Assessment Recording and Reporting: Policy and Procedures

"Be an Academic Success Story"

The aim of the assessment recording and reporting of students' achievements at Beechwood is to improve teaching and learning, enabling students to make progress and "be the best they can be." This policy and procedures document operates in partnership with the Framework for Teaching, Learning and Assessment at BWS, and all teaching colleagues should adhere to both. The school produces an annual assessment calendar to accompany this document giving appropriate dates and timeframes.

We want to establish a refreshed assessment system that is based upon the following principles:
- High expectations for all our learners.
- Formative feedback that allows all students to succeed – and so develop a growth mindset.
- Grow the key knowledge and skills required for success in KS4 and KS5.
- Simple and easy to understand – for staff, parents, students and governors.
- Consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects.
- Allows all students to experience success – by focusing on the progress they make from their starting point, in addition to monitoring progress towards end of year targets.

Ongoing formative assessment

There are a range of tools that teachers can use to check how well students have learned what has been taught, measure progress and inform their planning, for example:
- extended writing;
- short-answer questions;
- multiple choice questions / short summative tests – verbal or written;
- presentations and/or demonstrations of skill / knowledge;
- design and production of artefacts.

Students make progress when they receive timely, purposeful and relevant feedback, whether this be verbal or written, provided by themselves, their peers or their teacher.
In subjects where students use exercise books, it is essential that these contain evidence that students can use for revision and exam preparation. This may include:
- notes
- exemplar questions / answers (deconstructed to identify success criteria)
- worked examples (models)
- practice exercises completed by students and assessed (teacher/self/peer)
- DIRT – across a range of carefully selected exercises.

All written work should be assessed whether by the teacher, the student themselves or by a peer *in a way that facilitates learning*. Marking is one formative assessment tool and when appropriate, teachers will mark books and give written feedback, as per the following guidance.

Marking Guidance

We agree with the findings from the report of the Independent Teacher Workload Review Group (*Eliminating Unnecessary Workload around Marking*, DfE, March 2016) that marking must be **meaningful, manageable,** and **motivating**.

Marking varies by age group, subject and what works best for the student and teacher in relation to any particular piece of work. However, it serves a single purpose – to advance student progress and outcomes. Meaningful marking is that which motivates students to improve the quality of their output. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments, providing an additional practice exercise or oral feedback are more effective. *If a teacher spends more time marking and writing feedback than it took a student to complete a piece of work this is disproportionate and can be a disincentive for students to accept challenges and take responsibility for improving their work.* Students should be taught and encouraged to check their own work by understanding the success criteria so that they can complete work to the highest standard. Assessment strategies such as shared marking (modelled by the teacher) followed by co-operative assessment and improvement (peer assessment and DIRT) can help students to internalise and apply the success criteria and so take greater responsibility for advancing their learning.

Having said all of this, there will be occasions when deep marking is appropriate for a task (where the teacher collects student written work, marks it and provides written feedback). Departments must be clear about the tasks that require deep marking and identify these within schemes of work. This type of marking is labour intensive and should be used when it will make the biggest difference to students' achievements, i.e. during the drafting and editing process so that students are able to act upon the feedback and improve the quality of their work (DIRT).

Departments should establish a cohesive approach to marking that incorporates these core principles:
- Success criteria for tasks are shared and understood by teachers and students;
- Success criteria are used as the scaffold for marking and feedback;
- Marking acknowledges student success and provides explicit guidance on how to improve;
- Marking helps students to develop the literacy elements relevant to the task and the subject;
- Dedicated Improvement and Reflection Time is built into the learning sequence as a follow-up to deep marking.

Heads of Department are responsible for ensuring consistent understanding and application of the marking guidance by teachers within their department. Departments should clearly stipulate what should be marked and how often teacher-marking should take place. This information must be included in department handbooks. Teachers and Heads of Department should regularly evaluate the impact of marking practice; not just whether marking has been done but how the feedback has made a difference to students' progress and achievement.

We expect all staff to maintain appropriate records of periodic summative assessment judgements (for accountability purposes). We recommend teachers also record outcomes from ongoing formative assessment to enhance the quality of teaching and learning.

