



# Assessment and Reporting Policy

This policy was approved by

Cox Green School

on 18<sup>th</sup> July 2016

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	10/2/14	10/2/14	July 2016
2	Cox Green School	22/6/16	22/6/16	June 2019



### **The Aims of Policy**

This policy is informed by developments in Assessment for Learning. The overall aim is to focus on providing clear guidance to students about how effective their learning is and also what they need to improve through accurate assessment.

### **Objectives**

**The objectives are as follows:**

1. To secure effective assessment which informs teaching that supports student progress over time.
2. To provide students with feedback and subject specific assessment criteria ensuring they understand what they can already do and what they can learn to do to make further progress.
3. To give students the opportunity to assess and reflect on their own and each other's work.
4. To give students the opportunity to respond regularly to the teachers or peers marking/feedback.
5. To monitor, evaluate and review individual and cohorts of students' progress, and identify their next steps for progress and improvement.
6. To standardise and ensure adherence to the marking procedures throughout the school .
7. To provide evidence of assessment, recording and reporting.

### **Assessing and Marking of Students' Work**

#### **Formative Assessment**

A variety of student work should be assessed using a range of self, peer, group, class and teacher assessment. This applies to classwork, homework, display work, practical work, etc.

Students' books should be marked fortnightly for core subjects and once every three weeks for non-core subjects. This should be formative assessment.

At Cox Green we use the WES system for marking:

- W – what went well
- E – Even better if
- S – Student response (written in green pen usually) which shows student's corrections/addressing marking

#### **Summative Assessment and Reporting**

Students will be provided with information about summative assessments. As well as detailed feedback being provided on a Key Assessment Task a summative mark will be indicated on an assessment sticker, displayed on the front of their exercise book. See below:



COX GREEN SCHOOL	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
Current Working Grade						
Aspirational GCSE Grade						
Minimum GCSE Target Grade						
KS2 score						

We ask teachers to assess and report on students using the flight path which shows the end of KS4 mark. This is the mark that they are expected to achieve if they continue to progress at this level.

Students are awarded an Attainment 8 style score from 1 to 9 based on the flight path below.

In addition, fine grading is used:

- 4+ means working securely at grade 4 with some aspects of grade 5
- 4 means working securely at grade 4
- 4- means an insecure grade 4 with some aspects of grade 3

The same reporting method is used in KS3 and KS4 to ensure consistency.

### The Flight path

Equip NC Level	KS2 Average fine level	Year 7			Year 8			Year 9			Year 10			Year 11			Equip Grade
		9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
		9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	A <sup>+</sup>
		8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	A <sup>*</sup>
		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	A <sup>*</sup>
		8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	A <sup>*</sup>
		7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	A
		7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	A
		7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	A
		6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	B
		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	B
		6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	B
8a		5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	B
8b		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	B
8c		5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	C
7a		4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	C
7b		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	C
7c	5.8	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	C
6a	5.6	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	D
6b	5.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	D
6c	5.0	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	D
5a	4.9	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	E
5b	4.6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	E
5c	4.3	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	E/F
4a	4.0	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	F
4b	3.6	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	F/G
4c	3.3	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	G
3a	3.0	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	Tr6+	U
3b/c	<3.0	Tr6	Tr6	Tr6	Tr6	Tr6	Tr6	Tr6	Tr6	Tr6	Tr6	Tr6	Tr6	Tr6	Tr6	Tr6	U
2a		Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	Tr6-	U
2b/c		Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	Tr5+	U
1a		Tr5	Tr5	Tr5	Tr5	Tr5	Tr5	Tr5	Tr5	Tr5	Tr5	Tr5	Tr5	Tr5	Tr5	Tr5	U
1b/c		Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	Tr5-	U



### Schemes of Work and Key Assessment Tasks

Assessment is a way of judging and recording a student’s knowledge, skills, learning and there is an expectation that schemes of work provide learning opportunities for students to succeed in the schemes of work specified assessment criteria.

Each scheme of work will have **Key Assessment Tasks (KAT)** identified. These will :

- Identify which skills or knowledge is being tested, so teaching and learning can be focussed on certain criteria;
- Be marked ‘in depth’ and will be awarded an assessment grade;
- Have a written comment on strengths and areas for improvement (www/ebi);
- Be standardised by the department before they are set and then after once marked;
- It should be noted that a Key Assessment Task does not necessarily need to be a test;
- The KAT will be awarded a grade using the flight path (see previous section - Summative Assessment)

Key Assessment Tasks can be carried out at any time, but needs to be used as a **part** of the picture when giving a current assessment grade for a student in years 7-10.

