



ASSESSMENT RECORDING & REPORTING POLICY

Policy review

This policy was reviewed and adopted at the Governing Body Meeting on 18th September 2018

This policy is due for review in September 2020

Signature.......... Date.....18/9/18.....

Headteacher

Signature.......... Date.....18/9/18.....

Curriculum Chair of Governors

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 changes at national level:

- National Curriculum Levels were removed 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 were first examined in 2017.
- New GCSE qualifications in foundation subjects were first examined in 2018.
- These new GCSEs are graded on a 9-1 scale, with 9 being a higher standard than the previous A* grade.
- On 10 March 2018, the Secretary of State for Education [gave a speech](#) about the importance of removing unnecessary workload.
- The final report of the Commission on Assessment without Levels was published in September 2015.

This 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 grade 5 will be the regarded as a strong pass and grade 4 a standard pass at the end of KS4. This will be aligned to international standards, which potentially means that the skills and knowledge required for a grade 5/4 may change over time.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

Table 1: Comparing old GCSE letter grades to new number grades

3. Curriculum Planning and Life without Levels

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 removal of NC Levels has enabled a consistent system of tracking attainment and progress across KS3, KS4 and KS5 to be developed. Oaks Park High School will use the 9-1 scale for all year groups in KS3 and KS4. 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, curriculum leaders 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.

4. 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 7-8):** Key Stage 2 Scaled Score, Step attained at the end of the previous academic year and Target Step (TS) for the end of Key Stage 3.
- **Key Stage 4 (Years 9-11):** Key Stage 2 Scaled Score, Step or Grade attained at the end of the previous academic year; Teacher Assessment Steps from the end of KS3 (Year 8) and Target Grade (TG) for the end of the course.
- **Key Stage 5 (Years 12-13):** End of Key Stage 4 GCSE and BTEC results, grades attained at the end of the previous academic year and Target Grade (TG) for the end of the course.

5. Target Setting

- **Key Stage 3 (Years 7-8):** Each student will be assigned an attainment band based on his/her KS2 average performance in English reading and Maths. (Table 2) In each subject, students will be given a Target Step (TS), within their assigned band for the end of Year 8.
- **Key Stage 4 (Years 9-11):** In each subject, students will be given a Target Grade (TG) within their assigned band for the end of Year 11.
- **Key Stage 5 (Years 12-13):** In each subject, students will be given a Target Grade (TG) using ALPS trajectories, based on KS4 data, so that a student achieving their target will attain in the top 25% of students nationally.

Band	Colour	Scaled Score	GCSE Indicator
Excellence		115-120	8-9
Secure		109-114	6-7
Developing		100-108	5
Foundation		92-99	4
Intervention		91 or below	1-3

Table 2: *The five attainment bands*

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

6.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 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.

7. 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.

8. Reporting to Parents/Carers

At OPHS we are committed to ensuring all students and their parents are aware of their academic progress throughout the school year. We wish to celebrate students who are performing well and identify students who are underachieving and require further support. We welcome support from parents and believe a strong partnership between the school and home will achieve the best possible outcomes for all our students.

At OPHS a report is sent to parents five times a year. The reporting schedule for 2018/19 (Table 3) is as follows:

Reporting Window (RW)	Date closing	Reports sent home
1	12th Oct 2018	19th Oct 2018
2	14th Dec 2018	21st Dec 2018
3	8th March 2019	15th March 2019
4	17th May 2019	24th May 2019
5	12th July 2019	19th July 2019

Table 3: Reporting schedule for 2018/19

The report provided covers the following areas:

- A. Target grade/step for the students to achieve by the end of the respective key stage.
- B. Attendance and punctuality figures.
- C. Predicted grade/step for each subject.
- D. Effort grade for each subject.
- E. PPE results (where applicable).