KS3 starting points or boarding gates

On arrival to Beechwood, we use KS2 outcomes as a basis for establishing the students' starting point or *boarding gate* (the DfE use the average score from Reading and Maths as the baseline for calculating Progress 8). The rationale for assigning these 'boarding gates' is:

110+ - 6E Excellence (described by the DfE as "greater depth within the expected standard.")

100- 109 - 6M Mastery (described by the DfE as "expected standard.")

95 - 99 - 6I Intermediate (described by the DfE as "working towards the expected standard.")

<94 - 6F Foundation (if scoring 80 - 99 in KS2 SATs, DfE describes this as "working towards the expected standard." Children operating below the level of the KS2 SATs are awarded either "pre-key stage standard" or a P-level judgment as appropriate.)

We recognise that the average KS2 outcomes in reading and maths may not appear to be an accurate 'starting point' for subjects that pupils have very limited experience of, e.g. Design and Technology, French etc. However, we do need to acknowledge that this is the baseline used to calculate the Progress 8 accountability measure. We use CATs and other standardized tests to supplement the KS2 data. Departments may wish to conduct their own baseline assessments in the first half-term of year 7 for diagnostic purposes. This information is for use within subject areas ONLY and is not recorded as a summative judgment for whole-school tracking.

The rationale for a 'catch-all' Foundation category is underpinned by a desire for inclusion. For the small number of students with a boarding gate of 6F, whose significant additional needs mean they are unlikely to achieve the expected standard for their age group, the finer grains of progress need to be captured to ensure we demonstrate progress from starting point whilst working within the Foundation band. This could be reading ages, or other standardized tests, but the appropriate tools need to be explored and agreed with the SENDCo and Subject Leaders.

KS3-4 Assessment Descriptors - summative assessment

For each subject, periodic summative assessment (end of unit assessment) takes place either in the appropriate teaching space or in the hall. These summative assessments drive the reporting and recording cycle by providing a snapshot of current attainment and progress. Departments organise how students will be assessed (e.g. written tests in controlled conditions, a combination of practical and theoretical project outcomes etc.) and design the threshold criteria that guides summative assessment judgements. At KS4 and KS5 this will come directly from exam board mark schemes. At KS3, threshold criteria is developed for each unit that makes clear the knowledge and skills equating to achievement at these four points:

- *Excellence* (at greater depth within the expected standard/advanced learning/demonstrating a sophisticated and mature understanding & skills)
- *Mastery* (secure competence at the expected standard)
- *Intermediate* (developing the relevant skills and knowledge but not yet fully secure)
- *Foundation* (working towards the expected standard – familiar with some core knowledge and skills)

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It is crucial that all departments who assign attainment grades have established appropriate assessment descriptors to illustrate the expected standards from Year 7 onwards to reflect this progression journey and these are fully understood by all stakeholders. High quality assessment criteria should include:

- Identifiable progression in core skills / knowledge.

- Clear links to the language used at GCSE.

- Be distinct/quantify, so it is clear how to meet the criteria at each threshold.

- Shared understanding of the language used, e.g., *analyse, some, a range*. These words/phrases are often used differently in different subjects so need examples to clarify meaning.

- Exemplifications to illustrate how standards are met.

KS3 Assessment Descriptors and GCSE equivalents:

	Y7 GCSE grade equivalent	Y8 GCSE grade equivalent
Excellence	2-3	3-4
Mastery	1-2	2-3
Intermediate	B2-1	1-2
Foundation	B4-3	B3-2

B = Below GCSE grade 1 standard, i.i. B$ means four steps below GCSE grade 1.

Departments must ensure they maintain a range of exemplifications to demonstrate how standards have been met (and not met) throughout KS3, 4 and 5. To ensure that summative assessment judgements are accurate and reliable, departments will use standardized assessments for each unit of work. This will enable departments to establish a secure and shared understanding of the standards (whether this be KS3 thresholds or GCSE/A Level grades). Departments must regularly engage in standardization and moderation, comparing student evidence in order to identify where the different thresholds sit for each grade and thus apply the criteria fairly and consistently.

