Oaks Park High School

Title of Policy: **Assessment Recording & Reporting**
Person responsible: **L Muhammad**
Date for review: **2017**

_____

1. **Principles, Rationale and Aims**

Oaks Park High School has high expectations of what our students can achieve. Good quality assessment, target setting and intervention is central to raising attainment at student, class, department and whole school levels.

This policy has been developed in response to recent changes at national level:
- National Curriculum Levels were scrapped from September 2014.
- ❖ A new National Curriculum has been published for KS2, KS3 and KS4 for use from September 2014.
- ❖ New GCSE qualifications in English and Maths will be first examined in 2017 (current Year 11).
- ❖ New GCSE qualifications in foundation subjects will be first examined in 2018 (current Year 10).
- ❖ These New GCSEs will be graded on a 9-1 scale, with 9 being a higher standard than the current A*grade.
   - A new policy paper was published in March 2016 by the Teacher Workload Review Group.
   - The final report of the Commission on Assessment without Levels was published in September 2015.

This policy, together with the school's Assessment, Recording & Reporting Policy, aims to:
- support the development of a 5 year programme of study for Years 7-11;
- provide a consistent system of recording and reporting across KS3, KS4 and KS5;
- focus on progress and aspiration for excellence;
- encourage student motivation;
- clearly define the purpose of formative and summative assessments to students, parents and teachers;
- report on whether students are meeting national age expectations;
- clarify the changes made in GCSE grading;
- provide accountability measures for middle and senior leaders.

2. **The new GCSE 9-1 Scale**

In 2015 the DfE published guidance on how the new GCSE 9-1 grades will initially align with old GCSE grades, which is summarised in Table 1. The DfE has advised that the new grade 5 will be the new minimum expected standard at the end of KS4. This will be aligned to international standards, which potentially means that the skills and knowledge required for a grade 5 may change over time.

Old NC Level	Old GCSE grade	New GCSE	Notes

Old NC Level	Old GCSE grade	New GCSE grade	Notes
n/a		9	The top 20 per cent of those who get grade 7 or above will achieve a grade 9.
n/a	A*	8	(Details to be confirmed – probably the next 40% of those who achieve grade 7 or better).
n/a	A	7	Broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above. The bottom of new grade 7 will be closely aligned with the bottom of current grade A.
8a	B1	6	
8b	B2		
8c	B3	5	Grade 5 will be positioned in the top third of the marks for a current grade C and the bottom third of the marks for a current grade B. This will mean it will be of greater demand than the present grade C.
7a	C1		
7b	C2	4	Broadly the same proportion of students will achieve a grade 4 and above as currently receive a grade C and above. The bottom of new grade 4 will be closely aligned to the bottom of current grade C.
7c	C3		
6a	D1	3	Most of grade D will be here. Bottom of grade D is likely to be in new grade 2.
6b	D2		
6c	D3	2	Bottom end of D and rest of E
5a	E1		
5b	E2		
5c	E3		
4a	F1	1	All of F and G
4b	F2		
4c	F3		
3a	G1		
3b	G2		
3c	G3		
	U	U	Previously U

Table 1: Equivalence of old NC Levels, old GCSE grades and new GCSE grades

3. Age Expectations

KS2 Scaled Scores (levels for current Year 8 and older) are used to place students into five

3. **Age Expectations**

KS2 Scaled Scores (levels for current Year 8 and older) are used to place students into five attainment bands:

Band	Colour	KS2 Levels	Scaled Score	Description	GCSE Indicators
Excellence		6	115-120	Working **significantly above** age expectation	8-9 or A*
Secure		5	109-114	Working **above** age expectation	6-7 or A/B1/B2
Developing		4	100-108	Working **at** age expectation	5 or B3/C1
Foundation		3	92-99	Working **below** age expectation	4 or C2/C3/D
Intervention		2 or below	91 or below	Working **significantly below** age expectation	1-3 or E/F/G/

Table 2: the five attainment bands

Age expectations (shown green) for each year have been produced using a scale progressing from the expected standard at KS2 to the expected standard at KS4 – a grade 5 on the new GCSE scale (see Table 3).

