

**SHENFIELD
HIGH SCHOOL**



Assessment and Reporting Policy

School Staff were consulted on this document and it was accepted by the standards and performance committee on :	19th April 17
It was ratified by the Governing Body on :	7th September 17

The Shenfield High School Assessment and Reporting Policy

In response to the government's policy of removing level descriptors from the National Curriculum (NC) from September 2014 and determining that, "it will be for schools to decide how they assess pupils' progress," Shenfield High School has reviewed its current Assessment and Reporting policy and is in a period of transition. This period of transition has been heightened by profound national changes regarding both KS2 and KS4 outcomes. We have nuanced measures of student attainment and progress most appropriate for particular year groups and subjects in line with the phased changes of GCSE qualifications.

Rationale

Effective assessment and reporting is central to the teaching and learning process and is a key element in ensuring that our students attain the highest standard of achievement that they are capable of. Assessment at Shenfield High School:

- Forms an integral part of the teaching and learning process;
- Offers all pupils the opportunity to show what they know, understand and can do;
- Guides pupils to recognise strengths and areas for improvement;
- Is based on a considered view of what learning should be assessed;
- Relates to shared learning objectives/success criteria;
- Advances learning;
- Enables teachers to plan more effectively;
- Provides data that is useful in the evaluation of the effectiveness of scheme of work;
- Helps parents understand how their child is progressing;
- Recognises and rewards students' attitudes to learning as well as academic attainment.

There are two types of assessment that can be distinguished:

- summative assessment - which summarises a student's achievement at a particular point in time, and
- formative assessment - which provides constructive feedback to a student about what he/she can improve.

Principles and Practice

Whole School

- Assessment and reporting procedures are regularly reviewed in light of national directives and internal requirement.
- There is appropriate liaison and transfer of records throughout the school and also between partner schools; transfer schools and Post 16 schools and colleges.
- KS2 results, CAT tests (KS3, KS4), ALPS (KS5) and staff knowledge of the students are used to help shape and set aspirational targets against which progress can be monitored.
- CAT tests are undertaken by Year 7 students during their induction. Mid-year arrivals also take CATs tests and/or departmental tests for English and Maths derived from GCSE papers.
- Assessment, recording and reporting of student attainment should be accurate and underpinned by regular moderation and standardisation.
- In KS3 students and parents receive two Progress Reports and one Full Report per year. Comments and judgements are made about students' Organisation, Behaviour, Effort and

Areas for Development. A Target and Current Grade is reported at these points, this information is also available throughout the year via Go4Schools.

- In KS4 students and parents receive two Progress Reports and one Full Report a year. Comments and judgements are made about students' Organisation, Behaviour, Effort and Areas for Development. Teachers also report a Current Grade that is representative of level of work a pupil is producing and a Projected Grade which references expected outcome.
- In Year 12, students and parents receive an Academic Review and a Full Report. Year 13 students receive two Academic Reviews. The Academic Reviews require teachers to enter three areas of strength and three areas of improvement for each student. The Year 12 Full Report is where the teacher makes comments with regards to Organisation, Behaviour, Effort and Areas for Development.
- Progress Reports, Full Reports and Academic Reviews are informative, constructive and clear.
- Internal consistency of Progress Reports, Full Reports and Academic Reviews is ensured through quality assurance using a 1st and 2nd Review process.
- Work sampling across all Key Stages is used to quality assure assessment practice and ensure consistency.
- Live data is accessible to class teachers and Team Leaders via Go4Schools and is analysed following an internal cycle to identify students that should be rewarded for their Attitude to Learning and Attainment in relation to their targets and students that require intervention and support strategies. Student performance is discussed and reviewed with every Team Leader with members of the Senior Leadership Team.
- There is annual programme of internal exams for each year group.

Subject Areas

- There is a planned programme for assessment which includes a variety of assessment methods.
- There is an organised system for using exercise books / files for maintaining students' work that follows the school's Feedback policy.
- All teachers keep structured and accessible records of assessment which are moderated by the subject Team Leader.
- There are examples of moderated work in each subject area for each year group.
- Schemes of work are available in each subject area, with assessment opportunities clearly identifiable.
- In order to ensure external consistency we provide staff with opportunities for refining their interpretations of assessment requirements through networking and CPD where appropriate.
- Subject Team Leaders lead moderation of work across all Key Stages to ensure consistency across subject teams.
- Subject Team Leaders are responsible for monitoring assessment data and for the strategic direction of intervention and support strategies.
- Subject Team Leaders are responsible for using assessment data to organise student groupings where appropriate. Subject Team Leaders are responsible for using assessment data to inform future developments within their departments.

