

West Kirby Grammar School



ASSESSMENT, MONITORING & REPORTING POLICY

September 2014
updated January 2016

MANAGEMENT OF THE POLICY

The policy co-ordinator will be a Deputy Headteacher. The policy will be reviewed at regular intervals or when required by other external qualification/policy changes, by SLT and the Head of Department Forum.

AIMS OF THE POLICY

This AMR policy meets the aims of the school, in particular:

1. To set out an agreed procedure for the gathering, recording and sharing of evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.
2. To encourage each pupil to take responsibility for her/his own learning, personal development and physical health throughout life.
3. To provide a stimulating and supportive environment where individual needs and abilities are recognised and all are encouraged to develop to their full potential.
4. To celebrate achievement and effort at all levels and in all areas.
5. To enable teachers to monitor progress and identify underachievement at an early stage.
6. To enable teachers to inform pupils and their parents of their progress.
7. To enable the school to compare pupil performance against national standards.
8. To provide information when pupils transfer between teaching groups both within and between schools.

Assessment and its reporting are of benefit to pupils, teachers, parents, school governors, employers and colleges.

This policy seeks to meet the needs of the learners as well as to satisfy statutory requirements.

Terminology Definitions

Target grade/level	The grade/level predicted for a student in an external examination or for the end of a keystage. It is calculated first using national data (FFTD) and is sufficiently challenging in line with the ability of students at the school
Current grade/level	The actual grade or level the student has achieved in an examination, test, task or other assignment; making no allowance for normal progress before the end of Key Stage.
Expected grade/level	The grade/level which the teacher thinks is the most likely grade a student will achieve based on their current performance and allowing for the usual improvement in learning which takes place before the examination.
Estimated grade	A grade used to predict student performance to UCAS, examination boards and higher education establishments.

PRINCIPLES OF ASSESSMENT AT WKGS

1. Heads of Department must ensure that their assessment protocols meet the requirements of this whole-school policy.
2. Departments should include a statement of their assessment and marking policies and their system of recording in their departmental handbook.
3. The school supports the principles of "Assessment for Learning" (AFL) and "Assessing Pupil Progress" (APP) and these should guide classroom practice.
4. Assessment will occur at appropriate stages during a course of work; both the type of assessment to be used and guidance for marking should be included in the scheme of work.
5. Formal assessment, using common tasks across the whole year group, should be used at appropriate intervals (see 'recording' section). All those involved must agree the criteria for assessment, ensuring standardisation across the department.
6. End of year formal tests, examinations or common tasks will be set by all subjects within the agreed timetable
7. Heads of Departments or Key Stage Leaders must ensure internal moderation of common assessments once a year per year group to ensure fairness and appropriate marking across multiple teaching groups.

Section 1 : Target Setting

Y8s (Y7s in 2014-15) A target level for all subjects based on KS2 data and FFTD predictions is produced around the autumn half term of Year 7. Targets will be generated as below:

- Using a combination of KS2 Maths & English levels (where appropriate) plus CAT scores/suggested targets for other subjects.

Levels at WKGS are in numeric form. The target level will be split into equal parts to ensure progress by the end of KS3. The Deputy Head will ensure that the overall mean levels produced do not fall below those suggested by FFTD. Expected levels will be issued at various stages during Year 7, 8 and Year 9. Dates will be included in the assessment calendar.

Year 7 students will undertake CAT testing to determine the identification of the most able and to evaluate learning styles and strengths. This process is co-ordinated by the AG+T Co-ordinator in the Autumn Term.

In September 2015, there was a sharp increase in the number of students who did not have KS2 data available and the school began a transformation to an assessment scheme without levels, see appendix on page 8.

KS4 Suggested target grades will be calculated for pupils by Autumn Half Term of year 10. These will be based on performance in year 9 and FFTD predictions. The School is moving to a 3 year KS4 and as the new specifications and assessment frameworks are confirmed in July 2016, Year 9 will also be issued with new-style GCSE target grades.

The Deputy Head will ensure that the target grades produced are at least as challenging as those suggested by FFTD and other external systems. Class teachers are permitted to move individual student targets up and down in sequence after grades are first published to staff, but the class average point score must remain at least the same.

Expected grades will be issued at various stages through the course. Dates will be included in the school calendar.

Y12 Each Year 12 student's average GCSE point score is used to set an AS target. These are calculated to place students in the top 25% nationally. ALPS targets are calculated as a profile e.g. AABB. The allocation of grades to subjects is completed using ALIS predictions, the student's GCSE grades in each subject they are taking forward and levels of difficulty which ALPS give to differentiate between subjects. Students will be informed of their targets around October half term and are able to discuss any changes with Heads of Department and/or Senior staff.

Current expected grades will be issued at various stages through the course. Dates will be included in the school calendar.

Y13 ALPS target grades are used to produce A2 targets. Student targets from AS level will be carried forward. In addition, the UCAS estimated grade is used as a benchmark for student performance. As the benefit of doubt principle should have been followed in the setting of these estimates, they will be very challenging in for a number of students. Mid-year analysis will be against both the ALPS targets and UCAS estimates.

Section 2 : Recording

Whole-school recording

The following data will be held on the school tracker sheets.