4. **Curriculum Planning and Life without Levels**

Faculties and departments will use Table 3 below to map the new National Curriculum and exam specifications to the 9-1 scale by cross referencing with old NC Levels and exam specifications.

The starting point is for each subject area to identify the core knowledge and skills that students will need to master in order to be successful at GCSE. This will be based on the knowledge and skills that subject staff know to be key to success in KS4 and also link to the new National Curriculum programmes of study. This information can then be used to plan backwards, developing a curriculum for Years 7 to 11.

The introduction of the 9-1 GCSE scale and the scrapping of NC Levels represents an opportunity to develop a consistent system of tracking attainment and progress across KS3 and KS4. Oaks Park High School will use the 9-1 scale for all year groups in both Key Stages. To avoid talking about potentially low and demotivating GCSE grades in Year 7 and 8, we will talk about 'Steps' rather than 'Grades'. However, when planning the curriculum, faculties must ensure that a Step 3 is equivalent to a Grade 3 in terms of skills and knowledge.

We will continue to split Steps and Grades into three sub-Steps or sub-Grades, using the a/b/c notation to support closer monitoring and target setting.

Old NC Level	Old GCSE Grade	New KS2 Scaled Scores	New KS3 OAKS 'Step'	New KS4 GCSE Grade	TARGET Outcomes from KS2 starting points					
					Y6	Y7	Y8	Y9	Y10	Y11

NC Level	GCSE Grade	Scaled Scores	OAKS 'Step'	GCSE Grade	KS2 starting points Y6	Y7	Y8	Y9	Y10	Y11
n/a	n/a	n/a		g9a						
				g9b						
				g9c						
n/a	A*1			g8a						
	A*2			g8b						
	A*3			g8c						
n/a	A1			g7a						
	A2			g7b						
	A3			g7c						
8a	B1		s6a	g6a						
8b	B2		s6b	g6b						
			s6c	g6c						
8c	B3		s5a	g5a						
7a	C1		s5b	g5b						
			s5c	g5c						
7b	C2		s4a	g4a						
7c	C3		s4b	g4b						
			s4c	g4c						
6a	D1	118-120	s3a	g3a						
6b	D2	115-117	s3b	g3b						
6c	D3									
5a	E1	112-114	s3c	g3c						
5b	E2	109-111	s2a	g2a						
5c	E3									
4a	F1	106-108	s2b	g2b						
4b	F2	103-105	s2c	g2c						
4c	F3	100-102	s1a	g1a						
3a	G1	96-99	s1b	g1b						
3b	G2									
3c	G3	92-95	s1c	g1c						
2a	U	88-91	sTa	gU						
2b	U	84-87	sTb	gU						
2c	U	80-83	sTc	gU						

Table 3: Age expectations from Year 6-11 with Steps / Grades

5. Prior Attainment Data

At the start of the academic year (or as soon as the information is made available), class teachers will be issued with all relevant prior attainment data for the students they teach via SIMS marksheets. This will include the following:

- **Key Stage 3 (Years 7-9):** Key Stage 2 levels (Scaled Score for Year 7); Step attained at the end of the previous academic year; MEG Step and ATG Steps for the end of Key Stage 3.
- **Key Stage 4 (Years 10-11):** Key Stage 2 levels, Step or Grade attained at the end of the previous academic year; Teacher Assessment Steps for the end of KS3 (Year 9); MEG Grades and ATG Grades for the end of the course.

- **Key Stage 4 (Years 10-11):** Key Stage 2 levels, Step or Grade attained at the end of the previous academic year; Teacher Assessment Steps for the end of KS3 (Year 9); MEG Grades and ATG Grades for the end of the course.
- **Key Stage 5 (Years 12-14):** End of Key Stage 4 GCSE and BTEC results; AS Results (for Year 13), grades attained at the end of the previous academic year; MEG Grades and ATG Grades for the end of the course.

