ASSESSMENT AND REPORTING POLICY

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Rationale

To provide an accurate and up-to-date overview of how the school assesses student performance and how the assessment information is reported to students, staff, governors and parents.

Purpose

This policy is for staff, students, parents and governors and outlines the school's assessment policy and practice. The policy clarifies where and how student performance is assessed and explains the methodology used to ensure the information received is accurate, relevant and purposeful. The policy gives clear information to parents regarding the type of information they will receive and when they can expect to receive it.

Assessment is a powerful tool for ensuring the school is aware of students' strengths and areas for development. The following quote from Dylan William illustrates the limitations of assessment however:

"Assessment is a good servant but a terrible master."

This illustrates that assessment should be used to support teaching and learning and enrich the delivery of the curriculum. School leaders must ensure that the curriculum does not lose breadth and depth in order to deliver assessments.

Implementation

The Deputy Headteacher with responsibility for curriculum and student performance will oversee the implementation and design of the assessment and reporting arrangements. It is also highly relevant to the work of:

- Subject Teachers;
- Heads of Department;
- Heads of Year;
- Raising Standards Leaders;
- Governors.

Teacher Assessment – marking and feedback

Assessment is an integral part of the teaching and learning process. It should be used to inform, guide and shape the planning and delivery of all teaching and learning. Written feedback should be provided to students at least once for every ten lessons taught.

Following written feedback class time should be dedicated to students' reviewing the teacher's comments. The teacher should ensure sufficient time is dedicated to enable students to complete the 'NDT' (Now Do This) task that is part of the written feedback. Students should know what they need to do to improve and be given the chance to do so. Further information regarding assessment in lessons can be found in the school's Feedback to Support Learning Policy and Teaching and Learning Policy.

Formal Assessments

All students complete three formal assessments during the academic year in all subjects except: Core Physical Education; Spiritual, Moral, Social and Cultural Development (SMSC); Health; Key Stage 3 Computing; Spelling, Punctuation and Grammar; Literacy and Numeracy lessons.

Formal assessments require written teacher feedback, relating to the assessment criteria used to assess the piece. This written feedback must relate to the assessment criteria used to assess the piece, identify where students are meeting criteria, stimulate the correction of errors or improvement, support the next steps and provide an opportunity for students to reflect and take action to demonstrate progress. Any diagnostic comments must take into account the students' prior attainment and any special needs.

The content and objectives of this assessment should strongly support the department's curriculum aims and vision. It should prompt students to demonstrate their progress against the threshold concepts or key knowledge, understanding and skills that they have been taught.

Departments must **routinely moderate** the standard of formal assessments to ensure levelling/grading is standardised across the department. Time is allocated within the school's academic calendar (typically during the week following an assessment) to indicate when this should take place.

The majority of the formal assessments are based in classrooms and should be organised and delivered by the teacher with the support of the Head of Department.

Indicative or "Mock" Examinations

A small number of formal assessments take place in the hall and are aimed at replicating for students what they will experience in the final summer examinations. They also provide the school with valuable data which indicates students' likely future attainment thus supporting teachers' forecast judgements.

Indicative or "Mock" examinations currently take place at the following times:

December   Year 11/Year 12 (transition)/Year 13
March   Year 11/Year 13
            Year 10/Year 12

Data Collection

There are three data collection points for each year group over the course of the academic year. The one exception to this is Year 11 and Year 13 where a fourth data collection point is scheduled in Term Five immediately prior to the start of external examinations.

Current timings of assessments and data collections throughout the year

Year	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
7		✓		✓		✓
8		✓		✓		✓
9		✓		✓		✓
10		✓			✓	✓
11	✓		✓	✓	(✓)	
12		✓	✓		✓	
13		✓	✓	✓	(✓)	

Brackets indicate this is a reduced data collection point only and there is no preceding assessment

Year 12 students who are following the Transition Route of Study will follow the Year 11 schedule according to the above cycle.

Reporting to Parents

Parents will receive three reports detailing their son / daughter's academic progress each year following the data collection points highlighted in the table above. Progress reports are printed centrally and posted home but are also available electronically upon request. On occasions, reports will be handed out physically to parents at the relevant Consultation Evening with the remainder of reports then posted to those families who did not attend the event.

