# Assessment, Feedback and Reporting Policy

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# Contents

## 1.    Aims

This policy aims to:

- Provide clear guidelines on our approach to high stake and low stake assessments
- Provide clear guidelines on our approach to Whole Class Feedback (WCF)
- Establish a consistent and coherent approach to recording high stake assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2.    Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education (student Information) (England) Regulations 2005: schedule 1](#)

## 3.    Principles of assessment

At King Edward VI Lordswood School for Girls, assessment is used to measure the effectiveness of our curriculum. Each subject's curriculum identifies the knowledge that all students will know and be able to do. Assessment informs the progress that students make in terms of this knowledge and is used to inform feedback, teaching and subsequent curriculum development.
Our approach to assessment design and implementation has been developed in line with the proposals made in Evidence Based Education (2018) 'The four pillars of assessment'. Assessments are planned with purpose, reliability, validity and value in mind to ensure that they are meaningful and effective in raising attainment without adding unnecessarily to teachers' workload.

At King Edward VI Lordswood School for Girls we use three different types of assessment:

- Low Stakes Assessment
- High Stakes Assessment
- Nationally Standardised Summative Assessment

## 4.    Assessment approaches

At King Edward VI Lordswood School for Girls, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.
We use 3 broad overarching forms of assessment: low stake assessment, high stake assessment and nationally standardised summative assessment.

## 4.1 Low Stake Assessment

Effective low stake assessment enables:

- **Teachers** to identify the gap between teaching and learning; assess how much prior knowledge students can recall and to monitor how students are performing throughout the lesson. Once the gap has been identified, this information is used to provide appropriate support or challenge, evaluate teaching and plan future lessons.

- **Students** to measure their knowledge and understanding of previous and current learning against learning outcomes, and identify and act upon areas in which they need to improve.

Low stake assessment takes place in every lesson and may form part of homework.
At the start of lessons, previously taught knowledge that is vital for new learning is checked by teachers so that gaps in students' knowledge and understanding can be identified and filled. During lessons, teachers target tasks to specifically check the knowledge and understanding of students against the learning outcomes and/or success criteria.
Low stake assessments should be planned for students to demonstrate their knowledge and understanding and implemented so that the sample size of students gives a reliable picture of the whole teaching group.

Examples of low stake assessment tasks include, but are not limited to:
- Multiple choice questions
- Spot the error
- Odd one out
- Quick quizzes
- True or false
- Agree / Disagree statements

Strategies to collect the outcomes of these low stake assessment tasks include, but are not limited to:
- Cold calling
- Active observation
- Show me (mini white boards / hand signals / red, amber, green pages of planner)
- Self marking programmes, such as Google Quizzes and online platforms

Students receive verbal feedback on low stake assessment and improve or correct their work based on teacher feedback.

Homework tasks may include low stake assessments which will be marked by the student or automatically marked by the online platform used to deliver the assessment.

## 4.2 High Stake Assessment

Effective high stake 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 a predetermined point in the curriculum and evaluate the impact of their own teaching. High stake assessments should be used, in addition to low stake assessment, to provide feedback to students on how they can improve.

- **Students** to understand how well they have learned and understood the knowledge taught over a period of time. students should use the feedback they receive from the high stake assessment to improve their work.

- **Parents** to stay informed about the achievement, progress and wider outcomes of their child.

High stake assessments are designed to indicate a student's understanding of the knowledge identified in the subject curriculum and support teachers in reaching a judgement to determine whether students are making progress that is in line, above, or below expectations. Subject areas identify high stake assessments that are consistent across all teaching groups in each year group.

The frequency of high stake assessments reflect the number of lessons taught by subjects over the 2 week timetable, to ensure that students receive regular feedback whilst managing teacher workload.

**At KS3:**

| Subject | Minimum number of high stake assessments per half term |
|---|---|
| English / Mathematics / Science | 3 |
| MFL / PE / History / Geography | 2 |
| Drama / Art / Music / PSHCE / DT / Computing / RE | 1 |

**At KS4:**

| Subject | Minimum number of high stake assessments per half term |
|---|---|
| English / Mathematics / Science | 3 |
| MFL / PE / History / Geography / RE / PE / Options | 2 |
| PSHCE | 1 |

**At KS5:**

Each subject has a minimum of 4 high stake assessments per half term. PSHCE has 1 high stake assessment per half term. High stake assessments do not take place in enrichment sessions.

**Whole Class Feedback**

Every high stake assessment is followed by Whole Class Feedback to inform students about 'what went well', expectations for presentation, literacy and vocabulary and common misconceptions. Teachers address common misconceptions by planning and delivering 'closing the gap' tasks for students to act upon the feedback.

**Homework**

Homework tasks may include the completion of a high stake assessment. These homework tasks will be assessed by the teacher and feedback provided to the student using Whole Class Feedback.

**End of year assessments**

In addition to high stake assessments, end of year assessments are designed to sample a student's long term memory and understanding of the core knowledge taught across the year.

**Integrity of high stake assessments (including end of year assessments)**

In order for our high stake assessments to be valid and reliable, we ensure that all staff are competent in the use of assessment. We do this by:

• using clear, standardised  assessment criteria e.g. mark scheme or assessment rubric

• assigning time for the moderation of assessment judgements

A key strategy for ensuring that assessment judgements are valid and reliable is the use of in-school standardisation and moderation processes.