6. Target Setting

Key Stage 3 (Years 7-9): Each student will be assigned an attainment band based on his/her KS2 average performance in English reading and Maths. In each subject, students will be given a Minimum Expected Step called MEG Step, within their assigned band for the end of Year 9 and an Aspirational Target Step called ATG Step, one step higher.

Key Stage 4 (Years 10 & 11): In each subject, students will be given a Minimum Expected Grade (MEG) within their assigned band for the end of Year 11 and an Aspirational Target Grade (ATG), one grade higher.

Key Stage 5 (Years 12-13): In each subject, students will be given an MEG using ALPS predictions based on KS4 data, so a student achieving their target will attain in the top 25% of students, nationally. While assigning the ALPS targets, the PiXL subject index would be considered to account for the difference in difficulties between subjects. Students will also be given an ATG, one grade higher than the associated MEG.

As the school will be judged on the progress made from KS2-4 and KS4-5, Target Grades may only be revised *upwards* using assessment evidence. In addition, teachers and parents should encourage students to work towards their Aspirational Target Grade where possible, thus ensuring every student has a target that has an element of stretch and challenge.

7. Purpose of Assessments:

Oaks Park High School agrees with the purposes published in the final report by the Commission on Assessment without Levels as follows.

The primary purposes of day-to-day in-school **formative assessment**

For pupils:
In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:
When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:
In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:
In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

The primary purposes of in-school **summative assessment**

For pupils:
In-school summative assessment provides pupils with information about how well they have

For pupils:
In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:
In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

For teachers:
In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:
In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

8. Tracking progress

The minimum number of expected in-school summative assessments varies from subject to subject. Please see Appendix 3 for clarification.

Examples of in-school summative assessments include:
- End of year exams.
- Short end of topic or unit tests.
- PPEs (mock examinations).
- Reviews for pupils with SEN and disabilities.

To reduce teacher workloads we have created an electronic mark book in SIMS to record all assessments. SIMS can automatically generate the working at Step/Grade for a student using information from the teachers' mark book; hence reducing the workload further.

9. Reporting to Parents/Carers

There are four 'Assessment Periods' in an academic year for each Key Stage (see Table 4). Each of these is followed by a 'Reporting Window' during which students' Working at Step/Grade; Predicted Step/Grade; Effort and Targets are reported to parents.

1. Reporting Window	**Week 7**	Year 8, 9, 10, 11, 12	**Thursday**
	Week 9	Year 13 PPE1 Data Drop (week 9 closes 3rd November)	
2. Reporting Window	**Week 18**	All year Groups	
		Following Y11 PPE prior to Parents' Evening	
3. Reporting Window	**Week 26**	7, 8, 9, 10, 11, 13	

Y12 PPE2 Data Drop Week 28 – Friday 21st April

3. Reporting Window ~~Week 28~~   ~~7, 8, 9, 10, 11, 13~~

Y12 PPE2 Data Drop Week 28 – Friday 21st April

███████████████████████████████████████

4. Reporting Window Week 38   Year 7, 8, 9, 10 & 12 only

Table 4: Assessment Cycle and Reporting Windows Schedule 2016-17

The **Effort Grade** scale is shown in Table 5.

Effort	Colour
Excellent	5
Very good	4
Good	3
Requires improvement	2
Unsatisfactory	1

Table 5: Effort indicators

Working at Steps/Grades (WaS/WaG) are professional judgements by class teachers on current performance based on a range of evidence such as assessed pieces of work, classwork, homework and internal test scores collected over each 'Assessment Period' (dates outlined in Table 5). Working at Steps/Grades is a way of demonstrating and monitoring progression over time and should be considered along-side Predicted Steps Grades outlined below.

