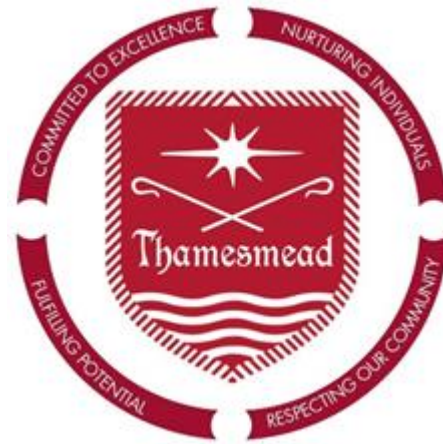


THAMESMEAD SCHOOL



Assessment and Reporting Policy

Person Responsible	Andrew Grafton
Governors Committee	Curriculum, Learning and Standards
Review period	Every 2 years
Date of review	Summer 2022
Date of next review	Summer 2024

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated
- Outline the different forms of reporting we use and the content of those reports.

2. Principles of assessment and reporting

- Formative assessments will be completed at least 3 times a year. The purpose of formative assessments is to give students and parents feedback on their progress and attainment in each unit of work for each subject area.
- Summative assessments will be completed in all subjects at the end of each year. The purpose of the summative assessments are to assess and subsequently report on progress and attainment for the year.
- All students must sit the same assessments under the same conditions and wherever possible at the same or a similar time as the rest of the cohort.
 - At KS3 we aim for all students to receive a consistent experience in terms of curriculum content and therefore the same should be true of assessments. All students must sit the same assessments under the same conditions and wherever possible at the same or a similar time as the rest of the cohort.
- Assessments must aim to test a wide range of content from the unit(s) of work that have been studied.
 - We want to test and measure the impact of all the learning that has been taking place, we must avoid focusing on a narrow set of knowledge and skills from just 1 or 2 lessons. For this reason, the minimum expectation is that all formative assessments contain content assessed by at least 30 different possible marks in 2022/23, extended to 45 marks for the year 2023/24.
 - If an assessment containing 6 True/False questions worth 5 marks each that would give students the chance to score 30 marks but only actually has 7 different possible total marks; 0, 5, 10, 15, 20, 25 or 30. Our assessments currently require 30 possible marks to prevent poor assessment practices like this. For the academic year 2023/24 this will be extended to 45 possible marks.

- Assessments must be capable of producing reliable and accurate results that measure the learning of both knowledge and skills appropriate to each subject area.
 - All assessments should assess at least some aspect of knowledge as you can't perform a skill successfully without knowledge of how to perform that skill. However, you can have some or all of the required knowledge but still be unable to perform a skill. If knowledge is not assessed it is not possible to measure this learning or accurately identify where the gaps exist. Knowledge underpins all skills so it must be assessed in every assessment.
- Marking must be consistent between different staff members and departments will need to evidence how they have achieved this through their moderation processes and feedback on this to their line managers.
- Students progress will be calculated by the data manager using measures that are relative to other students attainment scores in the cohort in a similar method to how the DfE measure progress at KS4.
- The average assessment score will be recorded and reported on with departments aiming to perform in the 50%-75% range.
- Assessments must contain interleaved content from previous units of work the students have studied that year.
- Reports to parents must clearly communicate progress, attainment, punctuality and attendance as well as the standard of work produced for home learning and the typical standard of behaviour a student demonstrates.

3. Assessment approaches

At Thamesmead School we see assessment as an integral part of teaching and learning inextricably linked to our curriculum.

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit and the impact of their own teaching
- **Students** to understand 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 improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4

4. Collecting and using data

Data will be collected in the form a data drop as follows:

KS3 – December, March, July

KS4 – October, December, March, July

Data from assessments will be collected from staff using marksheets in SIMs. Each member of staff will access to the marksheets for their own classes. Curriculum and Subject leaders will have access to all marksheets for their departments. Heads of year will have access to all marksheets for their year group.

The data manager will notify teaching staff when marksheets are available no later than 2 weeks before the deadline for a data drop.

5. Reporting to parents

5.1 Reports

All students will have a report sent home to their parents once a term. These reports will include:

- Attendance (%)
 - Calculated from all possible sessions since the start of the school year
- Expected attendance
 - Published to remind parents of our expectations regarding attendance.
- Punctuality
 - Number of lates to school
- House points
- Average house points for the year group
- Negative Behaviour points
- Average behaviour points for the year group

For each subject, the following information will be sent home to parents:

- Progress score (from -5 to +5)

+4 or +5	Exceptional progress, exceeding expectations
+2 or +3	Better than expected progress
+1, 0 or -1	Normal progress, as expected
-2 or -3	Less than expected progress
-4 or -5	Limited progress, lower than expected

- Assessment score
 - Raw percentage score from the assessment completed
- Average assessment score
 - The average score of the entire cohort to help parents gauge the difficulty of the assessment
- Behaviour rating
- Home Learning rating

For Key Stage 4 students. GCSE targets and predicted grades will be sent home when necessary.

GCSE results will be available for collection for all year 11 students on Results Day. Those not collected will be posted home.

