Testwood Sports College **Assessment and Reporting Policy**	
Key Responsibility area:	TW/SPP/NS/3
Last Review:	November 2016
Next Review:	November 2019

1. Principles

This document sets out to explain the place of assessment at Testwood Sports College and gives guidance to teachers and pupils about the assessment, recording, and marking of pupils' work. The policy should be read in conjunction with our rewards, homework, reporting, curriculum, and teaching and learning policies.

Assessment is the direct responsibility of teachers. However, pupils, parents, governors, support staff and other stakeholders will all have input into the assessment process.

The policy has been updated in the summer term 2016 in light of the new 'Assessment without levels'. This update has taken on board the advice from the 'Final report of the Comission on Assessment without Levels' published by the DFE Spetember 2015 and the work carried out in school by the BATL group 'Life after Levels'. From now on this will be known as Assesment Without Levels or AWL – See Appendix 1 on AWL

The principal function of assessment is to provide information for teachers and parents to help pupils overcome obstacles to learning. It should be used in such a way that pupils know where they are in their learning, where they are going and how to get there.

For an assessment to be fully effective: -

    a) Pupils must be made fully aware of the learning objective(s) and assessment criteria
    b) Pupils should take a full part in reviews of assessments
    c) Time should be provided for pupils to reflect independently or collaboratively on what they have learned, how they have learned it, and how to make further progress against the success criteria

2. Forms of assessment

There are a number of different forms of assessment:

    a) Formative, or assessment *for* learning
    b) Summative, or assessment *of* learning
    c) Impassive, which involves a comparison of current and past attainment of a particular pupil, irrespective of the achievement of others;
    d) Diagnostic, which provides specific information about a pupil's strengths and areas for improvement.
    e) Formative and summative assessment

The only truly summative assessment is when pupils cannot act on it to improve their work. As an 11-16 school, this point most often comes when the pupil is sitting the exam in Year 11. All other assessments are therefore technically formative i.e. their function is to help pupils improve and should be dissectible as such. One way of looking at the difference is to compare it to a chef tasting the soup during the cooking process and again at the end before it is served.

3. Definitions of marking and assessment

   a) Marking is used to check the quality of day-to-day work and provide feedback about how to improve
   b) Assessment is a snapshot of progress or attainment over time
   c) A pupil may complete a piece of work in class which is assessed at a Secure level but this does not necessarily mean that they are *working at* a Secure Level.
   d) For the pupil to be considered a secure level from one piece of work/exam, it would have to be holistic enough to be assessable against all the criteria that make up that Level

4. Purpose of assessment

   a) Pupils – own their learning, understand how to improve, motivation
   b) Teachers – informs planning and intervention
   c) Curriculum Leaders (CLs) – cross-department interventions
   d) Progress Leaders (PLs) – support pupils across the curriculum
   e) Parents – communication of progress, celebrate success, encourage their children, provide support

However, all of the above points are invalidated if the assessments are not accurate. Therefore they need to be moderated – in some cases externally – to ensure that the data produced gives a true picture of progress.

5. Teacher Standards

The Teaching Standards hold us to account as professionals. The following relate to our responsibility regarding assessment:

   a) Know and understand how to assess the relevant subject curriculum areas, including statutory assessment requirements.
   b) Make use of formative and summative assessment to secure pupils progress.
   c) Use relevant data to monitor progress, set targets and plan subsequent lessons.
   d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

6. Core assessment expectations across all departments:

   a) Assess twice a half term
      1. Halfway through half term is formative and written feedback given
      2. End of half term 'summative' and forms a Progress Check (PC) Level/grade
   b) If assessments in a particular subject area are not holistic i.e. tests what has been learned specifically in that half term (suited to more knowledge-based learning), each subsequent Level/grade entered into the Progress Check must be an average of the year e.g. if a pupil achieves Confident in his/her assessment in Autumn 2 but got a

Secure in PC1, the teacher would enter Secure+ into PC2. Every subject must have a holistic assessment at the end of the year which forms PC6.

c) Assessment criteria are robust and are always connected to the criteria by which pupils will be assessed in terminal exams
d) Feedback from assessments during reflection time in class addresses key misconceptions
e) Interventions are appropriate and timely, and the evidence for their success is recorded

7. Each subject area needs a policy stating:

a) Whether assessment is holistic or specific to the period since the last assessment
b) A short summary of what forms the assessment i.e. what do pupils have to do?
c) How assessments are levelled/graded, including how they are moderated and quality assured e.g. teachers mark each other's and/or externally validated
d) The conditions under which the assessment will take place e.g. in exams conditions in teachers' classrooms (similarity to the eventual exam environment is desirable where practicable)