Working at Steps/Grades will be calculated by SIMS from a teacher's assessment entries and has been designed to reduce teacher workload. Teachers only need to check and amend the WaS/WaG in SIMS to ensure reliability.

At KS3 a **Predicted Step (PS)** is the step a student will achieve at the end of Year 9, based on their current performance. At KS4 and KS5 a **Predicted Grade (PG)** is the grade that a student will achieve in their examinations based on current performance.

Predicted Steps/Grades will be coloured (in SIMS marksheets and on Student Profiles) by comparing with Target Steps/Grades and using the system summarised in Table 6.

Predicted Step (KS3)	Colour	Predicted Grades (KS4)
Excellent progress: on track to achieve Challenge Step		***Excellent progress***: on track to achieve Challenge Grade
Very good progress: on track to exceed Target Step		***Very good progress:*** on track to exceed Target Grade
Good progress: on track to achieve Target Step		***Good progress:*** on track to achieve Target Grade
Progress towards Target Step ***requires improvement***		Progress towards Target Grade ***requires improvement***
Progress towards Target Step is ***unsatisfactory***		Progress towards Target Grade is ***unsatisfactory***

Table 6: Progress indicators

10.   BTEC Qualifications
The DfE has recently provided clarification on how Level 1 and Level 2 BTEC qualifications will

10.   BTEC Qualifications

The DfE has recently provided clarification on how Level 1 and Level 2 BTEC qualifications will align with the 9-1 GCSE scale (Table 9). However, these may be subject to change.

BTEC First Award Grade	GCSE points equivalent
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Pass	1.75

Table 7: BTEC and new GCSE equivalence

Therefore we can use the same 5 attainment bands for BTEC courses (Table 8). Notice, however, that a Level 2 Pass is no longer considered to be meeting national age expectations, as it is aligned with a GCSE grade 4.

Band	Colour	KS2 Levels	Description	BTEC indicators
Excellence		6 oe	Working **significantly above** age expectation	L2 DN*
Secure		5 oe	Working **above** age expectation	L2 DN
Developing		4 oe	Working **at** age expectation	L2 MT
Foundation		3 oe	Working **below** age expectation	L2 PS
Intervention		2 oe	Working **significantly below** age expectation	L1 PS

Table 8: the five attainment bands for BTEC courses

11. Roles of Various Stakeholders

Subject teachers should ensure that:
- all lessons allow for continuous checking of progress in a manner which is meaningful for students, but does not involve copious over-assessment at the expense of real learning;
- planned lessons remain flexible and allow all students to make ambitious progress;
- they communicate the information gained from the assessments to students in a way that helps them to understand what they need to do to improve;
- students understand the purpose and outcome of the assessments and can apply it to their own learning;
- their approaches to assessments are inclusive of all abilities;
- they use the information gained from the assessment to inform their planning for future lessons;
- appropriate follow up action is taken to plug gaps in knowledge and understanding or to support progression where learning is insecure.

Middle leaders should ensure that:
- clear assessment guidelines for staff are in place;
- teachers use assessment information to inform their planning and support differentiated activities for individuals and groups of students;

- clear assessment guidelines for staff are in place;
- teachers use assessment information to inform their planning and support differentiated activities for individuals and groups of students;
- there are regular assessments corresponding to the four Assessment Periods and a variety of assessment tasks;
- specific assessment tasks feed into decisions regarding working at grades for each reporting window;
- assessment grades are moderated to ensure consistency of approach and accurate predictions for students, parents and for school monitoring processes;
- staff are aware that the assessments they make for individual students are also used by Middle Leaders and the Leadership Team to monitor the progress of cohorts of students; progress within faculties and progress at whole-school level. Intervention strategies can only be targeted appropriately if data collected is accurate, up-to-date and reliable.

Senior leaders will:
- monitor the progress of cohorts of students;

- monitor the progress within subjects and faculties towards agreed performance targets;

- monitor progress at a whole-school level towards performance measures;

- discuss the above with TLs and HoYs through line-management meetings, following each Reporting Window.

