

# **Assessment, Recording and Reporting Policy**

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**Policy Owner:** Headteacher

**Governing Body Responsibility:** Standards Committee

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**Kesteven and Grantham Girls' School**

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### 1. Purpose

The purpose of this policy statement is to ensure consistency of approach across all the Faculties of the school.

### 2. Aims

- To
- Empower every student to become a confident, effective and independent learner
  - Enable parents and others to be informed about progress and achievements
  - Enable teachers to evaluate and plan effectively
  - Enable the school to monitor effectively the academic progress of all students
  - Enable teachers to support students' target setting procedures

### 3. Objectives

- To
- Provide students with opportunities to discuss their progress and to agree targets for future learning
  - Integrate assessment into curriculum planning
  - Provide information for students and others about learning objectives and assessment criteria in advance of the task
  - Provide information about achievements and progress of individuals and groups
  - Employ a variety of techniques including observation, dialogue/interview and product assessment
  - Provide opportunities for peer and self-assessment
  - Avoid any bias, especially relating to gender, ethnic origin, social background, physical disability, age, gender reassignment, pregnancy or sexual orientation.

## **4. Implementation**

### **Assessment**

All Faculties should identify, very clearly, both the frequency and required type(s) of formative and summative assessment that should take place during the course of any school year. This information should be contained in the schemes of learning used by teachers within the team which faculty teams go through at the beginning of the academic year. The scheduling and content of these assessments should complement any whole-school assessment/examination sessions, which will be identified within the school calendar.

All teachers, who are involved in the delivery of a subject, should be aware of the assessment procedures at the start of the academic year, so that assessment opportunities are built into any short or medium term planning.

All levels/ grades awarded in a subject, as a result of assessment, should be consistent with the appropriate grade / level descriptors and programmes of study for that subject, as delivered at KGGS.

Any grading/marking system must be used consistently within a subject team and should be shared with students. It should be compatible with the whole school system for effort and attainment grading, whilst enabling positive feedback and a clear identification of a student's strengths as well as any areas for development. Grading / marking and constructive feedback should be evident in writing within the student's work. It is for each Faculty to determine how its assessment procedures feed into the whole-school system of merits and rewards.

In order to enable staff and students to gain an accurate appreciation of the levels of attainment being achieved in a subject, it is important that assessment is both timely and obvious. SLT, working with Heads of Faculty, will determine an agreed minimum schedule for assessment of students' work for each subject. Details of this will be contained in each Faculty's Marking, Feedback and Assessment policy. A summary of which is contained in the teaching and learning policy outlining the 11 principles of marking and feedback at KGGS. Assessment results must be contained within written termly records that can be made available to the Head of Faculty or SLT on request – to assist with the monitoring of this policy

### **Recording**

For every subject the relevant TLR holder will collate key assessment data to be reviewed in between and prior to tracking points. This information is shared with the faculty SLT link and reviewed on a regular basis.

### **Reporting**

Tracking reports will include an outline of students' academic achievements and, also, illustrate other key areas such as attitude to learning/effort. . A copy of each report will be kept in school for reference. The report will supplement other forms of reporting on students' progress. It is the responsibility of the SLT to advise Faculties annually on the content and format of reports, having taken account of any statutory requirements in force at the time.