Teachers record the outcomes from summative assessment at KS3 as either 7E/8E (Excellent), 7M/8M (Mastery), 7I/8I (Intermediate) or 7F/8F (Foundation) and at KS4 and KS5 using national examination grades.

To secure accurate and robust assessment judgments we are amending the way we summatively assess students and collect data via SIMS marksheets. There is significant evidence to suggest that the tools used for ongoing formative assessment (day-to-day) should be different to the tools we use for taking a summative snapshot in the subject as a whole (2 or 3 times a year). This changes our previous policy for reporting a 'current grade' whereby teachers aggregate a range of outcomes from a series of formative assessment exercises. The danger here is that we are relying on outcomes from assessment tasks designed for different purposes (e.g. homework, quizzes etc) and the judgments we make can therefore be inaccurate. We need to be confident we are assessing learning rather than performance.

Therefore, judgments recorded on SIMS for whole-school tracking are informed solely by a formal assessment completed in controlled conditions, appropriate to the subject and the year group. This is referred to as the "test grade" and is recorded as 7 or 8 F,I,M,E at KS3 and using the relevant exam grades at KS4 and KS5. Teachers and Subject Leaders should keep records of the actual raw marks / standardised scores achieved by students.

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For these formal assessments, where outcomes are recorded two or three times in the year, departments should use standardised assessments designed by awarding bodies and other external partners wherever possible, in order to reduce workload and maximise reliability.

As part of the preparation for summative assessment points the Subject Leader must send a copy of the proposed assessment task to the SENCO (at least a week in advance) to check its accessibility for all students. Following summative assessment, each subject area should provide support and feedback to inform students about what they have done well and guide them on how they can make further progress.

Flightpaths

By using FFT Aspire, (FFT20 and FFT 5 where appropriate) and (ultimately the DFE A8 and P8) projections from the KS2 Standardized Scores to support our target-setting, we incorporate a national field of reference for students with similar starting points (based on KS2 SATs outcomes) and achievement over time. We can also use additional evidence based on our knowledge of individual students, their progress to date and their context in order to refine targets where appropriate.

Progress is not linear, however, to support colleagues in planning effectively for a five-year programme of study the following estimates for end of year attainment can be used as a guide. Please note the use of *ranges* rather than a single GCSE grade. Students and their families should be encouraged to think about their targets in a way that does not limit expectation, e.g. "Based on my starting point I expect to achieve at least a grade XX by the end of year X."

Pupils follow flight paths which reflect their attainment at KS2 and pupils will stay on this Flightpath as it reflects the minimum outcome we expect of them. A pupil whose KS2 attainment puts her a Mastery flightpath would be targeted to achieve Mastery at the end of Year 7 and Year 8.

However, that does NOT mean that the pupil has to receive the same grade for every assessment. For instance, a pupil on the Mastery Flightpath might achieve Intermediate in the Aut 1 assessment and Excellence in the Spr 1 assessment and Excellence again in Sum 2. That is, pupils would be awarded any of the F, I, M, E grades that accurately reflect their attainment according to the criteria by which they are being assessed: irrespective of which flight path they are on.

Pupils who regularly underachieve, who regularly achieve Foundation in their assessments when it is expected that they will achieve Mastery, will not be moved onto a lower Flightpath. In this situation such regular underachievement would be an issue that the HoD would identify and resolve with the class teacher. However, if the pupil was regular achieving Excellence when they were on the Mastery Flight path, then (following discussions between the HoD, DOS and SLT link) the pupil could be moved up to the Excellence Flightpath. This would also mean that our minimum expectation of their performance (and therefore their minimum target grade) would also increase.

