



Assessment and Reporting Policy

This policy was approved by

Cox Green School on

10th May 2022

| Version | Authorisation | Approval Date | Effective Date | Next Review |
|---------|---------------------|---------------|----------------|-------------|
| 1 | Full Governing Body | 10/2/14 | 10/2/14 | July 2016 |
| 2 | Cox Green School | 22/6/16 | 22/6/16 | June 2019 |
| 3 | Cox Green School | 14/11/18 | 14/11/18 | Nov 2021 |
| 4 | Cox Green School | 10/5/22 | 1/9/22 | 10/5/25 |
| | | | | |



The Aims of Policy

This policy is informed by developments in Assessment for Learning. The overall aim is to focus on providing clear guidance to students about how effective their learning is and also what they need to improve through accurate assessment & feedback.

Objectives

The objectives are as follows:

1. To secure effective assessment which informs teaching that supports student progress over time.
2. To provide students with feedback and subject specific assessment criteria ensuring they understand what they can already do and what they can learn to do to make further progress.
3. To give students the opportunity to assess and reflect on their own and each other's work.
4. To give students the opportunity to respond regularly to the teachers or peers marking/feedback.
5. To monitor, evaluate and review individual and cohorts of students' progress, and identify their next steps for progress and improvement.
6. To standardise and ensure adherence to the marking procedures throughout the school .
7. To provide evidence of assessment, recording and reporting.

Definitions

It is helpful to think of assessment using the following terminology:

- **Formative assessment** – Is frequently used to give on-going feedback during a course. Typically, they may take the form of a marked piece of work, such as a mini-test. Formative assessment may relate to only some of the skills or criteria from the course overall. Opportunities for formative assessment are utilised to assess progress throughout lessons. Formative assessment is integral to student learning:
 - Feedback will relate these throughout the lesson
 - The feedback will be focussed on moving learning forward by:
 - Targeting the specific learning gaps that students exhibit. Specifically, high quality feedback may focus on the task, subject and self-regulation strategies.
 - Using a variety of methods to formatively assess students to help them get to the learning goal.
 - Ensuring that we plan for how students receive feedback.
- **Summative assessment** – These are assessments which sum up how well a student has done on a course or unit overall. They usually come at the end of the unit or course and are graded using the same criteria as applies to that unit or course. The synthesis and application of pupil knowledge is tested here and the assessment is designed to cover all of the relevant skills, knowledge and Assessment Objectives, as deemed appropriate by the curriculum.
- **Criteria referenced** – This is a system of assessment in which grades have specific criteria. Any work which meets these criteria is awarded this grade. This system aims to sustain a common standard irrespective of how many students reach it.
- **Norm referenced** – In contrast, norm referenced assessment works around the assumption that there is an expected standard at a particular stage. Grading is based in the level of understanding or recall compared with others (either now or historically). Grades are often allocated proportionally.



- **Assessment objectives** – Each course has overarching objectives which summarise the skills covered in the course or the handling of the content included in the course.
- **Grade descriptors** – Grade descriptors summarise the standard of skill and application of knowledge required to achieve a particular grade. These often are set by external organisations (such as the National curriculum level descriptors or exam board curriculum).

Assessing and Marking of Students’ Work

Whole school Summative assessment points

The assessment system has been designed to prepare students for the style of summative assessment which they will be tested by in the public exams at GCSE, Vocational and A level. They therefore undertake formal summative assessments, as set out by the department’s rationale documentation. Though individual departments are given autonomy to best fit their schemes of work, times and details in Table 1 reflect a minimum expectation from the school. The timings of these may also be subject to change, depending on additional factors such as school closures or lost learning. With the first of the two assessments expecting to take place in the weeks preceding the Christmas holiday and will assess the work that has been undertaken by that point in the year. When students move into either the second or third year of a course (KS3, GCSE, Vocational or A level) assessments may also test material studied earlier on in the course. This is to provide those students with the level of recall that they require for the terminal public exams.