5.2 Progress Reviews

All parents will have the opportunity to discuss progress with their child's teachers at a Progress Review once a year for students in year 7-10 and twice for students in year 11. This will provide an opportunity for teachers and parents to discuss the following information:

- Progress
- Effort in lessons
- Quality of classwork
- Quality of home learning
- Strengths and areas for development
- Extra-curricular opportunities
- Targets and predicted grades (Key Stage 4 students)

5.3 Parent Portal

Parents can monitor their child's achievement and conduct at school using the Parent Portal. The following information is accessible to parents:

- House points
- Negative behavior points
- Attendance
- Reports and previous reports
- Assessments and exam data
- Linked documents

6. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

For students with specific learning needs, we will make reasonable adjustments to both formative and summative assessments. These adjustments will mirror the kind of provisions deemed reasonable by exam boards such as:

- Movement/rest breaks
- Additional time
- Laptop provision
- Large print
- The use of a colour filter

7. Training

- Heads of department will be responsible for training their staff in the processes for assessment and reporting.
- SLT line managers will be responsible for training heads of departments in the processes for assessment and reporting.

- The Assistant headteacher in charge of assessment and reporting will be responsible for training the senior leadership team and the data manager in the processes required for assessment and reporting.

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on student assessment, to ensure consistent application and good practice across the school

8.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

8.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

8.4 Subject/Curriculum Leaders

- Analysing student progress and attainment, including individual students and specific groups (see appendix 1.1 for KS3 and appendix 1.2 for KS4)
- Prioritising key actions to address underachievement
- Keeping up to date with developments in assessment practice

8.5 Heads of Year/Pastoral Managers

The Heads of Year/Pastoral Managers are responsible for:

- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement

8.6 Data Manager

The data manager is responsible for:

- Processing the assessment procedures outlined in this policy
- Communicating deadlines for reporting to subject/curriculum leaders
- Sending completed reports to parents

9. Monitoring

This policy will be reviewed every 2 years by the Assistant Head in charge of assessment. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutiny, and/or student progress meetings.

10. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Exams policy
- Teaching and Learning policy
- Behaviour policy
- Home Learning policy
- SEND policy
- School Records Management policy

APPENDIX 1.1:

Moving the bell curve – Improving performance.

A bell curve is what you would expect to see in a normal distribution of results from an assessment. A few students at the far top and bottom end of performance and the majority somewhere in the middle. This would indicate that your curriculum, teaching and learning and the assessments you used were fairly robust, rigorous and accurate/reliable although it is not a complete guarantee it is a very good indicator.

It is important to check the distribution of results in your subject area because it will give you good feedback on any areas that need improvement.

There are 3 main scenarios + anomalies

- 1) If your results are too concentrated at the top end of performance it suggests you either could have taught more content or increased the amount of depth of content you did cover, or your assessment might have been too easy in terms of design or in terms of the questions asked.
- 2) If your results are too concentrated to the lower end of performance it suggests you tried to cover too much content or the content that was taught wasn't taught well enough, at least not in a way the students could recall it during an assessment. It could also mean that the questions were too difficult either because students couldn't retain what was taught or because they found the style of questions too difficult.
- 3) There is a good bell curve with an average assessment score comfortably between 50% and 75%. There may well be anomalies like students who didn't sit the assessment or small clusters around certain points but this is just the nature of a distribution and should be expected.

Create a chart for each one of your year groups and consider the distribution of results you have. Using the scenarios above think about what the next steps for your curriculum area need to be when these units of work are next delivered.

Year 7

Chart:

Commentary (analyse the distribution, what do you see, was the average reasonable)

Avg

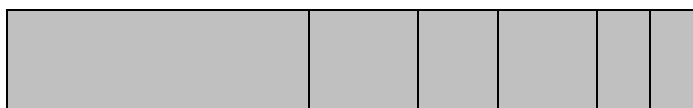
Actions:

Progress: Who are your best and worst performing students, are any of them PP or SEN, what strategies can you use to improve their performance, how will you recognise high performance?

Lowest performing -5 students.



Best performing students +5 progress



Year 8

Chart:

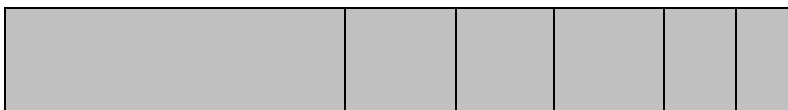
Commentary (analyse the distribution, what do you see, was the average reasonable)

Avg

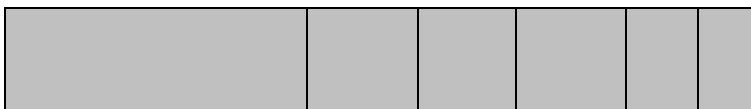
Actions:

Progress: Who are your best and worst performing students, are any of them PP or SEN, what strategies can you use to improve their performance, how will you recognise high performance?

Lowest performing -5



Best performing students +5



Year 9

Chart:

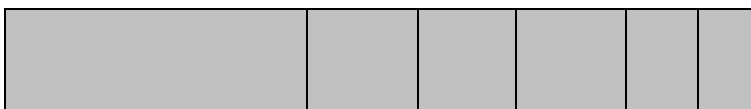
Avg

Commentary (analyse the distribution, what do you see, was the average reasonable)

Actions:

Progress: Who are your best and worst performing students, are any of them PP or SEN, what strategies can you use to improve their performance, how will you recognise high performance?

Lowest performing students -5



Best performing students, +5



APPENDIX 1.2:

Data Report

Curriculum/Subject Area:

CL/SL:

Year group: 11
2021

Term: Autumn

Year:

What are the key target groups within your subject area?

Who are the key target students within these groups?

What actions do you now intend to take in the final run up to the exams?

How does the ALPs predicted grade compare to the ALPs Mock Exam grade, was this expected and are you confident that the gap will close?