8. Core marking expectations across all departments:

a) Adhere to the marking policy (see appendix)
b) Every 4/5 lessons or every two weeks – whichever is sooner
c) Teacher feedback is written in green
d) Pupils respond in purple to show a clear learning dialogue between them and the teacher
e) Improvements given as TIP ('To Improve Performance')
f) VFG ('Verbal Feedback Given') – pupils must act on this immediately or it will be forgotten
g) Pupils respond better if marking practices are consistent

9. Levels of Progress (LOP)

Testwood Sports College policy was that all pupils will be targeted 4 LOP. Even though it would be unrealistic to expect all pupils to achieve this ambitious goal, it is unfair to say to any one pupil that we expect less of him/her than anyone else. Therefore, from a baseline dictated – as it is in RAISEonline – by the average of English, maths, and science (or English if English and maths if maths), we have compared progress against a trajectory toward this target. This trajectory works out at just under a sublevel per term. (Exactly one per term would equate to five whole levels during secondary school.) However, with AWL pupils from primary no longer have levels. As a school, we are given a raw score and an indication of whether the child has achieved age related expectations or not achieved age related expectations.

To set ambitious KS4 and KS3 targets for the cohorts who assessed without levels, two pieces of data have been taken into account.

1) FFT KS4 estimates generated nationally for pupils with similar KS2 profiles. We have set these estimates to match the top 20% of schools in the country.
2) CATS (Cognative Ability Tests) data from the CATS sat by students at Testwood at the start of Year 7.

Where the two are estimates are different, the student's profile is looked at and, usually, the higher estimate is chosen as the target.

10. Assessment for Progress Check drops:

   a) The first grade counts not the second
   b) Lack of effort in an assessment shows poor attitude and should be treated accordingly
   c) Feedback will be given, and must be acted upon, but any subsequent Level/grade will not supplant Progress Check data

11. Assessment ethos/exam conditions

We must encourage pupils to treat all assessments with respect and ensure that they are using their study skills to prepare for them in class and at home. Exam techniques need reinforcing to build resilience under pressure. Pupils must also be familiar with the testing environment and prepared psychologically before going into it (staggered entrances, breathing techniques, stress relieving strategies etc).

12. Parents

Parents are often an untapped resource in supporting pupils with their work because they are not adequately guided how to do so. Every household will be provided with a guide giving advice as to how best to support pupils in each subject. There will also be information evenings for each Year Group to reinforcement this guidance.

13. Pupils' Diary Page

ASSESSMENTS

   a) Students assessed without levels will have a booklet for each subject showing their learning pathway. This is to be updated at every assessment with the student identifying their next steps or target. Teachers are to allow time for this in their planning and delivery of lessons.
   b) You will be assessed a minimum of every 4/5 lessons or twice per term
   c) These assessments will count towards your Progress Checks
   d) You must put in maximum effort into every assessment
   e) If you do not work hard enough in your assessment you will be set a detention by your teacher to complete the work
   f) Your feedback will tell you how to improve
   g) You will be given time to act on the feedback
   h) These assessments are designed to give you the skills and experience necessary to support progression to GCSE

14.   Roles within assessment

The role of the classroom teacher

   a) Classrooms will display level descriptors for both KS3 and KS4
   b) Examples of work will be displayed suitably annotated to show why the level/grade was awarded and/or what would improve that piece of work to the next level/grade
   c) Ensure that there is a clear learning objective(s) for every lesson and that where assessment takes place the assessment criteria are clearly understood by the pupils
   d) Implement assessment for learning (AFL) within the classroom, to include regular opportunities for peer and self assessment
   e) Amend lesson planning in light of AFL

f) Model and scaffold pupil's writing e.g. provide a writing frame, a key words list, connectives
g) Use learning objectives to form the basis of a plenary
h) Use assessment outcomes to identify pupils in need of extra support (liaise with the SENCO)
i) Ensure pupils keep a record of their targets and know the short term steps they need to take to move towards their final end of key stage target.
j) Contribute to the planning of department based assessment tasks and analysis of data

15. The role of the pupil

a) To undertake peer and self assessments during lessons
b) To keep a record of working at Levels/grades on assessment sheets and understand how to improve to the next sublevel/grade
c) To know without reference their working at Level/grade and End of Year (EoY) target
d) To attend events regarding their attainment and progress

16. The role of the Subject/Curriculum Leader

a) Develop an assessment policy for the subject area in line with school policy and monitor implementation
b) Ensure that schemes of work have clear learning objectives and a range of strategies for assessment
c) Develop consistency of judgements on assessment outcomes through moderation procedures
d) Breakdown, analyse, and interpret data with the subject team
e) Use data to review the subject curriculum
f) Use data to plan for individual pupil intervention and setting arrangements
g) Produce summary of data analysis to leadership and governors after each data drop
h) Ensure continuity of data at class handovers

17. The role of the tutor

a) To analyse assessment data within the tutor group
b) To use data as a means of recommending pupils for praise and rewards
c) To encourage pupils to discuss progress against their EoY target

18. The role of the Pastoral Leader

a) To identify and analyse trends shown by the data about individuals causing concern and groups of pupils within the year group and plan, in consultation with other lead staff, appropriate interventions
b) To monitor the tutor team effectivesness with their use of assessment data

19. The role of Senior Leaders

a) Plan an appropriate assessment cycle and ensure staff are adequately trained to support it
b) Ensure that the school meets statutory requirements in relation to assessment, including the setting of targets

c) Evaluate the impact of strategies using assessment data and develop policy and practice accordingly
d) Disseminate assessment information to pupils, staff, parents, governors, and other relevant bodies as required

This policy was approved by the Governing Body and will be reviewed annually.