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For a student arriving with a starting point of *Excellence*:

Year	Target Grade
7	7E (2-3)
8	8E (3-4)
9	4-7
10	5-7
11	7-9

For a student arriving with a starting point of *Mastery*:

Year	Target Grade
7	7M (1-2)
8	8M (2-3)
9	3-5
10	4-6
11	6-8

For a student arriving with a starting point of *Intermediate*:

Year	Target Grade
7	7I (W2 - 1)
8	8I (1 -2)
9	2-3
10	3 - 4
11	3 - 5

For a student arriving with a starting point of *Foundation*:

Year	Target Grade
7	7F (W4-W3)
8	8F (W3-W2)
9	W2 - 1
10	1 -2
11	1 -4

Where teachers believe that a student's achievement is beyond the anticipated range for their age group, this *must* be moderated by their subject leader who *must* then consult with their link SLT colleague before this is recorded in SIMS.

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Mapping a flight-path based on KS2 prior attainment
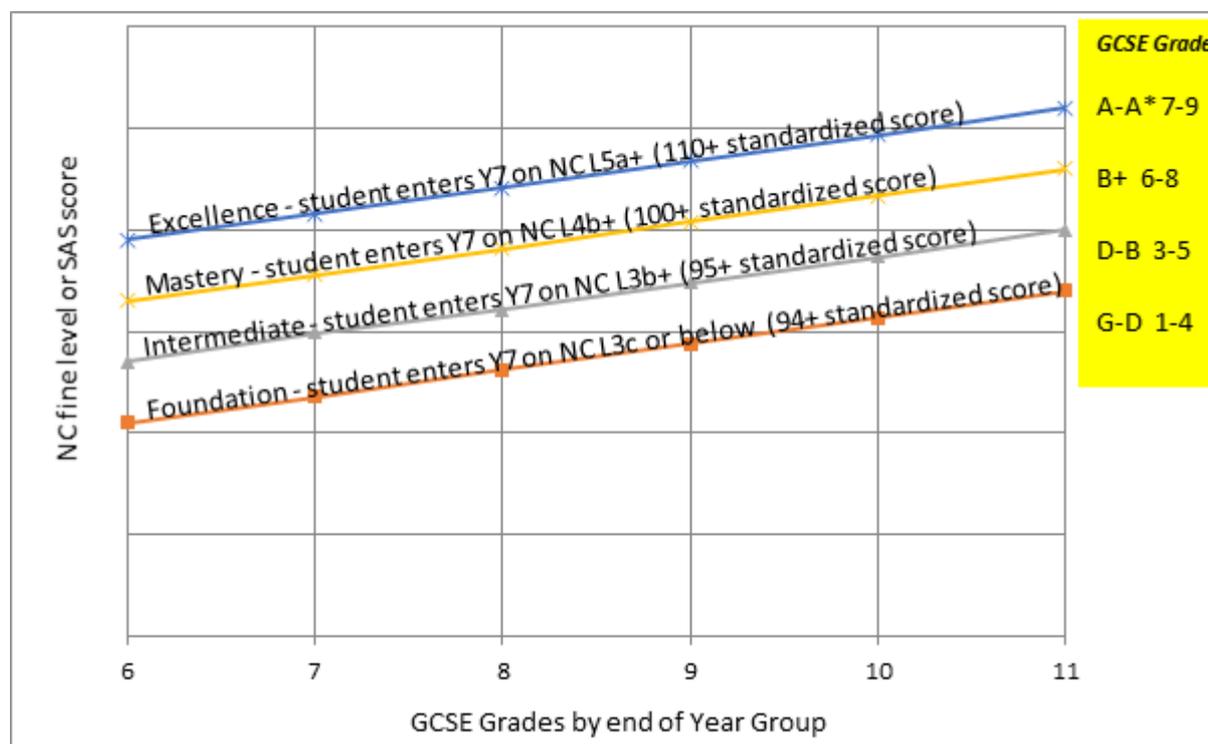
In 2017-2018 the starting point for Years 7 & 8 is defined by their average standardised score at KS2 (reading and maths). For Years 9 – 11 their starting point is defined by their average KS2 fine national curriculum level (reading and maths).

Flight-paths and estimates based on starting points will need to be reviewed annually as the new GCSE specifications, alongside the new KS2 tests, become more established. Research demonstrates a saw-tooth effect whenever any new system of national assessment is introduced. There are likely to be amendments as a result of an increase in available data over time. FFT Aspire is regularly updated with national data and will be used to inform the annual review of flight-paths and student targets.