## 5. A Typical Schedule for reporting over the school year (Parents will receive details of the schedule each year.)

|     | TERMS 1&2                                                                                    | TERMS 3&4                                                                                                    | TERMS 5&6                                                                                    |
|-----|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Y7  | Parents' & Tutors' Meeting<br>End of Term 2 Progress Report                                  | Parents' Consultation Evening<br>End of Term 4 Progress Report                                               | School Examination results<br>End of Term 6 Progress Report                                  |
| Y8  | End of Term 2 Progress Report                                                                | End of Term 4 Progress Report                                                                                | Parents' Consultation Evening<br>School Examination results<br>End of Term 6 Progress Report |
| Y9  | Parents' Consultation Evening<br>End of Term 2 Progress Report                               | End of Term 4 Progress Report                                                                                | School examination results<br>End of Term 6 Progress Report                                  |
| Y10 | End of Term 2 Progress Report                                                                | Parents' Consultation Evening<br>End of Term 4 Progress Report                                               | School examination results<br>End of Term 6 Progress Report                                  |
| Y11 | Parents' Consultation Evening 1<br>End of Term 2 Progress Report<br>Mock exam results report | Parents' Consultation Evening 2<br><br>End of Term 4 Progress Report                                         | GCSE Results                                                                                 |
| Y12 | Parents' & Tutors' Meeting<br>Parents' Consultation Evening<br>End of Term 2 Progress Report | Interim School Assessment Results<br>End of Term 4 Progress Report                                           | End of Term 6 Progress Report                                                                |
| Y13 | Parents' Consultation Evening 1<br>End of Term 2 Progress Report                             | Parents' Consultation Evening 2<br>Interim School Assessment Results Term 4<br>End of Term 4 Progress Report | GCE A Level Results                                                                          |

## 6. Monitoring School Progress

Where it exists, and as it becomes available, local & national benchmark and local comparative data at various Key Stages will be provided for Faculties by the SLT. This is to be used to assist in target setting, as well as in consideration of value-added measures and in the monitoring and evaluation of a Faculty's effectiveness.

Overall school effectiveness will be gauged using external comparative data from FFT (e.g. School Dashboard), OFSTED Inspection Data Summary Report and the National Performance Tables. During the autumn term individual targets will be set for all students, based on the relevant prior assessment data and national benchmarks. This target setting will be guided by indicators provided for Faculties by the SLT. It will be the responsibility of Faculty Heads, through members of their Faculties, to ensure that these targets are shared and agreed with students in all years. These targets form the basis on which a student's individual progress within a subject is monitored.

## 7. Monitoring Student Progress

In order for the school to monitor effectively students' academic progress, Faculties will be required to provide levels of effort and attainment for each student, in Terms 2, 4 and 6.

There will be a common system for recording termly attainment grades across all Faculties, using school – based systems in KS3 and GCSE in KS4, A Level grades in KS5.

**In Y7-9 the attainment level recorded will be the level that the student is currently working at.**

**In KS4 and KS5 the attainment grade recorded will be the grade that the student is expected to achieve overall in the relevant external assessment(s), if they continue to work at their current level, taking into account any of their work to date (including homework, coursework and test results, as well as any day-to-day assessments). A working at grade is also provided for all KS5 students alongside the attainment grade.**

Attitude to learning grades at KS3 and 4 will use 4 agreed descriptors. At KS5 VESPA attitude to learning descriptors will be used. These descriptors will be shared with students and their parents.

Obviously teachers will need to apply their professional judgement when arriving at both attainment and attitude to learning grades, but should keep sufficient records so that they can base their judgements on appropriate evidence.

The collection and analysis of this information from Faculties will be organised by the Assistant Headteacher responsible for Student Progress working with the relevant Heads of Year to ensure the attainment data produced is both accurate and realistic. Responsibility for producing this information will lie with the appropriate Faculty Heads.

**Faculty Heads will be responsible for deciding how these termly summary grades are determined. Note however:**

- Methods should be consistent with the usual range of assessment procedures employed in the subject during the time period concerned.
- The content of the relevant Curriculum Progression Grids/GCSE or A Level syllabus should be taken into account when determining subject assessment criteria.
- Both the attainment and effort grades, and the means by which they have been determined, should be shared with students.

Using these summary levels, a report of the progress being made across all subjects will be produced for each student, and this will be shared with students and their parents. This information will also be used to identify those students who are not making the necessary progress required to reach their curriculum targets, so that appropriate additional support can be determined, delivered, and monitored by the relevant Heads of Faculty and Heads of Year working together.