A)Target Grade/Step

Student: V Smart		Form: 9I	Year: 9
GCSE 9-1 Target	5	Attendance: 92.8%	
GCSE Double Target	5-5	Authorised Absences: 22	
GCSE BTEC Target	Merit	Unauthorised Absences: 0	Sessions late: 7/304

Table 4: Top sections of school report-focus on target grade/step

KS3 Target Steps (Year 7 & 8):

The section on the top left of the report (highlighted in red above) shows the target step set for a student for each subject available to study at KS3. This is the minimum the students should be aiming to achieve by the end of year 8. The grades for these courses are awarded using steps 1 to 7.

KS4 Target Grades (Year 9,10 & 11):

The section on the top left of the report (highlighted in red above) shows the target grade set for a student for each type of course available to study at KS4. This is the minimum grade the student should be aiming to achieve by the end of year 11. The majority of courses are GCSE and will be awarded using the new 9-1 grading system. However students completing Combined Science will be awarded a double grade so we have set a double target. Guidance on recent changes to GCSE grades is available [here](#). BTEC courses award using the scale below (table 5):

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 5: BTEC grade equivalents to new GCSE Scale

KS5 Target Grades:

The section on the top left of the report (highlighted in red above) shows the target grade set for a student for each type of course they study at KS5. This is the minimum grade the student should be aiming to achieve by the end of year 13. The majority of courses are A Levels and will be awarded using the A*-E grading system. BTEC courses award using the scale below (table 6):

BTEC grade	Equivalent A Level grade
Pass	E
Merit	C
Distinction	A
Distinction*	A*

Table 6: BTEC grade equivalents to A Level Scale

B)Attendance & Punctuality:

Student: V Smart		Form: 9I	Year: 9
GCSE 9-1 Target	5	Attendance: 92.8%	
GCSE Double Target	5-5	Authorised Absences: 22	
GCSE BTEC Target	Merit	Unauthorised Absences: 0	Sessions late: 7/304

Table 7: Top sections of school report-focus on attendance and punctuality

Excellent attendance and punctuality to school is crucial for a student's academic progress. All students are expected to have an attendance score above 95%. In red (table 7) you can see the attendance of a student from the beginning of the school year up to the date of the report. In addition it shows how many times the student has been late to school.

C) Effort Grades:

An effort grade is awarded to all students for each subject. Each number is assigned a colour. As a minimum students should be getting a score of a 3 for effort which shows their effort is good. Table 9 below can be used to interpret a students effort for each subject. The effort grade has been generated based on the class points teachers have awarded students in each lesson. Further guidance on class points is available [here](#).

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

Table 8: Effort indicators

D) Predicted Grades/Steps:

A predicted grade (PG) or predicted step (PS) will be reported for each subject. This is the grade the student is on track to achieve by the end of the respective key stage. This professional prediction has been formulated by considering a student's assessment results, classwork, homework, effort and attendance. The predicted grade will be colour coded to reflect if the student is on track to achieve the target grade set. This is outlined in table 10 below:

Colour		Predicted Grade (PG)/Predicted Step (PS)
	5	Excellent progress: on track to achieve significantly above Target Grade/Step
	4	Very good progress: on track to exceed Target Grade/Step
	3	Good progress: on track to achieve Target Grade/Step
	2	Progress towards Target Grade//Step requires improvement
	1	Progress towards Target Grade/Step is unsatisfactory

Table 9: Progress indicators

The report will show the headings below. The first column shows all subjects the student studies next to the names of their subject teacher. In the next columns it shows all data reported about the student throughout the year. This is to allow the student's progress to be compared throughout the year.

Subject	Teacher Name	Reporting Window 1	Reporting Window 2	
		Effort	PG	Effort
English GCSE	Mr S A	3	5c	3
History GCSE	Mr D. F	2	5b	2
Maths GCSE	Ms J. H	2	4c	2
RE GCSE	Miss A. K	2	4a	3
Science GCSE	Mr J. N	3	4-4a	2
Sociology GCSE	Miss E. G	4	4b	2
Spanish GCSE	Mr F. SO	4	5c	2

Table 10: Example of report

E) PPE Results

During KS4/5 it is important that all students undergo Pre Public Exams (PPE) for the following reasons:

- To experience the types of examinations that will be completed as part of the formal GCSE/A Level and BTEC exams.
- To complete assessments that will provide an accurate assessment of current progress and areas of development.
- To be clear on all the rules and regulations that must be adhered to during an exam.
- To develop resilience during times of pressure.