Information provided for parents is as follows:

Reporting to Parents in Years 7 to 9

In Years 7 to 9 the following information is reported to parents:

➢ Attitude to Learning

Each subject awards an Attitude to Learning profile which best describes the manner in which the individual student has worked over the term. Profiles are awarded as follows:

1 Outstanding
2 Good
3 Requires improvement
4 Cause for concern.

➢ Homework

Each subject awards a homework profile which describes the quality of homework produced by your son/daughter. Profiles are awarded as follows:

1 Outstanding
2 Good
3 Requires improvement
4 Cause for concern
X Not set in this subject.

➢ Progress

Each subject assesses whether students are on track to match the academic expectations as defined by their flightpath grades (as above); statements are then provided as follows:

Exceeding
Meeting
Approaching
Below.

➢ Attendance

An overall attendance figure is given for the year to date.

➢ Rewards/behaviour points

Progress Judgement

In order to enable meaningful tracking of progress during Key Stage 3, academic expectations have been assigned to each student. Please see target setting section for more detail. These expectations take the form of GCSE grade bands that define successful attainment at the end of Year 11. Bands are assigned to students according to Key Stage 2 performance data provided by the Department for Education. The six grade bands are as follows:

2-3   achieving either a grade 2 or a grade 3 at GCSE
3-4   achieving either a grade 3 or a grade 4 at GCSE
4-5   achieving either a grade 4 or a grade 5 at GCSE
5-6   achieving either a grade 5 or a grade 6 at GCSE
6-7   achieving either a grade 6 or a grade 7 at GCSE
7-8   achieving either a grade 7 or a grade 8 at GCSE.

These grade bands are not a prediction or a guarantee of performance at GCSE level and we recognise that students may exceed these expectations or struggle to meet them during their time at Sandwich Technology School. We refer to these bands as a student's flightpath. The bands enable the school to measure and report on progress during Years 7 to 9. Students are assessed against the knowledge and skills required at each point of the course to calculate whether they are on track to achieve their flightpath grades; from this assessment data class teachers are able to define whether a student is below, approaching, meeting or exceeding the expected level. A student's flightpath band is indicated on the report in the box labelled "Flightpath".

An example of a Year 7 progress report is shown below.

	Year 7, Progress Report 1: December 2018				
Attendance (From 03/09/2018 to 29/11/2018)	*Sessions Possible: 106*	*Authorised Absence: 2*	*Unauthorised Absence: 0*	*Total Attendance: 98.1%*	
	Flightpath	**Attitude to Learning**	**Home work**	**Progress 1**	**Progress 2**	**Progress 3**
English: Mrs Z Fitzjohn	4-5	1	1	Meeting		
Maths: Mr P Sykes	3-4	2	1	Exceeding		

Reporting to Parents in Years 10 to 13

In Years 10 to 13 the following information is reported to parents:

➢ Attitude to Learning (as Year 7 to 9)
➢ Homework (as Year 10 to 13)
➢ Assessment

The assessment grade is the GCSE/A-Level or other grade awarded to the student in the recent assessment.

➢ Predicted Grade

This indicates the grade the teacher feels they are most likely to achieve at the end of the course. It is a professional judgement taking all known factors into account including the student's current and recent work rate and assessment results.

CATS Testing

All students sit a Cognitive Abilities Test (CATs) shortly after joining Sandwich Technology School. This test measures students' developed abilities in four categories:

Non-verbal Reasoning: thinking with shapes
Verbal Reasoning: thinking with words
Quantitative Reasoning: thinking with numbers
Spatial Ability: thinking with shape and space.

These key areas support students' academic attainment and through CATs testing, the school is able to better track and monitor students' needs and better target resources.

Target Setting

Role and Purpose of Targets

Sandwich Technology School uses student estimate data provided by Fischer Family Trust (FFT) to set targets for students at both Key Stage Four and Key Stage Five. Suitably challenging targets play a prime role in securing high and rising standards in all aspects of the school's curriculum.

Targets are used to motivate students to fulfill their potential and to perform in line with or better than students of a similar starting point nationally. Targets equip teachers with the tools to evaluate the progress students are making. Targets also provide valuable information for parents that enables them to put their son/daughter's achievement into context.

What is FFT?

Fischer Family Trust is a charity established to help schools to evaluate performance accurately and set challenging yet realistic targets. FFT data helps schools to analyse performance, identify strengths and weaknesses and plan for the future. FFT is used in more than 85% of schools and is highly valued for its robust value added estimates and the quality of its comparative data. The methodology used is reliable, comprehensive and based on a secure evidence base.

What data does FFT provide?

