



Assessment, Marking, Target Setting and Reporting Policy

Lead Governor: Teaching and Learning Governor

Senior Leadership Team Link: Claire Conley-Harper

Next Review Due: September 2025

Ratified by Governors: September 2024

Rationale

‘Assessment is, indeed, the bridge between teaching and learning’. Dylan William

Assessment, curriculum, teaching and learning are inextricably linked. Effective, well planned assessment informs teaching, enables students to understand where they are in their learning and how to improve further. Assessment should be evident in every lesson; effective assessment is key to high- quality teaching and learning and successful learners.

Effective planning and implementation of assessment allows:

- Teachers to gain a clear understanding of students’ progress so that future teaching can be adapted and interventions put into place to fill gaps in knowledge.
- Subject leaders to quality assure curriculum implementation and measure curriculum impact, ensuring that the taught and learned curriculum are the same as the intended curriculum.
- Students to understand in which areas they have made progress, and where and how they need to improve.
- Students to demonstrate their ability to retrieve and apply knowledge effectively in a range of contexts that model national tests at KS4.

Forms of assessment

- Formative Assessment is the ongoing day-to-day assessment that generates a range of qualitative information about student progress, which is often not recorded. Assessment for learning takes place to gather information about a learner or group of learners, what they understand or do not understand and how future teaching will be adapted to account for this.

- Summative Assessment measures attainment within a learning or subject area. It is used to draw some conclusions at the end of a significant period of time or at the end of a unit of work and is usually recorded.

Feedback

The school continues to focus on the quality of feedback received by students ensuring that marking and feedback maximises student effort and enhances learning. The traditional picture of marking has been replaced by a much more dynamic and interactive process, whereby students are involved in marking and responding to feedback, teachers give whole class feedback, and where assessment is undertaken in order to support student learning and facilitate progression. The best feedback, whether it is written or verbal, individual or whole class will give students a clear sense of how they can improve, with students responding and making progress as a result.

Teacher assessment

Teacher assessment is based on a broad range of activities in a variety of contexts. It may involve examination preparation, long and short tasks, written and practical work and work done both at home and in school as appropriate. Assessment is the teachers' judgement of students' progress and achievement based on evidence. Refining of judgements will be carried out on a continuous basis within subjects, ensuring a process of internal moderation and standardisation wherever possible, involving the use of common mark schemes, shared marking of exemplar materials or the pairing of teachers to compare work.

Formal assessments take place during mock exam periods at KS4 and according to department timetables at KS3. This approach will be reviewed and developed 2024-2025 to ensure that our assessment practises are fit for purpose, have consistency across the school and in line with the best available evidence.

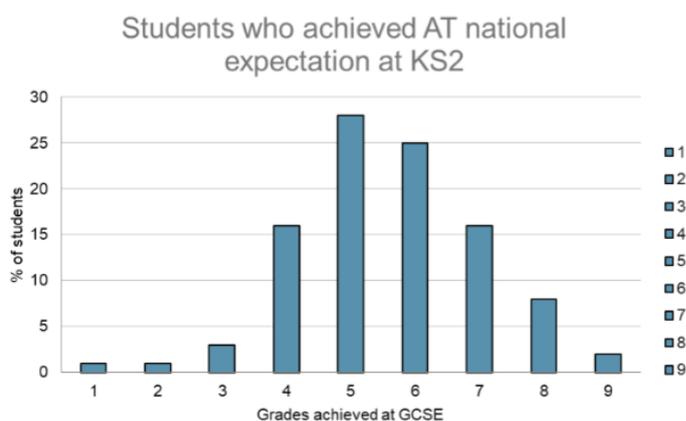
Target Setting

We encourage all students to aim for excellence in their learning and to be ambitious for their KS4 outcomes.

We use the Fischer Family Trust (FFT) to establish target bands at KS3 and target grades at KS4, for use by teachers. FFT look at the GCSE scores of all students who got the same scores as a student when they were in Year 6 and then use that to work out the probability of an individual student getting particular grades at GCSE.

In doing this FFT provide **potential grade indicators** for student attainment at the end of KS4. These are **indicators only** and we do not share these narrow indicators with students as they can set a ceiling on students' ambition. KS2 results tell us how students performed on the day of their SATs. They are a valuable indicator for teachers of students' prior attainment; however they are not the sum total of a student's potential. It is more useful for students to understand that their prior attainment makes it possible for them to achieve a range of grades at KS4.

See below for illustrative example.



In this example, a student who achieved average scaled scores at KS2 has a 28% chance of achieving a grade 5 at KS4. However, they have a 2% chance of a grade 9. They also have a 1% chance of a grade 1.

For all students, all grades are possible. No matter what outcomes a student achieved at KS2, their commitment and effort, the quality of teaching and learning and the support for their home learning all influence their final GCSE outcomes.

For this reason, we do not talk about high or low ability students – we talk about prior attainment.

While we don't share single target grades with students, it is important that they understand what their prior attainment shows so that they understand their potential and are encouraged to be ambitious. By the time students reach years 10 and 11, they will have in mind the grades they are hoping to achieve. From the summer term in Y10 we will provide a forecast grade. At every stage, we will encourage students to show ambition, determination to work hard and to strive for excellence.

Reporting

Verbal reports of student progress are made to parents at Parents' Evenings. For years 7 to 10 these happen once a year. For year 11, these are twice a year.

Three times a year, students and parents/carers receive a report on the student's progress.

In years 7-9, the Progress column indicates the progress the student is making in each of their subjects compared to our expectations for their prior attainment (mainly based on KS2 scores).