Where possible, our school will look for opportunities to moderate our assessment judgements with awarding organisations and colleagues from different schools.

## 4.3 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, A-levels and other post-16 qualifications in KS5.

Key stage 2 scale scores and the CAT4 tests taken at the start of Year 7 and for in-year admissions are used to provide benchmark targets which the school then tracks progress against. These targets provide a measure for attainment in GCSEs/level 2 qualifications.

New Group Reading Test (NGRT) assessments are taken at the start of every year (in Years 7-12) to identify students for reading intervention. Subsequent assessments later in the year allow leaders to monitor the impact of this intervention.

## 5.    Collecting and using data

We collect both pastoral and academic data in order to monitor student progress, inform teaching and coordinate interventions.

We ensure that any information reported to parents is accurate and up-to-date through the dispersal of data collection points throughout the academic year.

We minimise teacher workload through only collecting what is necessary to achieve the intended outcomes stated above and through avoiding data duplication.

To monitor academic progress at KS3, teachers will use high stake assessments to determine what percentage of the curriculum content a student demonstrates a secure understanding. This will ascertain whether a student is making progress in line with expectations, above expectations or below expectations.

At KS4 and KS5 we collect a working at grade and a forecast grade which can then be compared to a students' target grade to determine whether they are on track to meet their target.

## 6.      Reporting to parents

We value our partnership with parents/carers and reports are one way of ensuring that parents have clear information about both pastoral and academic matters in relation to their child.

Reports to parents do not replace our regular dialogue with them. Any parent with a query or concern is always invited to contact the school and the first points of contact should be with the subject teacher or review tutor. In certain instances the teacher may refer the query or concern to an Achievement Coordinator or Lead Professional.

Throughout the academic year we report to our parents in the following ways:

• Interim reports
• A full written report each academic year
• Parents'/carers evenings

The interims and reports provide a snapshot of a students' academic progress in the subjects they are studying, as well as providing an overview of a students' attitude towards learning, based on the schools' core values of 'Ready', 'Respectful' and 'Resilient'.

At key stage 3 the interim reports and full reports will indicate whether the progress made by a student is 'in line with expectations', 'above expectations' or 'below expectations'.

At key stage 4 and key stage 5 the interim reports and full reports will show a students' current 'working at grade' (WAG) and whether or not a student is on track to meet or exceed their target grade. At key stage 5, student engagement with enrichment sessions will also be reported on.

The full report, at all key stages, will also include a teacher comment for each subject to summarise a students' 'approach to learning' and also give details on the recommended 'next steps', in order to make further progress.

Each report will provide an overview of a students' attitude towards learning, based on the schools' core values of 'Ready', 'Respectful' and 'Resilient'. For each of the value statements below a student will be deemed to 'always', 'sometimes', 'rarely' or 'never' meet the expectations.

Ready: They arrive on time to lessons, fully equipped, having completed the required homework and dressed in correct uniform
Respect: They are polite and respect themselves, each other, staff and their environment
Resilient: They have high aspirations, work hard and act on feedback to improve their work

## 7.    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.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' learning difficulties.

## 8.    Training

Teachers and Leaders will be kept up to date with developments in assessment practices in order to improve their approaches to all forms of assessment by participating in:

- School-led CPD and whole school staff meetings
- Completion of data analysis proformas followed by meetings with the Assistant Headteacher (Data, Assessment and Outcomes)
- Line management meetings
- Lead Professional update meetings
- Membership of Subject Associations
- Attendance at examination board training

## 9.    Roles and responsibilities

### 9.1 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

### 9.2 Senior Leaders

Senior Leaders are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in 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

## 9.3 Lead Professionals

Lead Professionals are responsible for:

- Identifying high and low stake assessment opportunities within the curriculum
- Ensuring that the policy is adhered to by the teachers of the subject(s) that they lead on
- Monitoring standards in the subject(s) that they lead on
- Analysing student progress and attainment, including individual students and specific groups in the subject(s) that they lead on
- Prioritising key actions to address underachievement in the subject(s) that they lead on
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years in the subject(s) that they lead on
- Making sure arrangements are in place so teachers of the subject(s) that they lead on can conduct assessment competently and confidently, including training and moderation opportunities
- Monitoring the implementation of this policy

## 9.4 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
- Acting on feedback from high and low stakes assessments in order to close gaps in learning

## 10.    Monitoring

This policy will be reviewed every 3 years by the Assistant Headteacher (Data, Assessment and Outcomes).

At every review, the policy will be shared with the Pastoral & Curriculum Committee of the governing board .

All teaching staff are expected to read and follow this policy.

The Deputy Headteacher (Quality of Education) and Assistant Headteacher (Data, Assessment and Outcomes) are responsible for ensuring that the policy is followed and will monitor the effectiveness of assessment practices across the school, through:

- Lesson visits
- Learning Walks
- Work sampling
- student forums
- Data analysis meetings

## 11.   Links with other policies

This assessment, feedback & reporting policy is linked to:

- Curriculum policy

- Examination policy

- Non-examination assessment policy

- Examination contingency policy

- Behaviour policy


## 12.   Appendix

Whole Class Feedback Sheet

Work sampling proforma

Anonymised samples of interim and full written reports (added when published in the autumn term)