Our current cohort of students (2017-18) has the following profile based on their starting points. Teachers and Middle Leaders should be mindful of this information when designing summative assessments to evaluate learning.

KS2 Starting Point	*Range within current cohort Y7-8*
Excellence	6.5 – 9.9%
Mastery	50 – 51%
Intermediate	21 – 23%
Foundation	15 – 17%

The focus for tracking and reporting is based on a student's progress from their **starting point** with the aim that *all* students make at least expected progress and that the vast majority achieve a level of competency that is equivalent to national expectation. This will require a significant number of our students, those who arrive at Beechwood working below national standards, to make accelerated progress so that they catch-up and stay-up with their peers.

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KS3-4 Assessment Descriptors - measuring progress

Grades 1-4 are designed to measure progress and **not** to indicate a sub-level. The attainment grade (FIME) is separate to the progress grade (1-4). The progress grade is calculated by comparing the current grade with the student's starting point and with a view to their end of year target.

In order to remove any misunderstanding about the purpose and application of progress grades we are proposing to change the format of the marksheets completed in SIMS.

Potential marksheet format for capturing summative assessment data - Y11, 2018
Individual subject teachers complete columns 1 and 2. IPR & JAH complete columns 3 & 4.

Test Grade	Predicted grade	RAG against FFT 50 estimate	Target grade (completed by IPR & JAH)

P8 tracker used to identify anyone falling behind and to target intervention.

Potential marksheet format for capturing summative assessment data - Y7 - 10
Columns 1-4 completed in advance, individual subject teachers complete columns 5 & 6.

Entry Point (end of KS2 average SAS)	FFT 50 estimate (KS4)	FFT 20 estimate (KS4)	End of year target - using FFT Aspire estimates	Test Grade (FIME or GCSE grades)	On track to meet end of year target?* 1 - Exceed 2 - Meet 3 - Below 4 - Significantly below

* At the first tracking point in the academic year, this column will read "On track from starting point?" and will require teachers to reflect on the outcomes achieved at the end of the previous year or in relation to starting point assessment data for Year 7 or for new subjects being studied in Year 9 or 12.

Therefore, teachers are required to submit the following grades at data collection points:
- Test grade (based on periodic summative assessment outcome);
- Estimated final grade (Y10 – Y13 only).

Reports

At KS3, students receive two verbal reports a year (PTCs) that give a summative assessment judgement for each subject, identifying their current progress in relation to their starting point (see above). A written report is issued annually.

Verbal reports are provided twice a year at KS4 and KS5. Written reports are given twice a year for students in Y10-13. The school will report a summative attainment judgement following an internal exam or common assessment using the relevant GCSE grade:
- old GCSE grade B1 reported as a B1 for legacy specifications
- old GCSE grade B1 reported as a 6A for new specifications.

Attainment grades are fine graded to denote the level of security within a grade. (See Appendix 1 for a full breakdown of the relationship between entry and exit data for legacy and new specifications.)

As well as summative assessment outcomes, reports will also include feedback from subject teachers in relation to commitment to learning, homework and behaviour for learning (see Appendix 2). A student's punctuality and attendance record is also provided.

Key Stage 5
In Key Stage 5 the marking of these assessment tasks or internal exams is based on AS and A Level grades or BTEC criteria. Again there are three sub-levels within each overall grade, to denote the level of security within a grade, e.g. C3 is not a secure a grade C as C2.

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Key responsibilities to ensure summative assessment data is used effectively

Subject Teachers must:
- prepare students for summative assessment as an integral part of the scheme of work;
- set and mark assessments as directed by their Head of Department;
- submit marks to Head of Department;
- actively participate in standardization and moderation to ensure judgements are accurate and consistent;
- submit summative assessment information according to the school calendar requirements;
- ensure students know where they are on their learning journey and how they can improve;
- keep records of student outcomes, analysing trends and patterns to ensure that future teaching provides sufficient stretch and challenge for those who need it and gives targeted support for students who need to make accelerated progress.