## **8. Management and Co-ordination**

**Faculty Heads** are responsible for the management and co-ordination of assessment, recording and reporting in their Faculty and are required to ensure consistency and comparability, through their scrutiny of students' and teachers' work.

**Individual teachers** are responsible for the assessment, recording and reporting of students in their classes. It is the responsibility of Faculty Heads to ensure that there is a clear policy statement on assessment, record keeping and reporting within their Faculty documentation.

**The Examinations Manager**, is responsible for the overall management and co-ordination of procedures related to statutory assessment and public examinations at GCSE and A Level as well as the scheduling of internal Year group examinations.

**The Heads of Years 7-13, Deputy Headteacher and the Director of Sixth Form**, along with their Tutors are responsible for the management and co-ordination of the distribution of tracking reports and UCAS references..

## 9. Monitoring, Evaluation and Review

The monitoring of assessment arrangements at school level is the responsibility of the SLT. Faculty Heads are required to review regularly their assessment and recording procedures in relation to their policy and the school's policy. This includes moderation procedures for both internal and external assessments.

Faculty Heads will report to the Headteacher in their Faculty Head Report (Term 1) on the external assessment outcomes for the subject(s) for which they are responsible. Faculty Heads will be expected to produce an analysis report based on the progress made by the students within their Faculty three times each year. There will be a common format for these reports, with relevant data supplied by SLT prior to the completion of the report.

Heads of Year will also produce three times a year, a report on the progress of students within their year group, in which the progress of specific student groups will feature (e.g. Pupil premium, EAL students, SEN, Service Children, most able etc)

As a result of these reports, each HOY and HOF will each meet the Headteacher on three separate occasions (terms 1, 3 and 5) to discuss the progress made by the students and identify necessary actions to address any areas of concern.

PP leads will also produce a monitoring and a final outcomes report to ensure funding is being spent effectively and PP students are achieving in line with their peers.

## 10. Examinations

**Public Examinations are important because:**

- They may provide entry qualifications for the next level
- They provide a reasonably reliable external measure of achievement as a basis for decision-making
- They provide accreditation and recognition of achievement

In line with Equal Opportunities legislation, it is the policy of Kesteven and Grantham Girls' School to enter all students for public examinations relating to courses followed within the curriculum, regardless of ethnic origin, social background, physical disability, age, gender reassignment, pregnancy or sexual orientation.

**Entitlement for Y11 students** is entry for GCSE examinations in at least 10 subjects.

**Entitlement for all Y13 students** is entry for the appropriate A Level examinations relating to all courses followed during Year 13.

**Exceptions:** Students who, through illness or absence or for other reasons, have been unable to complete a particular course or to fulfil its coursework requirements may not be entered for the exam. The final decision as to whether a student is entered for an examination or not rests with the school, through the relevant Head of Faculty, Head of Year and the Headteacher.

## 11. Responsibilities

**Subject teachers** are responsible for any teacher-assessed components in relation to external examinations for the students they teach. They are also responsible for the retention of coursework, the submission of entries and forecast grades, as appropriate, working in liaison with the school's Examination Manager.

**Faculty Heads** are responsible for oversight of all teacher-assessment and entry administration in respect of their Faculty. At GCSE they should be guided by the JCQ's (Joint Council for Qualifications) agreed procedures on Controlled Assessments and coursework. They are also responsible for internal moderation arrangements where appropriate and for the production of an annual report based on examination results, which should include consideration of strategies for further improvement.

**The Examinations Manager** is responsible for the general organisation and administration of all public and internal examinations. Working closely with Heads of Faculty, they will publish calendars of examinations-related dates, timetables of examinations, invigilation arrangements, results, etc, and will be the contact point for external examinations bodies. The Examinations Manager and SEND representative in the school also liaise to identify and co-ordinate additional time allowances and support in public examinations, for students with Special Educational Needs, and/ or physical disabilities.

