



Marshfields School
Assessment and Reporting Policy
November 2018

Approved by:	Marshfields Governing Body	Date: November 2018
Last reviewed on:	November 2018	Issue Nr. 2
Next review due by:	November 2019	
Signed – Deputy Head Teaching & Learning:		
Signed – Governor Curriculum:		

Assessment and Reporting Policy

Originator: Amanda Anderson

Link Governor: Sheila Brown

Date: November 2017

Revision Date: November 2018

Background information (Full document can be found: <https://www.gov.uk/government/speeches/assessment-after-levels>)

Levels were introduced with the new national curriculum in 1988. They were devised with the intention of delivering an assessment system which measured pupils' progress against a national framework.

The curriculum review, by the government, -resulted in the revised curriculum implemented in September 2014 - returned both the national curriculum and its assessment to a focus on necessary detail in key subjects. The secondary curriculum focuses on key concepts, key principles, fundamental operations and core knowledge - developed in conjunction with leading academic authorities in each subject.

This clarity and precision in the national curriculum provides the basis for sound and dependable assessment. Clarity in the things being assessed is key to validity in those assessments.

How has Marshfields developed their assessment following this announcement?

At Marshfields we are developing our triangulation of data collection to assess the important aspects of progress in each lesson. Subjects are using:

- academic progress
- can do progress
- soft skills progress

Making use of the individual targets presented within each student's EHCP alongside the curriculum academic content. A big emphasis is on reading and writing development to support all subject learning and progression in school.

Assessment is an important part of the learning process and should not be simply the grading of a student's work. Assessment should be integral to how staff help students make effective progress in their understanding. The following is recognised as being crucial to effective assessment:

- The provision of effective feedback to students, based upon clearly understood aims and objectives
- The active involvement of students in their own learning
- Adjusting teaching to take account of the results of assessment
- A recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- The need for students to be able to assess themselves and understand how to improve.

The characteristics of assessment in lessons that are good or better will include:

- the sharing of learning objectives with students
- helping students to know and to recognise the standards they are aiming for
- involving students in their own and each other's assessment
- providing feedback which leads to students recognising the next steps required to progress and how to take them
- a vision and belief that every student can improve and achieve
- students being given the opportunity to improve, modify and edit their work as a result of feedback
- teachers and students reviewing and reflecting upon assessment data

We will use a range of techniques when planning assessment including:

- observation of students – this includes listening to how they describe their work and their reasoning
- questioning: using open questions, phrased to invite students to explore their ideas and reasoning
- setting tasks in a way which requires students to use and further their skills and apply ideas
- asking students to communicate their thinking through drawings, artefacts, actions, role play and concept mapping, as well as writing
- discussion of concepts and vocabularies and how they are being used
- using a range of new technologies to record ideas. Summative assessment (which summarises a student's performance using a grade) should be used sparingly.

Baseline assessment

Upon arrival in Year 7 all students (and for students who join mid-year) will undergo baseline assessment. This incorporates the sitting of a CAT4D test (cognitive testing) and undergoing an internal subject specific assessment. These two data sources will be triangulated with the exit data provided by the students' previous school. From the triangulation process students will be given a starting level, from which all students are expected to progress.

Where is progress tracked:

- 1) Classroom monitor/computer spreadsheets;
- 2) Teacher mark book;
- 3) Students folders/ exercise books;
- 4) Other (as appropriate for the subject area and identified in the QA file of lead teachers).

Summative Assessment

All teachers should use the following guidance when a piece of work is assessed and a grade given. Students should be made aware of the nature and the purpose of the assessments set. In Years 7, 8 and 9 'Can do' progressive statements should be used and students should have an understanding of how to improve their work. In Key Stage 4 and 5 or for students studying a certificated course, the grading system used by the qualification should be applied. Tests should be modelled on the examination and test papers. If a team or teacher wishes to grade effort, the systems of A, B, C and D as used in interim reports to parents. In all cases, a student should understand, be able to articulate why a particular grade has been awarded, and demonstrate work they have improved on as a result of feedback.

Feedback of assessment to parents/Carers

Interim Reports – Students will receive two interim reports throughout the academic year, the first in autumn and the second towards the end of the Summer Term. The report shows a colour coded system sharing information on both progress and conduct of the student as follows:

- Blue (A) - The student is exceeding expectation.
- Green (B) –The student is on track with their learning.
- Orange (C) – The student needs to try harder
- Red (D) – The student is below expectation.

The teacher is also named on the interim report to support parents making contact with any concerns or questions.

Full Reports – Each student will also receive a full written report once in an academic year. A summary comment by the students' form tutor and the Headteacher or Deputy Headteacher will also accompany the report. The agreed principles when staff write these reports are:

- be addressed to parents/carers
- contain one (maximum two) targets with an explanation of how this (these) can be achieved
- contain an introduction/overview of subject being taught
- focus primarily on progress and attainment, but also include reference to conduct in and enjoyment of the subject, along with an aspect in which the student has excelled
- use the full name of students
- be no longer than 150 words
- be Internally Quality Assured within subject teams before the deadline dates to validate report comments and ensure spelling and grammatical accuracy
- show that the member of staff writing the reports knows the student
- completed by the required deadline date

Annual Review - Feedback is given to parents/carers during Education Health and Care Plan (EHCP) annual review meetings. Using our electronic system in school enables staff to comment on student progress across the curriculum. Progress information from the students Interim Report, Accelerated Reader data, and attendance is shared.

Parents Evenings – each year group will have one parents evening in which they can meet subject teachers and discuss their child's progress. Parents evening appointments last approximately five minutes with each subject teacher, in which staff provide an overview of how their child is performing.

Marking

The school's expectation is that a student's work should be marked by the teacher fortnightly. Teachers are expected to keep a mark book, either on paper or electronically tracking students' progress throughout the academic year. Further details are in the Marshfields marking policy.

Appendix 1 – Assessment and Reporting Policy – November 2018 - Reporting Cycle - 2018.19

Assessment, Recording, Reporting and Parents Evening Deadlines 2018-19

All students will receive annually one full report and two interim reports (subject to change as we incorporate EHCP progress information to parents). Staff should report as per the reporting policy. Within clusters all reports should be checked by a second member of staff. Middle leaders to oversee this checking has taken place.

Parents will be invited in to school on two occasions every year to discuss their child's progress, once at an EHCP review and at a Parents Evening. Teachers are encouraged to be in contact with parents throughout the year as is felt necessary/ required.

Year Group	Settling in Evening	Interim 1 Due Friday (on Behaviour watch) Admin check Monday Collate data, out to parents by following Thursday	Interim 2 Due Friday (on Behaviour watch) Admin check Monday Collate data, out to parents by following Thursday	Full Report Due Friday (shared, teaching, REPORTING) Admin check Monday Collate data, out to parents by following Thursday	Parent Evening Tuesday Evenings	Student EHCP Target Subject/Inclusion Review (on Behaviour Watch) (Teaching/Inclusion Team) ONGOING
Post 16		05 th October Term 1	03 rd May Term 5	22 nd February Term 3	Tuesday 04 th December	19 th October 29 th March 10 th May
11		12 th October Term 1	10 th May Term 5	02 nd November Term 2	Wednesday 23 rd January	
10		19 th October Term 1	17 th May Term 5	01 st March Term 4		Tuesday 07 th May
9		09 th November Term 2	08 th March Term 4	07 th June Term 6	Tuesday 18 th June	
8		16 th November Term 2	15 th March Term 4	14 th June Term 6		
7	Tuesday 09 th October	07 th December Term 2	24 th May Term 5	21 st June Term 6		