Heads of Dept. ensure that…

Heads of Department must:
- check accuracy of data submitted by subject teachers;
- lead standardisation and moderation meetings to ensure accurate assessment judgments;
- keep examples of moderated assessment tasks and examples of work across the different Key Stage 3 thresholds and at Key Stage 4 and 5 across different grades and BTEC levels;
- ensure staff submit data according to the assessment schedule deadlines;
- hold teachers to account for student progress and achievement;
- send assessments to SENCO at least a week in advance of tests;
- analyse assessment data across the department in order to inform the review and improvement of curriculum, teaching and learning.

SLT links ensure that…

Form Tutors must:
- have a learning conversation with all tutees following the publication of each report to review progress since the previous report and identify action points for further improvement;
- contact parents where appropriate to commend for excellent progress or raise concerns for underperformance.

DoSs ensure that…

Director of Studies must:
- work with Form Tutors to identify and celebrate achievement where a student has made good progress across a range of subjects;
- work with Form Tutors to coordinate the appropriate response where there is student underachievement across a range of subjects, including referral to the Achievement Team where necessary;
- liaise with the relevant Head of Department to discuss strategies for improving progress if there is significant underachievement in a subject.

SLT links ensure that…

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This table summarises possible issues that may emerge following analysis of summative assessment information. These concerns would require investigation, support and challenge by the relevant middle leaders, with support from appropriate members of the Achievement Team and/or SLT:

	Action required by
Students whose assessment outcomes are declining across a number of subjects or who are not making sufficient progress from starting point.	Director of Studies/Form Tutor/Subject Teachers/Head of Depts. May signal Achievement Team support required.
Students whose assessment outcomes dip in one or two subjects but otherwise remain good in other curriculum areas.	Head of Department / Subject Teacher
Classes or subjects whose assessment outcomes appear to differ significantly from the norm.	Director of Studies / Head of Department

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Appendix 1 – conversion of legacy GCSE grades / NC levels to new format to inform BWS flightpaths

BWS KS3 Thresholds	CATs mean SAS	KS2 Scores (R, W & M Av.)	NC levels	KS2 (2016+) R & M SAS	GCSE grades linked to NC levels or SAS scores + level of security within the grade boundary	New spec GCSE grades + level of security within the grade boundary
Foundation	<68	<19	2 and below	Below 80	G3 – E1	1-2b
	68 -71	19	3c	80-84	D3	2b
	72	20				
	76	21	3b		D2	3c
	80	22				
	84	23	3a	85-89	D1	3b
	88	24	4c	90-94	C3	3a
	92	25				4c
Intermediate	96	26		95-99	C2	4b
Mastery	100	28	4b	100	C1	4a
	104	29		102		5c
	108	31	4a	104	B3	5b
	112	32		106		5a
	116	33.5	5c	108	B2	6c
Excellence	120	35		110	B1	6b
	124	36	5b	112		6a
	128	37		114	A3	7c
	132	38	5a	116	A2	7b
	136	39		118	A1	7a
	140	40	6	120	A* +	8 - 9

Appendix 2 - Reports to contain test and progress grades by subject plus a grade to indicate where the teacher thinks the student is regarding:

Commitment to Learning

A	Always embraces challenges and sees them as learning opportunities
B	Tackles challenges and learns from overcoming them
C	Sometimes tackles challenges to progress their learning
D	Avoids challenge

Controlled Assessment Progress (KS4 only where appropriate)

A	Preparation for controlled assessment is on schedule and of high quality
B	Preparation for controlled assessment is on schedule
C	Preparation for controlled assessment is behind schedule
D	Preparation for controlled assessment is of significant concern

Homework Submission

A	Homework is always submitted on time
B	Homework is usually submitted on time
C	Homework is rarely submitted on time
D	Homework is never submitted on time

Homework Quality

A	Homework is of a high standard
B	Homework is of an acceptable standard
C	Homework quality varies greatly
D	Homework quality is a significant concern

Behaviour for Learning

A	Always behaves well to maximise learning
B	Usually behaves well but inappropriate behaviour sometimes affects learning
C	Inappropriate behaviour sometimes disrupts the learning of others
D	Behaviour is of significant concern

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