The KS3 assessments are graded on this pro rata basis but grades are not shared with students; students will receive detailed feedback and targets on how to improve. GCSE assessments are graded using the 9-1 grading system, A level assessments are graded using the A*-E system and Vocational assessments are graded using the Pass, Merit and Distinction system. These are norm referenced assessments and the grade boundaries are set to reflect this. In KS3 however, where GCSE grades are not the most accurate reflection of pupil’s future attainment, progress is measured against ‘Starting points’. These starting points are generated from Average CAT scores.

| Year | Assessment 1 | Assessment 2 |
|---------|--|---|
| 7 | December: Covering Autumn term content and skills | June/July – covering work from the whole year |
| 8 | June/July – covering work from the whole of the KS3 curriculum | |
| 9 | June/July – covering work from the whole year | |
| 10 | June/July – covering work from the whole year, | |
| 11 | December: Covering whole course to date | March (if deemed appropriate for the cohort)– Specific students covering the whole course to date |
| 12 | December: Covering whole course to date | June/July – covering work from the whole year |
| 13 & 14 | December: Covering whole course to date | March – Specific students covering the whole course to date |

Table 1 Minimum assessment timing and content

Formative assessment

The delivery of the curriculum in all subjects allows for a range of assessment activities (which can include AFL activities, as detailed in the schools’ teaching & learning policy). A variety of student work



should be assessed using a range of self, peer, group, class and teacher assessment. This applies to classwork, homework, display work, practical work, etc.

All subjects have identified a number of standardised Key Assessment Tasks (KATs), according to their timetable allocation (see Table 2 below), which will be marked each half term to ensure that common expectations are being set between the teachers in any one department.

| Number of subject lessons taught per week | Number of Key Assessment Tasks (KATs) |
|---|---------------------------------------|
| 1 | 1 per half term |
| 2 or more | 2 per half term |

Table 2 KAT assessment guide

The KATs are explicitly stated in each subject's scheme of work and reflected in the curriculum maps for each department. The KATs can take the form of an end of unit summative assessment or a more formative task. Marks and grades for these assessments will be explicitly stated in the student's book and they will also be recorded on the department assessments tracker that will be used to generate grades for Assessment Points.

The teacher's feedback is specific to a student's piece of work and is in written form, however the feedback can be based on a coded marking system where the code provided refers to specific WWWs and EBIs. which are either written down or stuck in to the student's book. A KAT task will be produced in either the class workbook used by a student or a specific assessment book. Following each KAT task at Y10 and above, details of the target grade, grade attained in the piece of work, along with on how the student could progress, need to attached. Best practice would be to accompany any written feedback (progress sticker, feedback sheet etc.) with personalised conversations with the students during class to ensure they are very clear where they are currently and how to move forward. Other shorter tasks will be set for classwork or homework to reinforce the learning which has taken place in lessons. These tasks may include, but are not restricted to, lesson preparation homework, formal tasks, exam questions, spelling tests and mini-assessments on Edulink.

Self & Peer-instruction

All students are expected to be able to undertake effective self and peer-instruction based on the clear understanding of the course structure, assessment objectives and grade criteria which they gain in class. Students will always use a green pen when conducting self or peer-assessment. This is a key tool in supporting students to understand their progress and the requirements of their courses.

Homework

Homework is set regularly based on the principles set out in department rational documentation. Homework focusses on supporting students with their acquisition of knowledge and may involve many different activities, examples of which are referenced in Appendix 1. Further detail about the setting and marking of homework is outlined in the homework policy.

Assessment for learning

The following systems are consistently used in all lessons.

- All lessons have differentiated success criteria which makes simple reference to the assessment criteria by which the teacher will judge whether the lesson has been effective



- All students will be accustomed to reviewing their work and the work of others and be able to provide relevant feedback on the strengths and areas for improvement.
- All teachers model answers of the expected standard
- All teachers utilise strategies to ensure they can assess whole class progress rapidly and target support within lesson (e.g. traffic lights, mini-whiteboards, live-marking etc.). Further details can be found in the schools Teaching & Learning policy.

Grading & Curriculum progression

Grades used in years 10-11 use the new GCSE system of number grades 9-1. In Year 12, 13 and 14 the grading is A*-E for A-level subjects and Pass to Distinction* for Vocational subjects. Learning leaders have given careful consideration to the construction of the curriculum to ensure progression from years 7-11 and then on to years 12,13 and 14. Students are given end of KS4 attainment targets based on the GCSE 9-1 grading system if they are in KS3 and KS4. These GCSE targets are based on prior attainment before entry at KS3.

