



FALINGE
PARK
HIGH
SCHOOL

Assessment, Recording and Reporting

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Document Control

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August 2017	Paula Jordan/Susan Wood	September 2016	Revised to take into account changes to the curriculum at Key Stage 3

Document Approvals

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1. Introduction

- 1.1 At FPHS our assessment is evolving we are constantly undertaking research and improving our processes with research and working alongside external experts such as the Assessment Academy.
- 1.2 The school development plan (2017-18) continues to prioritise the key strand of developing compelling teaching and learning through the use of CREATE. A key aspect of great teaching is embedding assessment practices consistently throughout all key stages so that assessment is all about learning, it builds a shared understanding of the progress a pupil has made and provides pointers for further development. Assessment at FPHS is based on curriculum learning goals, which are shared with and reflected on by pupils, continuous formative assessment, opportunities for summative assessment at relevant points and synoptic assessments at the end of each year, all with a key focus on what and how pupils learn.
- 1.3 Assessment is embedded in to curriculum Schemes of learning and is used to plan learning so that working memory is developed through interleaving learning through multiple SOL. SOL are not unitary-they are built up over a big picture-the big aims of our curriculum and subjects. They are tracked back so that each builds on prior knowledge and skills. They also increase in challenge. This pedagogical approach is central to classroom practice because it is based on the excellence required when developing knowledge and skills in each subject, year and SOL so that Deep learning is planned for and there is a no ceiling approach to learning. In each subject, our pupils journey through knowledge, understanding and skills which build progressively from Year 7 through to GCSE and take in to account learning from KS2. It draws on a range of evidence (Midyis, Reading ages, EAL fluency, formative and summative teacher assessments)
- 1.4 Teacher assessment is based on a broad range of activities in a variety of contexts, it may therefore include long and short tasks, exam preparation, written and practical work. Assessment is the teachers' judgement of pupils' progress and achievement based on evidence, evaluating where pupils are on the continuum of deep, secure, developing or emerging. Reframing and responding to this evidence will develop compelling learning and maximise deep learning. Reframing of learning will be carried out on a continuous basis by the teacher both in the classroom and beyond ensuring high quality responsive teaching. Within subjects: with continuous evaluation of SOL and curriculum learning goals, ensuring processes of moderation and standardisation wherever possible, shared marking of exemplar materials and evaluation of pupil work. Triangulation of these data sources with externally standardised data (Midyis, Reading ages, EAL fluency levels) ensure that assessment is rigorous, robust and free from bias.
- 1.5 Feedback to pupils is significant to ensuring responsive teaching At Falinge Park High School, our **effective feedback policy** is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations so that marking and feedback maximises learning, is motivating, meaningful and manageable. This is outlined in the effective Feedback Policy

2. Key stage 3 Assessment

- 2.1 The Government abolished National Curriculum attainment levels from September 2016 and has not replaced them. The FPHS assessment, monitoring and reporting model from September 2017 is derived from our educational principles and is tailored to our particular context here at FPHS.
- 2.2 We have linked curriculum and assessment closely together in order to enhance responsive teaching. Our model is based in the research of Daisy Christodolou, Tim Oates, Prof Rob Coe and Dylan Wiliam with a clear focus on key knowledge and skills and how pupils learn at a deep level, making sure that working memory is developed through interleaving learning from multiple SOL. Each SOL gives clear definitions of excellence in terms of acquisition of knowledge and skills. They have been developed collaboratively using the CREATE model of thinking and have explicit hinge points built in to the pedagogy so that a teacher can see how effectively knowledge and skills are being acquired and developed.
- 2.3 At FPHS we have moved away from giving levels or grades and instead focus on giving feedback based on learning goals and next steps in progressing towards excellence.
- 2.4 There is also a focus on the habits required in order to achieve excellence and these are directly linked to our compelling learning charter and the big aims of our curriculum **(see behaviour policy and curriculum policy)**

3. Subject Assessment at KS3 (Roles and Responsibilities)

- 3.1 All subject areas have defined excellence for the key stage, year group and each SOL collaboratively so that there is a shared understanding of learning goals and clear assessment hinge points within each SOL
- 3.2 All subject areas have defined the continuum of deep, securing, developing, and emerging within a SOL for both Knowledge and Skills
- 3.3 Using the CREATE model of thinking all teachers are planning and responding to the evidence. At subject level this is reframing SOL and at teacher level reframing for classes and individuals