Parents/carers should:
- take an interest in the work their child is completing for school;
- take an interest in the feedback given to their child via the formative assessment process in exercise books and other work and the feedback that their child provides to their teacher;
- contact the school for assistance if they need help in providing a quiet place for their child to work;
- ensure that they read all Reports and attend Parents Evening to discuss progress.

12. Tracking and Intervention

After each Reporting Window, monitoring of student progress and effort grades will occur at various levels:
- **Tutors –** will feed into the mentoring process and target setting activities in tutor time.

- **Heads of Year -** underachievement across subjects will trigger interventions.

- **Team Leaders -** underachievement of individual students and groups will trigger interventions.

- **Leadership Team -** key exam cohorts will be monitored for patterns of underachievement which will result in targeted interventions for groups of students.

13. Parents' Evenings

Once a year each year group holds a Parents' Evening, where parents/carers can talk with classroom teachers about the predicted grades set in the profile and the progress and effort their son/daughter is making during the year. Again, this is an opportunity for subject specific targets to be agreed between home and school.

14. Ability to Conduct Assessment Competently and Confidently

It will be the role of the Team Leader to ensure that staff are fully aware of the assessment requirements for their subject and provide moderation opportunities throughout the year. Good understanding of assessment practices within departments will be developed through moderation and standardisation of tests completes throughout the year.

The school will run training courses on assessment via its CPD programme.

moderation and standardisation of tests completes throughout the year.

The school will run training courses on assessment via its CPD programme.

Appendix 1: Sample KS3 Student Profiles

Peter Pewpill achieved a Level 4a in English and 4b in Maths at KS2. Therefore he is assigned to the 'Developing' band for both subjects on entry in Year 7.

Student: Peter Pewpill, Form: BM4, Year: 8	Attendance: 98.2% Authorised Absences: 5 Unauthorised Absences: 0			Jul-Oct	Nov-Dec	Jan-Mar		Apr-Jun	Achievement & Targets			
SUBJECT	End of KS3 Target Step	End of KS3 Challenge Step							Set: date			
				Effort	WaS	PS	Effort		WaS	PS	Effort	

	Target Step	Step	Effort	WaS	PS	Effort	Set: date	WaS	PS	Effort	
ENGLISH	s3a	s4b	**R**	**s3c**	**s3b**	**R**		**s3c**	**s3b**	**G**	**s**
MATHS	s3b	s4c	**G**	**s3c**	**s3a**	**V**		**s3b**	**s3a**	**V**	**s**
SCIENCE	s3b	s4c	**R**	**s2a**	**s3c**	**R**		**s2a**	**s3c**	**R**	**s**
RELIGION & LIFE	s3a	s4b	**R**	**s2b**	**s3c**	**R**		**s2a**	**s3c**	**U**	**s**
...	...	...	...	...	...	...		...	...	...	

Key:

Colour	Effort	Working at Step (WaS)	Predicted Step (PS)
(purple)	Excellent	Working **significantly above** age expectation. GCSE indicator: g8-g9 or A*	**Excellent progress**: on track to achieve Challenge Step
(blue)	Very good	Working **above** age expectation. GCSE indicator: g6-g7 or A/B1/B2	**Very good progress:** on track to exceed Target Step
(green)	Good	Working **at** age expectation. GCSE indicator: g5 or B3/C1	**Good progress:** on track to achieve Target Step
(yellow)	Requires improvement	Working **below** age expectation. GCSE indicator: g4 or C2/C3/D	Progress towards Target Step **requires improvement**
(pink)	Unsatisfactory	Working **significantly below** age expectation. GCSE indicator: g3 or E/F/G	Progress towards Target Step is **unsatisfactory**

Serhan Stewdent achieved a Level 3a in English and 3b in Maths at KS2. Therefore he is assigned to the 'Foundation' band for both subjects on entry in Year 7.