At KS3, targets will not be communicated directly to parents. Instead, they will be told the band in which their child sits based on their CAT scores and prior attainment. These will be referred to as SP1 (CAT <85), SP2 (86 <CAT> 104), SP3 (105<CAT>115) & SP4 (CAT > 115), as per the banding provided by the CATs. The philosophy behind this policy is to ensure focus at KS3 is on how to progress and the skills needed, rather than numbers and grades. Grades in assessed tasks will still be recorded internally for department tracking purposes.

In order to achieve consistent progression in grades it has been vital to achieve a consistent approach to both the curriculum and its assessment. The following principles apply to the curriculum design for Years 7-13. Although subjects differ in the nature of their assessments, in all subjects there is a requirement to acquire skills and content to be learnt and applied. The way these can be broken down for assessment purposes is through the use of the assessment objectives for each subject.

Years 7-9

The content within each subject has been designed to ensure that the core skills required by the assessment objectives are thoroughly taught in KS3. This positions students strongly to embark on their GCSE courses. Students will be made familiar with overarching assessment objectives and assessment criteria to achieve target Bands within their lessons so that they can take ownership of the specific skill or area of content which they may need to improve on.

Years 10-11

The curriculum delivery of GCSE and Vocational courses is designed to allow students to mature in their skill acquisition whilst mastering the required content or knowledge. The KATs used in Year 10 and 11 only partially cover the skills and content of the courses, however they are graded using the GCSE criteria so students get a good idea of how well they are doing against the current GCSE standard. Comments made by teachers in marking or through the assessment point reports indicate whether the student is making good progress to their final target or not. These comments are recorded on target stickers for regular reference by the students.



Years 12, 13 & 14

A-Level courses follow a similar pattern to GCSE. Induction tasks are made available in the summer holiday between Year 11 and 12 in order to ensure students start to develop the independent working skills which are fundamental to successful A-level study.

It may often be the case that students are required to cover or review content outside of lessons in order to spend quality lesson time on developing their skills and understanding the underlying concepts. Target stickers can also be used at key stage five to ensure students are aware of their progress and are able to take personal responsibility for their own progress.

Reporting

Assessment points

Depending on the Year group there are two or three assessment points during the year where grades are reported to parents. The times of these reports and the evidence used to identify the grades are detailed in Table 3 below.

For students in Year 12 a red, amber, green (RAG) report is produced for each of the subjects they take at the end of the first four weeks. This RAG of the students is based on their attitude to the work in lessons and highlights the need for additional support that some students may require at the start of their courses. At each assessment point teachers provide a current grade, which is informed by assessments or other data sources, and a measure of progress.

For KS4 this is a GCSE 1-9 end of KS4 grade. The grade at KS3 is not reported to parents or shared with students, it is for internal tracking purposes only, if deemed appropriate by the department rationale. If a Year 11 student who has an end of KS4 target grade of a 6 is given a currently working towards grade in the same subject of a 5+ then they are also not on track to meet their target grade at the end of KS4. The reporting for KS5 students follows the same methodology, with the exception that the currently working towards grade is compared with an end of KS5 target.

Generation of reported grades

In order to ensure the grade reported for each student gives an accurate indication of their likely progress, based on their current attainment, these grades will be generated through each department's internal tracking system. These will record scores in KAT tasks, as well as any other relevant tasks (including homework where appropriate).

The tracking system will then use this evidence, plus information about the requirements at the end of the key stage and knowledge of grade distribution within the subject, to generate a currently working towards grade.