Internal PPE exams are scheduled throughout the year. Internal PPE exams are held under external exam conditions and emulate the public exams that students complete

Table 11: PPE Schedule 2018/9

The results of these are published as part of the report and will contribute to the professional predicted grade made by the subject teacher.

PPE series	Year 9	Year 10	Year 11	Year 12	Year 13
PPE1	24th June - 28th June (In class)	24th June - 28th June	6th December - 14th December	19th November - 23rd November	29th October - 2nd November
PPE2			4th March - 19th March	28th January - 1st February	4th March - 19th March (2 papers minimum)
PPE2 resit					23rd April - 26th April
PPE3				3rd June - 7th June (2 papers minimum)	
PPE3 resit				24th June - 28th June	

Guidance for parents is available here [A guide to your child's school report](#).

9. BTEC Qualifications

Level 1 and Level 2 BTEC qualifications will align with the 9-1 GCSE scale (Table 13). 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 12: BTEC and new GCSE equivalence

Therefore we can use the same 5 attainment bands for BTEC courses (Table 13).

Band	Colour	KS2 Scaled Score	BTEC indicators
Excellence		115-120	L2 Dist*
Secure		109-114	L2 Dist/L2 Dist*
Developing		100-108	L2 Merit
Foundation		92-99	L2 Pass
Intervention		91 or below	L2 Pass

Table 13: the five attainment bands for BTEC courses

10. Roles of Various Stakeholders

Subject teachers should ensure that:

- all lessons allow for continuous checking of progress in a manner that 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.

Curriculum 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 student;
- there are regular assessments corresponding to curriculum maps and a variety of assessment tasks;
- specific assessment tasks feed into decisions regarding predicted 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 Curriculum and Pastoral Leaders and the Leadership Team to monitor the progress of cohorts of students; progress within faculties and progress at whole-school level.
- intervention strategies are targeted appropriately based on data that is accurate, up-to-date and reliable.

Senior leaders will:

- monitor the progress of cohorts of students;
- monitor the progress within subjects and curriculum teams towards agreed performance targets;
- monitor progress at a whole-school level towards performance measures;
- discuss the above with Curriculum and Pastoral Leaders through line-management meetings, following each Reporting Window.

Parents/carers should:

- Use the half termly learning map to review the topics and assessments their child is conducting in school;
- Discuss 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;
- Monitor their child's homework using the school planner and google classroom;
- Use the expressions app to monitor their child's daily class points for each subject;
- Ensure that they read all Reports and attend Parents Evening to discuss progress;
- Support their children in the lead up to a PPE and public exam series;
- Contact the school for assistance if they are concerned about their child's progress.

11. Tracking and Intervention

After each Reporting Window, monitoring of student progress and effort grades will occur at various levels:

- **Form Tutors** – will feed into the mentoring process and target setting activities in tutor time.
- **Pastoral Leaders** - underachievement across subjects will trigger interventions.
- **Curriculum 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.

12. 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. A copy of the student's latest report will be provided during registration and should be referred to by all teachers during the appointment. Training sessions to ensure parents understand the reports provided for their children will be available at parents' evenings throughout the school year.

The schedule for 2018/19 is as follows:

Year Group	Date
7	Thursday 2nd May 2019
8	Thursday 14th March 2019
9	Thursday 7th February 2019
10	Thursday 24th January 2019

11	Thursday 27th September 2018
12	Thursday 28th February 2019
13	Thursday 15th November 2018

Table 14: Parents' evening schedule 2018/19

13. Ability to Conduct Assessment Competently and Confidently

It will be the role of the Curriculum 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 completed throughout the year. The school will provide training sessions on assessment via the CPL programme.