Serhan Stewdent achieved a Level 3a in English and 3b in Maths at KS2. Therefore he is assigned to the 'Foundation' band for both subjects on entry in Year 7.

Student: ………, Form: ……, Year: 7	Attendance: 99.1% Authorised Absences: 3 Unauthorised Absences: 0											
SUBJECT	End of KS3 Target Step	End of KS3 Challenge Step	Jul-Oct	Nov-Dec	Jan-Mar	Apr-Jun	Achievement & Targets Set: date					
			Effort	WaS	PS	Effort	WaS	PS	Effort	WaS	PS	
ENGLISH	s2a	s3b	R	s1b	s2b	R	s1b	s2b	G	s1a	s2a	
MATHS	s2b	s3c	G	s1b	s2b	V	s1a	s2b	V	s1a	s2a	
SCIENCE	s2b	s3c	G	s1c	s2b	G	s1b	s2b	G	s1b	s2b	
RELIGION & LIFE	s2a	s3b	G	s1c	s2b	G	s1b	s2b	E	s1a	s2a	
	…	…	…	…	…	…	…	…	…	…	…	…

| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

Key:

Colour	Effort	Working at Step (WaS)	Predicted Step (PS)
	Excellent	Working **significantly above** age expectation. GCSE indicator: g8-g9 or A*	*Excellent progress*: on track to achieve Challenge Step
	Very good	Working **above** age expectation. GCSE indicator: g6-g7 or A/B1/B2	*Very good progress:* on track to exceed Target Step
	Good	Working **at** age expectation. GCSE indicator: g5 or B3/C1	*Good progress:* on track to achieve Target Step
	Requires improvement	Working **below** age expectation. GCSE indicator: g4 or C2/C3/D	Progress towards Target Step *requires improvement*
	Unsatisfactory	Working **significantly below** age expectation. GCSE indicator: g3 or E/F/G	Progress towards Target Step is *unsatisfactory*

Appendix 2: Sample KS4 Student Profile

Lucy Lurnerr achieved a Level 5a in English and 5b in Maths at KS2. Therefore she is assigned to the 'Secure' band for both subjects on entry in Year 7.

Challenge

Key:

Colour	Effort	Working at Grade (WaG)	Predicted Grades (PG)
	Excellent	Working **significantly above** age expectation. GCSE indicator: g8-g9	*Excellent progress:* on track to achieve Challenge Grade

		(WaG)	(PG)	
	Excellent	Working **significantly above** age expectation. GCSE indicator: g8-g9 or A*	*Excellent progress*: on track to achieve Challenge Grade	
	Very good	Working **above** age expectation. GCSE indicator: g6-g7 or A/B1/B2	*Very good progress:* on track to exceed Target Grade	
	Good		Working **at** age expectation. GCSE indicator: g5 or B3/C1	*Good progress:* on track to achieve Target Grade
	Requires improvement	Working **below** age expectation. GCSE indicator: g4 or C2/C3/D	Progress towards Target Grade *requires improvement*	
	Unsatisfactory	Working **significantly below** age expectation. GCSE indicator: g3 or E/F/G	Progress towards Target Grade is *unsatisfactory*	

Appendix 3:

We recognise that different subjects will sometimes require different approaches to the nature and frequency of marking and that also parents and students appreciate some level of consistency and familiarity across their curriculum. The following are our minimum requirements:

Subject Area	Key Stage	Minimum number of assessments recorded per Assessment Window of Assessment
English & Maths	KS3	4
English & Maths	KS4	5
English & Maths	KS5	6
Science	KS3	4
Science	KS4	6
Science	KS5	6
MFL	KS3	4
MFL	KS4	4
MFL	KS5	6
Humanities	KS3	4
Humanities	KS4	4
Humanities	KS5	6
D&T	KS3	3
D&T	KS4	4
D&T	KS5	6
Other	KS3	2
Other	KS4	4
Other	KS5	6