Teachers can adapt this, e.g if the grade generated is a 6 but the teacher feels their experience of student in class makes them question this, they may change it to a 6- or a 5+. However, the need to do this should be rare and in the vast majority of cases the grade generated on the tracking system should be the one input for the final report.



| | AP1 | AP2 | AP3 |
|--|---|---|---|
| Year 7-9 Students awarded a T+, T or T- in relation to their indicated band | Post-Christmas holiday - Based on December assessment week results and all relevant work up to this point | July - Based on KATs and all relevant work up to that point, including summer assessment week results | N/A |
| Year 10 Students awarded a currently working towards grade 9-1 | Post-Christmas holiday - Based on December assessment week results , KATs and all relevant work up to this point | July – Based on KATs and all relevant work up to that point, including summer assessment week results | N/A |
| Year 11 Students awarded a current working level grade 9-1 | Pre-Christmas holiday - Based on all relevant work up to that point including December assessment week results | March - Based on all relevant work up to that point, including internal standardised key assessment tasks | Post-Easter - Based on all relevant work up to that point, including internal standardised key assessment tasks |
| Year 12 Students awarded a currently working towards grade A* to E (A-level) or D* to P (Vocational) | October RAG Attitude to learning rated RED, AMBER OR GREEN based on first four weeks of the course Pre-Christmas holiday - Based on all relevant work up to this point, including December assessment week results | Pre-Easter holiday - Based on all relevant work up to this point, including internal standardised key assessment tasks | July - Based on all relevant work up to this point, including summer assessment week results |
| Year 13 & 14 Students awarded a currently working towards grade A* to E (A-level) or D* to P (Vocational) | Pre-Christmas holiday - Based on all relevant work up to this point, including December assessment week results | February - Based on all relevant work up to this point, including internal standardised key assessment tasks | Post-Easter - Based on all relevant work up to this point, including internal standardised key assessment tasks |

Table 3 AP timetable

Target Setting - KS5

All teachers of A-Level and Level 3 Vocational qualifications will be given teaching group lists with Average Point Score (GCSE) data and a Level 3 target grade from ALPS (reported by DfE and used by Ofsted for inspection purposes). These target grades must be displayed on target stickers in all students' folders and exercise books and will appear on the Student Progress Reports which go home to parents in years 12, 13 and 14. Based on a student's GCSE grades an average point score is calculated, by adding up all the grades they achieved and dividing this by the number of grades they achieved. The student's average point score is compared against the outcomes from previous year's national exam result data set a target that would achieve a result in the top 25% nationally. **At Cox Green School we are aspirational so set a target based on the top 25% percentile of schools.**

| Approx GCSE grades | GCSE score band | QCA score band | Student Numbers & % | Points / Subject Representative grade | MEG aspiration |
|--------------------|-----------------|----------------|---------------------|---------------------------------------|----------------|
| Mainly A and A* | 7.5-8.0 | 55.0-58.0 | 19,241 (9.6%) | A+ (125.03) | A*/A |
| Mainly As | 7.0-7.5 | 52.0-55.0 | 27,330 (13.6%) | A/B (112.21) | A |
| Mainly As few Bs | 6.7-7.0 | 50.2-52.0 | 17,796 (8.8%) | B+ (103.75) | B |
| Mainly As & Bs | 6.4-6.7 | 48.4-50.2 | 22,712 (11.3%) | B (98.11) | B |
| Mainly Bs few As | 6.1-6.4 | 46.6-48.4 | 25,788 (12.8%) | B/C (92.00) | B/C |
| Just over all Bs | 5.8-6.1 | 44.8-46.6 | 24,594 (12.2%) | C+ (87.00) | B/C |
| Mainly Bs few Cs | 5.5-5.8 | 43.0-44.8 | 23,290 (11.6%) | C+ (82.54) | C |
| Mainly Cs few Bs | 5.2-5.5 | 41.2-43.0 | 18,509 (9.2%) | C (78.67) | C |
| Mainly Cs | 4.7-5.2 | 38.2-41.2 | 16,643 (8.3%) | C- (74.23) | C/D |
| D/Es with 4 Cs | 4.0-4.7 | 34.0-38.2 | 5,226 (2.6%) | C/D (70.34) | C/D |
| Mainly 2/3 Cs+ | 0.0-4.0 | 10.0-34.0 | 198 (0.1%) | C/D (70.77) | C/D |

Figure 1 Performance per subject - National minimum expected grades. Data at the 75th percentile from the Alps benchmark defines the minimum expected grades students should be aiming for relative to their incoming average GCSE scores which are set out in this table.



Roles and Responsibilities

Monitoring and Evaluation - Roles and Responsibilities

Monitoring and Evaluation – Analysis of student achievement (Student Progress Reports) occurs at two to four points throughout each academic year with reports being prepared for students, parents, teachers, middle leaders and senior leaders. These Student Progress Reports will be the basis for identification of any interventions needed or for praise to be highlighted.