FFT provides estimated grades for each student for each subject. These are created using each student's prior attainment (KS2 data for GCSE estimates, KS4 data for Level 3 course estimates) which is subtly weighted towards Maths or English in each subject depending on historical trends of student performance. The estimates also take into account the student's gender and month of birth. The estimate grade captures what students of a similar nature and with similar starting points achieved on average in that subject in the previous academic year.
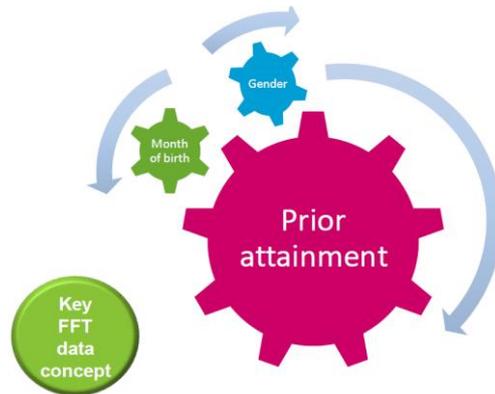
How challenging are the estimates?

Three different estimates are provided by FFT according to the level of challenge or benchmark that a school wishes to use. FFT benchmarks are based on how similar pupils nationally performed in the subject last year, (similar pupils are defined as similar prior attainment, gender and month of birth). There are three options available: 'Average' – schools that made average progress last year (FFT50 – 50th percentile progress), 'High' – schools that made much better than average progress (FFT20 – 20th percentile progress) or 'Very High' the schools that were at the 5th percentile in terms of progress (FFT5). Increasing the level of challenge will increase the benchmark values. The three benchmarks are as follows:

FFT 50   "Average" progress (based on schools on the 50th percentile for progress)
FFT 20   "High" progress (based on schools on the 20th percentile for progress)
FFT 5   "Very High" Progress (based on schools on the 5th percentile for progress)

As the progress made by students at Sandwich Technology School is currently below the 50th percentile, the FFT 50 Benchmark will be used to establish the initial target grade for each student in each subject. This reflects the school's short term aim for our students to make progress that is in line with the national average. By setting the basic target grade in line with the FFT 50 Benchmark, STS is setting a whole school short term target that students make progress that is at least *on or above* the national average.

The target grade will then have a second grade added to form a range. The higher grade of the range will always be one grade above the FFT 50 Benchmark. For example, a student with an FFT estimate of 5 will have a target grade of 5 with a range of 5-6. In every case this means the upper grade in a student's target range will at least match the FFT 5 Benchmark. This reflects the school's medium and long term aim that students make progress that is *above* the national average.

Practical Details

The target ranges will be located in the H drive in a folder entitled "Curriculum and School Performance". This information will be available to staff from Monday 17th September 2018. The new school targets will not be used for performance management purposes to measure performance of individual teaching groups in

Summer 2018 examinations. Residuals used in 2018 will be calculated using the school's previous target setting methodology. Progress of groups will be measured against the new FFT based target grades for the first time in 2019/2020. However, Heads of Department will be using FFT data as an interpretative tool to aid diagnosis and intervention throughout the academic year.

Key Stage Four STS Student Targets are allocated as follows:

2-3
3-4
4-5
5-6
6-7
7-8
8-9

Reporting to Parents using Students' Flightpaths

Once the STS student targets have been calculated using the FFT Estimates data, teachers are able to make judgements about progress for each stage of a student's journey through the KS3 and KS4 curriculum. This is done using a Flightpath or trajectory showing teachers the different levels of attainment a student will have to reach at each assessment point if they are going to be on track to meet their target at the end of Year 11. At each assessment point, a teacher is, therefore, able to judge whether a student is below, approaching, meeting or exceeding academic expectations.

Key Stage Five

FFT uses similar methodology to calculate performance estimates for students in Key Stage Five. The benchmarks are based on the progress made by similar pupils nationally between KS4 and KS5 last year. The FFT model uses KS4 APS, number of KS4 A*/A GCSE passes, attainment in the same/similar KS4 subject, (where available), gender and month of birth as a starting point for pupils to produce the benchmarking ranges. STS will use the FFT 50 Benchmark to create targets for students in Years 12 and 13.

The FFT 50 grade will be the STS target grade for each student in each subject (typically between A and D). Unlike KS4, there will be *just one* grade for students in Years 12 and 13 and a range will not be provided.

Links to other policies/documents

- Curriculum Statement
- Feedback to Support Learning Policy
- Teaching and Learning Policy