C	Consider	Consider what excellence looks like in this Scheme of Learning. Consider what you know about the pupils. Consider what misconceptions they are likely to have in this Scheme of Learning. Consider how you can teach all pupils so that they are deepening their knowledge and deepening their acquisition of skills. Consider how you will build their working memory by interleaving key concepts from KS2 and/or previous years. Consider what assessments you will use to diagnose the knowledge and skills pupils have acquired.
R	Reframe Respond	Reframe your teaching if your assessments prove that pupils are not where you want them to be. Reframe the SoL if pupils are not grasping key concepts. Reframe your assessments if pupils are not demonstrating the learning – are the assessments really designed to demonstrate the knowledge and skills pupils have been learning. Reframe your assessments if pupils are deepening their knowledge and skills – are your SoL challenging enough? Are your assessments reflecting the level of challenge in the classroom?
E	Evidence	Is the work the children producing in class representative of where they are on the continuum. Keep your records of each Scheme of Learning so that you know what has been successful and what hasn't. Use the evidence you have from Mid-Yis, Reading Ages, EAL fluency to determine if your teaching and your assessments are deepening the knowledge and skills. Is there a gap between what you are seeing and what externally standardised tests are demonstrating?
A	Accelerate	If pupils are deepening their knowledge and skills, what do you need to do next to accelerate the learning in the classroom?
T	Target	If pupils are consistently only demonstrating emerging knowledge and skills, how can you intervene at teacher level, at faculty level, at pastoral level, at whole school level? If pupils are consistently deepening their knowledge and skills, how can you target these pupils to be challenged further?
E	Educate Edu-cere	How are high performing departments in school sharing their expertise with others in school/ at system level? How are high performing departments ensuring their successes are compared with others?

- 3.4 All teachers use the **Effective Feedback Policy** in order to check for understanding and respond accordingly in their planning of learning
- 3.5 Assessments are planned for the relevant purpose so that the match the intended purpose and enable teachers to make gather evidence of learning at hinge points within the SOL
- 3.6 At the end of each SOL all teachers collect micro level data and record this for their groups, this will be shared in subject planning meetings and moderated with work sampling and learning goal sheets.
- 3.7 HOF and subject leads provide opportunities for staff to standardise and moderate assessment
- 3.8 HOF and subject leads the evaluate the use the effective feedback policy and plan for development
- 3.9 Each subject will create a suitable end of year assessment to test knowledge and skills and prepare students for examination style assessments

4. Recording and Reporting at KS3

- 4.1 All subject areas have defined the continuum of deep, securing, developing, and emerging within a SOL and teachers will make judgements of this for Knowledge and Skills
- 4.2 At the end of each SOL all teachers collect micro level data and record this for their groups, this will be shared in subject planning meetings and moderated with work sampling and learning goal sheets
- 4.3 Throughout a SOL and at the end of a SOL teachers evaluate where pupils are on the attainment continuum of deep, secure, developing, emerging and this is triangulated with other data sources
- 4.4 Summative assessment is recorded and evaluated by teachers and HOF or Head of subject. At the end of each SOL middle leaders will triangulate teacher records with the evidence in books and what has been seen on learning reviews
- 4.5 At macro level, collection on attainment will be taken at 3 data points throughout the year , triangulated with summative assessments and using a value added approach which shows progress from starting points
- 4.6 Reports to parents will take place termly and outline where pupils are on the continuum of deep, secure, developing, emerging (see section 8)
- 4.7 Teachers will also evaluate behaviour and learning habits using the descriptors provided, these will be reported to parents termly

5. Key Stage 4 Assessment, recording and reporting

- 5.1 SOL at KS4 are based on the programme of study for each subject and are designed to enable pupils to know and understand the knowledge and skills required so that they have a strategy for improvement.
- 5.2 All teachers use the **Effective Feedback Policy** in order to check for understanding and respond accordingly in their planning of learning, which is based on the criteria for success outlined by examination boards
- 5.3 Attainment will be reported at three entry points during the year. This will be awarded as a 9-1 grade and be based on the the likely future performance proportionate to the course completed. (A*-G grades will be given by unreformed subjects until 2018)
- 5.4 Mock examinations will take place at the end of year 10 and in year 11, these examinations will be marked against board mark schemes. Subject moderation is then carried out ensuring consistency across teacher groups.
- 5.5 Teachers will also evaluate behaviour and learning habits using the descriptors provided, these will be reported to parents termly

6. Feedback

See Effective feedback policy

7. Reporting to Parents

7.1 All subjects will report to parents three times each academic year as part of our data capture cycle.

7.2 Years 7, 8 and 9

The autumn and spring report will have a description of a pupil's performance, in terms of their:

- Attainment related to knowledge
- Attainment related to skills
- Compelling Behaviour
- Compelling Learning

For the third data capture there will also be a written tutor report.