- + means achieving better than our expectations
- = means achieving in line with our expectations
- means achieving below our expectations

The termly reports also contain a grade for Attitude to Learning (A to L) which reflects a student's commitment to their learning and progress.

- Attitude to Class Learning.

- Attitude to Home Learning.

The criteria for each of the levels for class learning and home learning are focused on the type of learning students are currently demonstrating:

- 1 = ambitious learner
- 2 = proactive learner
- 3 = passive learner
- 4 = resistant learner

The full criteria is shown in Appendix 1.

From the summer term of year 10, teachers provide a forecast grade; this gives a forecast of the student's GCSE grade in each subject. This is based on their progress so far and their current attitude to learning. It does not mean the student has already achieved this grade; this is the grade the teacher is forecasting if they maintain their current attitude to learning and progress. If their attitude to learning changes this forecast grade may also change.

Academic mentoring review

As part of the assessment and reporting process students complete a review session following each report, where they look at their current performance, complete a personal review of their progress and set themselves targets.

RATIFICATION DATE AND CHAIR'S SIGNATURE

Chair's Signature: _____

Print Name: _____

Date: _____

Appendix 1

Attitude to Learning Criteria

	Attitude to <u>class</u> learning – what it looks like.	Attitude to <u>home</u> learning – what it looks like.	What next?
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A m b i t i o u s l e a r n e r (1)	<p>You have high expectations of yourself and you challenge yourself.</p> <p>You are self-motivated and show a very positive attitude to your class learning.</p> <p>You show a consistently high level of effort.</p> <p>You persevere when the work is challenging, which shows you are developing your resilience as a learner.</p> <p>You actively engage in all aspects of your work, you frequently ask and answer questions and you seek and apply feedback.</p> <p>You attempt challenge and extension tasks in lessons without being prompted.</p>	<p>You have high expectations of yourself and you challenge yourself.</p> <p>You are self-motivated and show a very positive attitude to your home learning.</p> <p>You show a consistently high level of effort, your home learning is always completed on time and to an excellent standard.</p> <p>You persevere when the work is challenging, which shows you are developing your resilience as a learner.</p> <p>You actively engage in all aspects of your work, and you seek advice and feedback.</p> <p>You often show the initiative to extend your own home learning.</p>	<p>Keep going – recognise these positive learning behaviours and continue with this approach.</p> <p>Make sure you give yourself time to celebrate your effort and your achievement.</p> <p>Balance your work with downtime and other activities.</p> <p>Draw on your support network to help you balance your schoolwork and other activities.</p>
P r o a c t i v e l e a r n e r (2)	<p>You always have a positive attitude to your class learning.</p> <p>You engage in your work and contribute to discussions in lessons.</p> <p>You always demonstrate good effort,</p> <p>You usually persevere and attempt the work when it is challenging.</p> <p>You are motivated to improve and will usually apply feedback to your work.</p> <p>You often attempt challenge and extension tasks in lessons.</p>	<p>You always have a positive attitude to your home learning.</p> <p>You always demonstrate good effort, your home learning is always completed on time and to a good standard.</p> <p>You usually persevere and attempt the work when it is challenging.</p> <p>You are motivated to improve and will usually apply feedback to your work.</p> <p>You sometimes show the initiative to extend your own learning.</p>	<p>Ask questions to develop and secure your understanding.</p> <p>Make sure you know your own strengths and areas for development so you can drive your own learning.</p> <p>Seek feedback and opportunities to improve your knowledge and understanding.</p> <p>Do some reading around a topic. This can really help you to develop your understanding and confidence.</p>

<p>P a s s i v e l e a r n e r (3)</p>	<p>You usually behave well in class and you often do the work but you don't drive your own learning.</p> <p>Your effort is not consistently high; sometimes your class learning is not completed to an acceptable standard.</p> <p>You wait for input and/or reminders to work.</p> <p>You must push yourself and not be satisfied with completing the bare minimum.</p> <p>You may give up too easily if the work is challenging.</p> <p>You do not show enough motivation to improve.</p>	<p>Your home learning is sometimes not completed on time.</p> <p>Your effort is not consistently high; sometimes your home learning is not completed to an acceptable standard.</p> <p>You complete what is necessary but you don't push yourself beyond this. You may be satisfied with completing the bare minimum.</p> <p>You may give up too easily if the work is challenging.</p> <p>You rarely show the initiative to extend your own learning.</p>	<p>Make sure you always follow the Golden Rules, listen and engage with your learning.</p> <p>Make sure you are keeping your effort level high in class and with homework.</p> <p>Make sure you complete work in lessons and you hand in homework on time.</p> <p>Remember that you need challenge in order to learn; the work should not be easy. If you find it difficult, don't give up – have a go!</p> <p>If you are really struggling or worried about the work, ask for help.</p>
<p>R e s i s t a n t l e a r n e r (4)</p>	<p>You do not make enough effort in class and you do not complete enough work.</p> <p>You may sometimes disrupt the learning of others or refuse to do the work in class.</p> <p>You often give up if the work is challenging.</p> <p>You rarely show any motivation to improve.</p> <p>You are not yet taking responsibility for your learning and behaviour.</p>	<p>You do not make enough effort with your home learning</p> <p>Your home learning is often completed late or not completed at all.</p> <p>Your home learning is often of a poor standard.</p> <p>You do not show the initiative to extend your own learning.</p> <p>You are not yet taking responsibility for your home learning.</p>	<p>Make sure you always follow the Golden Rules, listen and engage with your learning.</p> <p>Make sure you are keeping your effort level high in class and with homework.</p> <p>Make sure you complete work in lessons and you hand in homework on time.</p>