Date policy agreed: November 2016   Date of review: November 2017

Signature of Panel Chair: Date:

Signature of Chair of Governors: Date: November 2016

Appendix 1 of Assessment Policy

Assessment without levels, AWL
The government introduced a new system nationally to answer the following questions around assessment.

Assessment Without Levels - Design solutions

1. We can't measure learning because it is too complex.
But we can observe and quantify the outward signs of learning. The key to this is defining Learning Objectives
2. We can't track progress because it isn't linear.
But we can estimate future performance and monitor the learning journey. We can also use standardised tests and 'way markers'.
3. We can't use summative assessment, except at the end of the key stage.
But we can use formative assessment as the basis of monitoring progress. We can judge the extent to which pupils are learning what they are taught.
4. We shouldn't use symbols to quantify progression if they have no value.
But we can use a Mastery approach to quantify progression and 'GCSE readiness' to provide the measures.
5. We should not use slavish IT systems which add little value.
Systems are needed to aggregate the information across a school. They can add value by processing, displaying and reporting this information.

As a consequence every school has been set the challenge to re visit their assessment system and look again at how we communicate to students, and parents, about how students can make progress.

At Testwood we have researched and worked as a staff to develop our own AWL policy. This Testwood model uses the idea of a 'Learning Pathway' for the students. A student is given a learning pathway that sets them on a trajectory to achieve particular grades at GCSE. There are 5 pathways as indicated below.
Each subject has looked at their KS3 curriculum and devised descriptors of skills and knowledge that fit a learning pathway. If a child is making progress it will maintain their learning pathway or move on to the next pathway, exceeding expectations. If a child is not making progress their work will match the descriptors on a lower pathway.

	Learning pathway

Data entry for reporting	1	2 3	4 5	6 7	8 9
	Emerging	Developing	Secure	Confident	Extending
On track for	1 (U/G/F)	2/3 (D/E)	4/5 (C/B)	6/7 (B/A)	8/9 (A/A*)
year 7	Emerging. In here departments record what a student would be capable of in year 7 to be on track for a 1 in year 11.	Developing. In here departments record what a student would be capable of in year 7 to be on track for a 2/3 in year 11.	Secure. In here departments record what a student would be capable of in year 7 to be on track for a 4/5 in year 11.	Confident. In here departments record what a student would be capable of in Year 7 to be on track for a 6/7 in year 11.	Extending. In here departments record what a student would be capable of in Year 7 to be on track for a 8/9 in year 11.
year 8	As above but for yr 8	As above but for yr 8	As above but for yr 8	As above but for yr 8	As above but for yr 8
year9	As above but for yr 9	As above but for yr 9	As above but for yr 9	As above but for yr 9	As above but for yr 9
year10					
year 11					

Assessments will be tied into the learning pathways. After a piece of assessed work the student will be asked to record where they are working in an AWL booklet and asked to highlight what they need to do next to progress. Each subject as an AWL booklet for each student to be kept as a record of progress and for the student to refer to in order to identify what they need to do next.

Staff will report on a student's progress by identifying which learning pathway a student is on. If they are moving into the next pathway but not yet secure they will get a '+' eg a 'Confident +' means a student is working at times at an 'Extending' level.

An example of a AWL booklet.

My target pathways 😊

Developing 2/3 (D/E)	Secure 4/5 (C/B)	Confident 6/7 (B/A)	M 8/9
Comments identify ain purpose- does so simplistically.	Main purpose identified, some awareness of writer's viewpoint, ✓✓✓	Main purpose clearly identified, viewpoint in texts clearly identified with explanations. Target 2/11	Explorati conventi of text ty
∅/10	26/9 2/11 3/12 5/12	5/12	
Some simple connections between texts identified.	Simple comment on overall effect on reader, features common to different texts or versions of the same text identified. 26/9	Awareness of how the text impacts a reader- growing understanding of difference between text types. ✓✓ 7/1 2/4	Underst text's im reader i explaine detailec betwee
Recognition of some features of the context of texts and developing understanding of how it impacts a text.	Historical context understood in greater detail and used to highlight why the text has been written.	Contextual understanding is generally confident; using dates, key events and names to show knowledge.	Detaile unders contex on the clearly