

ASSESSMENT AND REPORTING POLICY



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CONTENTS

1. INTRODUCTION.....	1
2. TARGET SETTING.....	1
3. TRACKING OF STUDENT PROGRESS.....	1
4. REPORTING CYCLE.....	2
5. REPORTING.....	2
6. MARKING.....	2
7. INTERVENTION.....	3
8. STAGES OF SUPPORT.....	3
9. ANNEXE 1 INTERVENTION AND PROGRESS SYSTEM.....	5

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;
- Subject Teachers will adjust their lessons and approaches to take into account the outcome of assessments. Where students have under achieved, Subject 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 Targets are projections based on a maintaining a strong progress from GCSE outcomes.

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 three times per academic year. 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 two Assessment Point reports, along with one Progress Evening. There will be one formal (mock) examination 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 progress 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 examinations.

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 specific, accurate and clear targets for the next piece of work.
- 6.2 We do not expect Subject 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 Subject 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, Subject 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, ensuring that it clearly relates to criteria and demonstrates why an aspect of the work is good, and at least one actionable target to provoke thinking and move learning forward. Subject Teachers will often feedback 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; where 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 Subject 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 their minimum target grade), the expectation is that Subject 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:

Stage 0: where students are attaining their minimum target grade, staff and students will continue to work in partnership to support students attaining their aspirational targets, so have earned autonomy.

Stage 1: where students are under their minimum grade in just one subject, the Subject 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 with the student (and parents where necessary) and agreeing a number of strategies. This could include a loss of autonomy where appropriate (e.g. supervised private study).

Stage 3: where students do not make improvement from Stage 2, a senior member of staff 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.

9. ANNEXE 1 INTERVENTION AND PROGRESS SYSTEM

Stage 0: Earned Autonomy

- **Triggers:** Effort grades of 2 or above (usually attaining minimum targets in all subjects) on Assessment Point report.
- **Support:** Teacher and student work together to achieve aspirational target. Student allowed out at lunch and to complete work experience during private study time.
- **Communication and Review:** Usual Assessment Point reports and parent's evening.

Stage 1: Subject Teacher

- **Triggers:** Effort grade in class of 3 or 4 for one subject (usually attaining under their minimum target in one subject) on Assessment Point report.
- **Support:** Action/s by Subject Teacher which could include a seating change, conversation with student, meeting with student and parent/guardian, subject report, prep support, peer mentoring, small group intervention. Numerous strategies should be utilised before escalating to stage 2.
- **Communication and Review:** Parent/guardian aware through report or/and discussions at Parents' Evening. Teacher records actions and review impact. Reoccurrence of issues requires contact home.
- **Deescalation:** All effort grades of 2 or above on Assessment Point report.

Stage 2: Form Tutor

- **Triggers:** Effort grade in class of 3 or 4 in two or more subjects (usually attaining under their minimum target in two or more subjects) on Assessment Point report, or no improvement on stage 1 concerns.
- **Support:** Subject Teacher action/s begins or continues (as in stage 1). Form tutor to meet with student (and parent/guardian where applicable) to agree improvement strategies. Action/s by form tutor which could include timetable adjustments, tutor report, loss of autonomy (not allowed out at lunch, private study in tutor base).
- **Communication and Review:** Formal follow-up letter detailing concerns and actions, with stage 3 triggers clearly communicated. Staff record actions and review impact.
- **Deescalation:** Effort grade in class of 3 or 4 for one subject on Assessment Point report.

Stage 3: Senior Staff Member

- **Triggers:** No improvement in stage 2 concerns or serious one-off incident.
- **Support:** Subject teacher action/s continues. Senior staff member to meet with student (and parent/guardian where applicable) to reflect on and refine improvement strategies. Action/s by Senior staff member could include report, timetable adjustments, further loss of autonomy, internal isolation.
- **Communication and Review:** Formal follow-up letter detailing concerns, actions already taken and their impact on the progress of the student and others, with stage 4 triggers clearly communicated. Staff record actions and review impact.
- **Deescalation:** Tangible improvements (e.g. improvement in effort grades in class on Assessment Point report, evidence of student complying with report).

Stage 4: Head of School

- **Triggers:** No improvement on stage 3 concerns.
- **Support:** Head of School to review existing support, with additional support being requested if necessary to ensure that the best route for the student is identified. Head of School considers additional sanctions such as fixed-term exclusion, a move to an alternative post-16 provider.
- **Communication and Review:** Formal follow-up letter from Head of School detailing agreed conditions that the student will follow for the remainder of their A level courses, with clear guidance on what will happen should issues not be resolved, including permanent exclusion. Staff record actions and review impact.
- **Deescalation:** Tangible improvements (e.g. improvement in effort grades in class on Assessment Point report, evidence of student complying with report).