Years 10 and 11

The autumn and spring report will have a description of a pupil's performance, in terms of their:

- Attainment related to knowledge
- Attainment related to skills
- Compelling Behaviour
- Compelling Learning

Learning on the report will show, for each subject, a minimum GCSE/BTEC target grade and a grade to show the predicted grade, at the end of year 11, given a pupil's current performance.

Year 11 will also have a written comment from each of their teachers in their February report.

Year 10 will have a written comment from each of their teachers in their end of year report.

KS3 SUBJECT REPORT

Subject

Pupil

Attainment related to knowledge	Deep knowledge	Secure knowledge	Developing knowledge	Emerging knowledge
	Your child has demonstrated an excellent understanding of the subject content. They articulate their knowledge and their understanding, including abstract concepts, with coherence, appreciation and focus	Your child has shown a good understanding of the subject content and is able to demonstrate this with clarity and success.	Your child has acquired some knowledge and understanding of the subject content. They are not yet secure in using this knowledge to further their learning.	The knowledge your child has acquired in the subject so far is limited. For the next term, with support, determination and encouragement, their knowledge can be developed further.
Attainment related to skills	Deep skills	Secure skills	Developing skills	Emerging skills
	Throughout this term, your child has applied the subject specific skills consistently, expertly and with continued independence. Their excellent development of the subject specific skills has had a positive impact on their learning.	Over the term, your child has demonstrated a good ability to apply the subject specific skills needed for success in their learning.	Over the term, your child has developed some skills in this subject but these are not applied consistently with success. With more practice their learning will become more secure.	Over the term your child has applied some subject specific skills to their learning but this has not always been successful. For the next term, with further practice, determination and encouragement their skills will improve.
Compelling Behaviour	Compelling behaviour	Good behaviour	Inconsistent behaviour	Negative behaviour
	Your child consistently comes equipped to lessons, arrives promptly and is motivated to excel. They say no to negative behaviour and encourage others through being a role model to others.	Your child's behaviour is good most of the time. There is some room for improvement in order to demonstrate the compelling behaviour we all want at Falinge.	Your child chooses at times not to demonstrate good behaviour. This may include some low level disruption, lateness to lessons or lack of motivation. Learning would be improved by a change in behaviour.	Your child's attitude or behaviour does not reflect our expectations. They don't always respond positively to encouragement or reminders and this is having an impact on their learning and that of others.
Compelling Learning	Compelling approach to learning	Good approach to learning	Inconsistent approach to learning	Negative approach to learning
	Your child is intrinsically motivated to succeed in their learning. They actively embrace challenge without fear of failure, demonstrating resilience and a commitment to fully engage in all aspects of the subject. They consciously and consistently approach learning with a positive mindset.	Your child is committed to being a successful learner. They often challenge themselves and approach learning with a positive mindset, engaging in key aspects of the subject and demonstrate resilience.	Your child has variable levels of commitment to learning. There is a tendency to lack perseverance when faced with a challenge and give up too easily.	Your child lacks commitment to learning. Even when support is given, work is incomplete and often falls below the quality of which I believe they are capable.

8 Progress from starting points

8.1 Teaching staff are expected to report on the attainment of pupils at three key points as highlighted in Section 7. This information is used by Senior Leaders to judge the progress pupils make from their starting points in a Value Added model designed by the school. The model, which is currently being designed, will take into account their KS2 Starting Points, Reading Age, EAL fluency, Mid-Yis. It encompasses all the information we have on pupils based on national comparisons and the robust, rigorous and standardised data we hold from these comparisons and looks at teacher assessments alongside this. The model, which is based on a value added algorithm, will enable us to identify at macro-level in school variation and provide Leaders with information as to the individual progress pupils are making across a range of subjects. The algorithm will be piloted in 2017-2018 and we will work with the Assessment Academy to ensure it is rigorous and valid.

9 Expert support

9.1 The school has partnered with the Assessment Academy which forms part of the evidence based education team at the University of Durham. Two members of the Senior team are being trained in world-class education design through an online assessment programme and the experts at Assessment Academy will be working with the school over 6 full days during 2017-2018 to enable us to improve our assessments.

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