**Results** will be published in accordance with any current statutory regulations and with previous practice. A summary report on GCSE and A Level results will be produced by the Headteacher for the school's Governing Body in the Autumn Term. **GCSE and A-Level Certificates** are usually presented to students at the school's annual Presentation Evenings, which typically take place during Term 2 of the following academic year.

## 12. Internal Examinations

Internal examinations represent an opportunity for students to review a larger volume of work, and assess their understanding of topics covered over a significant period of time. They also provide students with experience, skills and confidence in preparation for external examinations at KGGS

Students should be given advice on revision techniques during their courses, so that their preparation for examinations does not become unmanageable.

Subject assessment policies and schemes of work will indicate the amount of curriculum time to be given to examinations in the subject.

A period of time will be allocated to formal assessment periods for Y7 - Y10 during Terms 5 & 6. During this period, the timetable for relevant year-groups will be modified to facilitate these formal assessments. This will be identified on the planning calendar at the start of the school year. This examination period will be designed to enable all students within a year-group to take an exam in a particular subject at the same time where this is desirable, as well as take exams of duration longer than the usual lesson length in KS4/5. Regard will be given to limiting the amount of curriculum time lost for assessment purposes.

The homework timetable will operate normally in the period prior to internal examinations, although it is recognised that subjects may set directed revision exercises in preparation for the examinations.

Y11 Term 2 'mock' examinations will normally take place in the second part of Term 2. Other mock exams may be arranged at other more appropriate times, during a subject's normal curriculum time in conjunction with the exams officer, any affected HOF and the member of the SLT with overall responsibility for exams. This information will be communicated by the relevant Faculty Head to students and parents.

## 13. Sixth Form

There will be formal Interim Assessment periods for students in Y13 during Term 4 when all students will be examined in all subjects they are studying. This may be supplemented later in the school year by subject-specific mock exams during their curriculum time.

Y12 students will be assessed in Term 3 in all four of the subjects they are studying. The results of these assessments will help students decide which three of their subjects they will continue through to A Level. Year 12 students will then complete a formal examination series across their subjects in term 6

### Results

To be of benefit to students in their learning and in their planning in relation to public examinations, results and detailed feedback from assessments should be available to students no more than two school weeks from the last day of any examinations periods.

The results of students' internal examinations will be shared with parents, either as part of a written report, or in a stand-alone examinations report, according to the timing of the exam period.

### 14. Configuration History

| Version: | Date:          | Author                                         | Contributors      |
|----------|----------------|------------------------------------------------|-------------------|
| 1.0      | January 2010   | Assistant Headteacher (Curriculum & Standards) |                   |
| 1.1      | March 2010     |                                                |                   |
| 1.2      | January 2011   |                                                |                   |
| 1.3      | January 2012   | Assistant Headteacher (Curriculum & Standards) | SMT               |
| 2.0      | January 2014   | Deputy Headteacher(Curriculum & Standards)     | SMT               |
| 3.0      | January 2016   | Headteacher                                    | SMT               |
| 4.0      | January 2018   | Headteacher                                    | SMT               |
| 5.0      | January 2020   | Headteacher                                    | SLT and governors |
| 6.0      | September 2020 | Headteacher                                    | SLT               |
| 7.0      | January 2022   | Headteacher                                    | SLT               |

### Audit trail of change

| Version | Date           | Reason for Change                  |
|---------|----------------|------------------------------------|
| 1.0     | January 2010   | Policy Review                      |
| 1.1     | March 2010     | Policy re formatted                |
| 1.2     | January 2011   | Policy Review                      |
| 1.3     | January 2012   | Policy Review                      |
| 2.0     | January 2014   | Policy Review                      |
| 3.0     | January 2016   | Policy Review                      |
| 4.0     | January 2018   | Policy Review                      |
| 5.0     | January 2020   | Policy review. Amended and updated |
| 6.0     | September 2020 | Policy amendments                  |
| 7.0     | January 2022   | Policy review                      |

### Authorisation

| Name         | Date       | Signature |
|--------------|------------|-----------|
| Miss J Green | March 2022 |           |