

# ASSESSMENT AND REPORTING POLICY



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## 1. INTRODUCTION

1.1 In this policy 'we' and 'us' means Harington School.

1.2 We believe that the following are crucial to effective assessment:

- students will receive regular feedback on their work which is meaningful to ensure they are actively involved in their own learning;
- teachers will adjust their lessons and approaches to take into account the outcome of assessments. Where students have under achieved, teachers' intervention will be timely;
- parents/guardians receive accurate and timely feedback along with support with the progress of their child towards ambitious A-level target grades.

## 2. TARGET SETTING

2.1 We believe that all students should be set challenging targets based on nationally recognised progress measures. Minimum targets for students will be based on national expectations from their average points score from Key Stage 4 to Key Stage 5, as identified in <https://www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide>

2.2 Aspirational targets will be based on ALPS (Advanced Level Performance System) predictions for progress based on prior attainment within specific subjects for those students nationally in the top 10-25% attainment category.

## 3. TRACKING OF STUDENT PROGRESS

3.1 The use of targets and progress towards these will be transparent and shared with students, parents and staff on a regular basis. Teaching staff are expected to collect clear tracking data throughout the year in order to make accurate judgements on student progress and intervene effectively where students are under performing. Students studying the same course but with different teachers will be assessed using the same agreed assessment material.

#### **4. REPORTING CYCLE**

- 4.1 The reporting cycle is designed to ensure that students receive accurate assessment information on a regular basis, typically every ten weeks. This information allows parents to monitor and support their child, governors to have an oversight of progress towards agreed targets, and teaching staff to effectively intervene where under-performance is apparent. Within each academic year, students will receive at least three Assessment Point reports, along with two Parents' Evenings. There will be at least one formal examination (mocks) per year group where students will sit examinations as close in content to their final examination as coverage allows. The reporting cycle will be made available at the start of the year. Staff are expected to attend all parents' evenings of the groups that they teach.
- 4.2 Assessments will be predominately based on past paper A-level questions as these examine the key skills, understanding and knowledge of each course to be tracked. These should be of a high standard of academic rigour and at assessment point departments should consider whether previous results indicate a need to include previous material as part of the assessment. Guidance will be given centrally for consistency. It is the responsibility of each subject teacher to ensure the appropriate implementation. It is our expectation that students are well prepared for mock exams.

#### **5. REPORTING**

- 5.1 All information reported home will be colour coded against students' individual subject targets (purple: achieving at aspirational level, green: achieving above minimum, amber: achieving at minimum target, red: achieving at below minimum).
- 5.2 When entering data, staff will enter current 'live' results based on pre-agreed assessment point tasks (typically 2-3). These will be based around A-level criteria, linked to external examination papers, and using published grade boundaries as much as possible. All students completing the same course will follow the same assessment point tasks.
- 5.3 Staff will also provide a numerical grade to identify effort within lesson time and effort outside of lessons, based on pre-agreed criteria.

#### **6. MARKING**

- 6.1 High quality marking and feedback is an essential component of teaching and learning at Key Stage 5. This is underpinned by a clear focus on formal assessment objectives, as well as mastery of subject-specific skills. Assessment, whether low or high stakes, should be treated as a learning opportunity, incorporating dialogue and reflection which facilitates the mastery of key skills. This might include re-drafting and revisiting work, teacher modelling of the marking process, peer assessment and setting of clear targets for the next piece of work.
- 6.2 We do not expect teachers to mark every piece of work, as this is not the most effective way to feedback and promote further student progress. For example, it will rarely be appropriate for teachers to mark and acknowledge note taking within folders. Folder organisation should however be monitored by classroom teachers who should actively intervene to ensure folders are fit for purpose but they will continue to be the responsibility of individual students. We do realise the importance of students taking more responsibility for their own organisation. Where appropriate, teachers should collate marks completed outside of the main assessment points, where this informs planning.

6.3 All formally assessed work including assessment point tasks should be returned within a reasonable enough time to make an impact within a learning cycle and maximise opportunities for progression.

6.4 Feedback may be given in writing or verbally during one-to-ones or small group work. In the latter, students will summarise their feedback themselves. Teachers will often feed back common errors verbally to the whole class, expecting the students to take note and correct their work if it applies to them. Students may also be asked to mark their own or each other's work using clearly explained assessment criteria; the teacher will also check the accuracy of this marking, although this is not a substitute for formal assessment.

6.5 Students are expected to improve their work as a result of the feedback received either during a lesson or part of their prep as directed by the teacher. If a student has performed below expectations or has not completed work, they may be required to attend intervention or directed private study in order to ensure they do not fall behind their peers.

## **7. INTERVENTION**

7.1 Where students are underperforming within a subject (especially below minimum), the expectation is that teachers will actively intervene to support improvements. This may include a number of strategies appropriate to the student's needs, such as asking students to resubmit work, complete additional work, additional one-to-one or small group intervention, support with revision techniques, subject report, or direct communication with parents.

## **8. STAGES OF SUPPORT**

8.1 Students are supported to make their best possible progress through a stages model which offers a variety of academic support:

Earned autonomy: where students are attaining their minimum target grade, staff and students will continue to work in partnership to support students attaining their aspirational targets.

Stage 1: where students are under their minimum grade in just one subject, the classroom teacher will support the student in order to ensure they make the correct level of progress.

Stage 2: where students do not make improvements from Stage 1, or are underperforming in two or more subjects, the form tutor will offer additional support. This would usually involve meeting parents and agreeing a number of strategies. This could include a loss of autonomy where appropriate (e.g. managed private study).

Stage 3: where students do not make improvement from Stage 2, a Cluster Lead will offer additional support. This could include timetable adjustments and further loss of autonomy if appropriate.

Stage 4: when, despite the support offered, a student fails to make the appropriate level of progress, the Head of School will review the support offered to the student. The Head of School should consider whether additional support would make a tangible difference to performance. The Head of School should meet with the student and their parents to discuss the best route for the student for Year 13. This would consider ongoing support or a move to an alternative post-16 provider.

Stage 5: on the rare occasion that a student or parent wishes to review the guidance the Head of School has offered, they can ask for this to be reviewed by the Local Governing Body. If this does happen, a panel of three Governors will meet within fifteen School days. The role of the review panel is to consider the guidance offered by the Head of School in light of the level of support the student has already received. In reviewing the decision, the panel must consider the views of the School and parents, ultimately acting out of what is in the best interest of the student.

8.2 Where appropriate, this policy should be read in conjunction with the Federation Student Exclusion Policy.

# ANNEXE 1 INTERVENTION AND PROGRESS SYSTEM