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|---------------------------------|--|
| a) Previous performance | KS2 teacher-assessed levels (where available)
CATs scores
KS3 marks and level
End of each year assessment data for each subject |
| b) Predicted future performance | Target KS3 level
Target GCSE grade
Target AS and A level grades
Expected grades |
| c) Current subject assessment | Regular whole year assessment data for each subject
End of year assessment data for each subject |

Department record keeping

Each department must have a common policy on the recording of pupils' assessment data. As a minimum:

1. Each teacher must carry out all of the agreed assessment tasks.
2. Each teacher must maintain a tracker sheet (paper or electronic) summarising the assessment of each pupil they teach. Sufficient evidence must be kept to enable the teacher to report on the learning of a pupil to the Headteacher, Line Manager, Head of Department, parent or new school. The Head of Department should know how to gain access to this information in the absence of the teacher.
3. A schedule for recording assessment data on the tracker is included in the school calendar. This sets a minimum number of recorded assessments and the deadline by which they must be recorded. Departments can record more assessment data and set earlier internal deadlines.

Keeping evidence of pupils' work

1. If a student's absence rate is high, photocopies of mock examinations should be kept. Otherwise, assessed work should be handed back to students.
2. The requirements of examination specifications must be met with regard to the keeping of records and pupil work.

Section 3 : Reporting

1. There will be a formal report to parents once a year. This report will include a written comment and targets.
2. There will be at least 2 additional data reports each year to parents. This will contain an Expected level/grade for each student in each subject they study plus a code 1-4 for both effort and attainment using the following indicators: 1(excellent) 2(good) 3(room for improvement) 4(cause for concern). There is also the chance to record a concern in the following categories: homework, meeting deadlines, organisation, behaviour, attitude to the subject.
3. There will be a Parents' Evening for years 7 to 13 at least once a year. Students will be invited to accompany their parents where practical.
4. Target and expected levels at KS3 and target and expected grades at KS4 and KS5 will be reported periodically as detailed in the school calendar.
5. All statutory reporting requirements will be met.

Communication with Parents/Carers

The School has invested in a Parents' Portal for this purpose and logins have been distributed (January 2016) to all parents. From April 2016, all reports will be posted on the Parents' Secure Website.

Section 4: Monitoring

1. External examination results

Heads of Department should be aware of how the performance of pupils in their subject compares with the performance of similar ability pupils nationally. For subjects which use the AQA board, E-AQA provides this information clearly. HoDs must be aware of trends and monitor significant differences in the value added scores of different groups and teachers within the department.

The school will provide Heads of Department with the latest value added data as soon as possible after external test and examination results have been received. Currently the following methods are made available

Raiseonline	KS3,GCSE
L3 Value Added	KS5
ALPS	KS5 (under development)

Residual calculations against the target grade (both subject and individual group) are given to HoDs by the Deputy Head. Performance over a three year period is particularly important when evaluating results. Heads of Department are expected to analyse their team's results and prepare information for a meeting with the Headteacher and Line Manager in September/October. A SEF form will be provided to aid this. Support from the Deputy Head and members of SLT is available to assist HoDs with this.

2. Marking and formative assessment

The Head of Department is expected to ensure that all members of the department are carrying out assessment, including marking, in line with the school's policy and as stated in the scheme of work.

A monitoring and moderation exercise should take place for each year taught at some point in the academic year. This could be a joint exercise involving all the staff teaching the year group or the Head of Department may collect and evaluate evidence separately. Documentation to show the act of monitoring/moderation should be completed on each occasion.

3. Summative assessment

The scheme of work is expected to highlight points in the course where summative assessment should take place, the nature of that assessment and the way the results are to be recorded. The Head of Department is responsible for ensuring all teachers undertake formative assessment in line with department policy and that the assessment is properly moderated.

Teaching staff must notify their Head of Department of any concerns over student performance and HoDs must ensure systems are in place to spot any serious decline in performance. More serious underachievement must lead to discussion with the SLT Line Manager sooner rather than later. Systems can be put in place to monitor progress, behaviour and assessment at department level as well as at SLT level.

Senior Leadership Line Managers are responsible for ensuring that all departments carry out sufficient summative assessment and record the results in the school tracker or their own system to enable close monitoring of pupil performance to take place. The Head of Year should also be privy to the data at each Expected Grade point and should track to identify serious decline in performance across a number of subjects.

Appendix: Assessment Without Levels (applies to Year 7 from September 2015)

In line with expected practice nationally, WKGS has moved away from assessing with levels for the Year 7 cohort of 2015-16. Teachers will instead use data which is available to them, including:

- KS2 data from primary school (if supplied; around 20% of the cohort do not have this)
- CAT results showing potential and likely outcomes at KS4
- Baseline data through own departmental assessments
- Percentile test scores

Departments are responsible for monitoring and tracking students in a way that will enable them to demonstrate the progress of students using written work and test outcomes as a basis. Regular assessment is crucial to determine progress. Teachers will use their professional judgement and the above data as a baseline to determine whether students are making expected progress, exceeding expectation or working toward expectation.

From 2016-17, staff are preparing for a full 1-9 assessment framework from Year 7 to Year 11, which takes the new qualification & assessment framework for GCSEs into account. A flight-path model is being developed.

The School has recently invested in SMID Report to enable staff to track and monitor pupils' progress. Training is rolling out to staff in the spring of 2016.