Other Methods of Assessing and Recording Assessments

Laser Meetings

Laser meetings are intended to identify students in each subject area, year group or key group, who may not be making expected progress and discuss SMART targets that they are working towards to narrow the gap in their progress. Following these meetings intervention plans are put into place and then monitored carefully.

Record Keeping

All colleagues are expected to keep records of assessments they have made. All departments should have centrally kept records of key assessment data which they use for their own internal tracking and target setting systems. The records of all KAT tasks is kept in the subject's file in the M drive (M: drive/Departments), which provides transparency around the production of assessment point (AP) data. Records of assessments are reviewed annually as grade boundaries change and the assessment make-up of each subject can change. An up to date copy of the class profile for each class is available to the teacher at all times on SIMS and utilised to inform the planning of lessons for a class. Data in relation to behaviour, homework completion, being equipped for lessons and punctuality is taken directly from the lesson by lesson electronic registration system, SIMS lesson monitor/Edulink. Learning Leaders will agree on the number of assessments, and their raw marks value, that are to be used to calculate each Assessment point. They will also agree on a rationale for how data is gathered, marked, moderated and disseminated for planning. SIMS is to be used for the recording of assessments and based on the grade boundaries supplied by learning leaders, current outcomes and progress will automatically be calculated.

Communication of policy

The policy will be communicated to Learning Leaders is a Learning Leaders briefing and this will then be disseminated to teaching staff in department meetings and Twilight inset session(s). The policy will be available to all staff via the school's shared drive (M: drive). The policy will be uploaded to the school's website and parents will be informed of the amendments to the policy via the school newsletter.

Evidence of implementation

Evidence of the implementation of this policy will come through the records of work reviews and drop-ins. This will be presented at the Teaching and Learning committee twice a year.

Review of Policy

This policy shall be reviewed by the Senior Leadership Team of Cox Green School every three years.



Appendix 1 - Guidance for Homework

| Whole school learning Routines | Examples of this practice/ expectations of school |
|---|--|
| <p>Lesson Prep</p> <p>To help you learn well in the next lesson.</p> <p>Will vary according to year group</p> | <p>Examples of the types of lesson prep tasks you might be set are:</p> <ol style="list-style-type: none">I. Memorise vocabulary/spellings/key words and definitions, etcII. Learn a method (Formulae/Definition/Grammar Point)III. Complete a set of questions testing understanding of the materialIV. Complete an exam question consolidating understandingV. Read a given passage/source and summarise 5 key pointsVI. Prepare an argument for or against a given point |
| <p>Checking Lesson Prep</p> <p>You can expect all of your lesson prep to be checked.</p> <p>The teacher will check it in a number of different ways...</p> | <p>Prep might be checked in one of the following ways</p> <ol style="list-style-type: none">I. A brief test as starter on the boardII. Quick oral quiz, using mini-whiteboardsIII. Answers on the board as register is taken. Self or peer markedIV. Swap books and give your partner a mark and EBI based on the criteria givenV. Discuss your answer with a partner, agree on an answer to present back to the classVI. Pair up with someone with a different view point. Whose point is strongest, why? |
| <p>Assessed Homework</p> <p>To help you consolidate a period of learning.</p> | <p>Assessed Homeworks are longer assignments than lesson preps and require you to work independently on a task using the content and practising the skills which you have learnt in class.</p> <p>Assessed homeworks are stepping stones towards end of unit/ termly assessments</p> |
| <p>Self-review</p> <p>To help improve your independence and allow you to notice your strengths and weaknesses and address these in lessons.</p> | <p>Examples of types of self-review you will be expected to engage in are:</p> <ol style="list-style-type: none">I. Tick or cross in green pen and give score of right (or wrong) answersII. Read back over an answer (either in your head or aloud to yourself/a partner) and underline any mistakes or parts which don't make sense.III. Award a mark out of X depending on how many key points/key words are usedIV. Use a highlighter every time you or your peer has used a certain featureV. Evaluate a piece of work using grade criteria. Explain why you think it is a certain grade.VI. Respond to feedback given – www/ebi |