Students can underachieve when tested and as a result a Key Assessment Task should be used in conjunction with continuing assessment for learning to assess where a student is currently at.

A **professional judgement** needs to be made using all of the assessment information of the grade being awarded. **These grades should be accurate and not used as a motivator, or as a wake-up call to a student, they should be grounded in assessment information and professional opinion.**

### Target Setting - KS5

All teachers of AS or A2 subjects will be given teaching group lists with Average Point Score (GCSE) data and a Level 3 Value added target grade (reported by DfE and used by Ofsted for inspection purposes).

These target grades must be displayed in all students’ folders and exercise books and will appear on the Student Progress Reports which go home to parents in years 12 and 13.

Based on a student’s GCSE grades an average point score is calculated, by adding up all the grades they achieved and dividing this by the number of grades they achieved. The equivalent national average point score then indicates the average grade a student with this point score would achieve nationally.

**At Cox Green School we are aspirational so set as a target one grade above this national average or Alps+1.**

GCSE Average Point Score	55.0-58.0	≥52.0	≥50.2	≥48.4	≥46.6	≥44.8	≥43.0	≥41.2	≥38.2	≥34.0	10-<34.0
GCSE Average Grade	A/A*	A	B/A	B	B	C/B	C	C	D	D	D
<b>Aspirational</b> Alevel Performance per Subject	A*	A	A	A	A/B	B	B	B	B	B/C	C
<b>Aspirational</b> BTEC Performance per Subject	Dist*	Dist*	Dist*	Dist	Dist	Merit	Merit	Merit	Merit	Merit	Pass



## **Roles and Responsibilities**

### **Monitoring and Evaluation - Roles and Responsibilities**

Monitoring and Evaluation – Analysis of student achievement (Student Progress Reports) occurs at six points throughout each academic year with students, parents, teachers, middle leaders and senior leaders being reported to. These Student Progress Reports will be the basis for identification of any interventions needed or for praise to be highlighted.

## **Other Methods of Assessing and Recording Assessments**

### **Laser Meetings**

Laser meetings are intended to identify students in each subject area, year group or key group, who may not be making expected progress and discuss SMART targets that they are working towards to narrow the gap in their progress. Following these meetings intervention plans are put into place and then monitored carefully.

### **Record Keeping**

All colleagues are expected to keep records of assessments they have made. Some departments have centrally kept records of key assessment data which they use for their own internal tracking and target setting systems. SIMS electronic mark books will be used by departments for this purpose. These records of assessment should be annually reviewed as grade boundaries change and the assessment make-up of each subject can change.

Data in relation to behaviour, homework completion, being equipped for lessons and punctuality is taken directly from the lesson by lesson electronic registration system, SIMS lesson monitor.

### **Traffic Lights**

The inputting of data into SIMS tracking mark sheets triggers, once “calculate” is pressed, a ‘traffic light’ showing whether progress is above (green), in line with (amber) or below (red) expectation. These same colours are seen on the Student Progress Reports which go home to parents.



### Appendix 1

Table B.1 2015 Attainment 8 estimates for each KS2 fine level

KS2 average fine level (English & Maths)	2015 Attainment 8 estimate	KS2 average fine level (English & Maths)	2015 Attainment 8 estimate	KS2 average fine level (English & Maths)	2015 Attainment 8 estimate
1.5 <sup>a</sup>	13.20	3.7	32.11	4.9	55.03
2.0 <sup>b</sup>	17.79	3.8	33.63	5.0	56.16
2.5 <sup>c</sup>	19.39	3.9	35.27	5.1	59.32
2.8 <sup>d</sup>	20.38	4.0	36.48	5.2	61.51
2.9	21.88	4.1	38.80	5.3	63.92
3.0	23.37	4.2	40.62	5.4	66.31
3.1	23.91	4.3	42.55	5.5	65.67
3.2	24.42	4.4	44.49	5.6	71.61
3.3	26.15	4.5	45.87	5.7	74.18
3.4	27.71	4.6	48.50	5.8 <sup>e</sup>	76.28
3.5	28.58	4.7	50.71		
3.6	30.24	4.8	52.76		

Source Department for Education January 2016

The above data is based on 2015 results. Major fluctuations in this data in subsequent years may necessitate changes to the Cox Green flight path.