Learning or Safeguarding.

Reporting to Students

Through our formative assessment strategies students receive feedback on a daily basis which involves responding to feedback.

Through our summative assessment where students receive report cards detailing outcomes

Reporting to the local authority

All statutory information is sent to the local authority and DFE as required.

9. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and consider this alongside the nature of pupils' learning difficulties.

10. Training

Training and supporting staff is key to developing good practice. At Abbeyfield our induction process is really in depth. Staff are given training on all our systems including Sims, Marksheets, and data collection systems. We use 4Matrix as a tracking tool and again, training is provided at regular times to ensure this is being used to its full potential.

At Abbeyfield, we encourage our staff to consider undertaking some exam marking as this has proven to be an excellent CPD tool in the past. Staff are keen to take up this opportunity and as such have a better understanding, particularly at KS4 and KS5, how the assessment criteria are met. This is then disseminated through line management meetings and department meetings to ensure all staff are in the best possible position to teach exam technique.

The school will stay abreast of good practice by ensuring that both the middle and senior leaders attend training throughout the year on good assessment practice such as those supplied by FFT and ALPS.

11. Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

12. Monitoring and Evaluation

The Headteachers will monitor the implementation of this policy and report to the Governing Board on its effectiveness.

The policy will be reviewed by the Board of Governors annually.