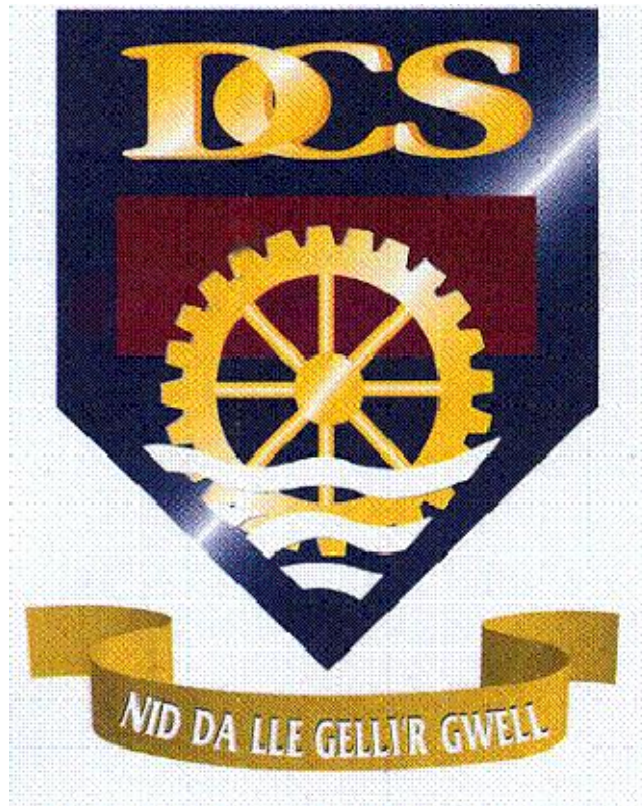


## **Dwr-y-Felin School Assessment, Recording and Reporting Policy**



### **Aims**

Dwr-y-Felin School aims to offer all pupils opportunities to show what they know, understand and can do. In order to help pupils develop their understanding, knowledge and skills we see assessment as a vital tool. Though assessing, recording and reporting on pupils' work, we aim to:

- Plan more effectively;
- Involve pupils and their parents/carers in measuring pupils' progress;
- Provide information so that the school can evaluate standards of achievement;
- Set realistic targets for the whole school, departments, year groups, individual teachers and pupils;
- Give pupils helpful feedback on their achievements and areas for development so that they can learn more effectively;
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.

## **Principles**

Our policy is underpinned by key principles. We believe that good assessment practice:

- Is based upon clear curriculum intentions;
- Plays an integral part in classroom activities;
- Places achievement in context;
- Involves the pupil in reflection and review;
- Draws upon a wide range of evidence;
- Informs record keeping;
- Indicates strengths and identifies weaknesses;
- Informs about individual progress;
- Informs about individual and school targets;
- Helps pupils and their parents to understand the progress they are making and what they have to do to improve.

## **Monitoring**

Teachers, team leaders and members of the senior management team will carry out regular reviews of practice in relation to assessment, recording and reporting.

## **Assessment**

Assessment is the judgement teachers make about pupils' attainment. This judgement is reached through various means: observation, listening, questioning in the classroom and by marking pupils' written work.

Assessment can be formative or summative.

### **1.1 Formative assessment**

During our day to day teaching we recognise the importance of assessment for learning. The information gained from assessment activities can be used to shape the teaching and learning process.

We ensure that formative assessment occurs by:

- Making the learning objectives and learning outcomes clear to all pupils in every lesson

- Placing the learning objectives in a longer-term context
- Using pupil questioning to facilitate understanding
- Providing appropriate oral and written feedback, which helps pupils to make progress
- Requiring pupils to assess themselves and their peers
- Help pupils to understand the standards they are aiming for
- Focusing feedback on specific targets for improvement
- Allowing pupils to display their understanding in different ways

## **1.2 Summative Assessment**

Summative assessment is an important aspect of class work in each year and prepares pupils for end of Key Stage 3 assessments and GCSE examinations, giving them the opportunity to develop their examination technique.

### **Dwr-y-Felin Cluster Standardisation and Moderation Procedures.**

There are 7 primary schools in the Dwr-y-Felin cluster, all of which work closely to ensure consistency in teacher assessment at the end of KS2. The Dwr-Felin Cluster includes the following schools:

- Dwr-y-Felin Comprehensive School
- Blaenhonddhan Primary School
- Bryncoch Church in Wales Primary School
- Coedffranc Primary School
- Crymlyn Primary School
- Mynachlog Nedd Junior School
- Neath Abbey Infants School
- Waunceirch Primary School

Annually, the cluster will meet to moderate pupils work in readiness for end of KS2 assessment. An INSET day will be dedicated to ensuring teacher assessment is accurate and applied consistently across all schools.

The purpose of this INSET day, and the preparatory work preceding it, is to reach a common understanding of standards. This will lead to the development, over time, of a **cluster standardisation portfolio**, demonstrating teachers' understanding and application of national curriculum standards.

The **portfolio** will serve as a reference point for all teachers within a key stage and when judgements are made at the end of a key stage. In order to reach a situation where all schools are happy with the content of the portfolio, we need to undergo the process of standardisation.

(See Appendix 1 for details of the Cluster Standardisation Event and Appendix 2 for its conclusions and recommendations for further action)

### **Key Stage 3**

Pupils in Years 7,8 and 9 will have a variety of formal assessments in most subjects which test pupils in what has been learned during the course of the year. Such assessments will:

- ◆ Have clear criteria which are shared with the pupils;
- ◆ Be linked to NC levels;
- ◆ Be differentiated appropriately;
- ◆ Be marked consistently by all staff;
- ◆ Be moderated by subject and/or curriculum leaders;
- ◆ Inform future teaching;
- ◆ Provide feedback to pupils on what they have achieved and how they can improve.

In some subjects pupils are set according to the results of summative assessments at various times across Key Stages

In Year 7 pupils take the NFER Cognitive Ability Tests (CATs) which indicate potential and are a useful tool for GCSE predictions/value added calculations. These are organised and co-ordinated by Mrs D Davies. All teachers are given details of the CAT results and asked to bear the results in mind when assessing and planning pupils work.

Pupils in Year 7 are given an end of KS3 target in each National Curriculum subject. This is presented in the form of a **level**. This target is based on attainment in English, maths and science at KS2 and CATs predictions for the end of Key Stage 3. This target is therefore based upon expectations in relation to prior and current attainment. Pupils' progress in KS3 is measured against this numerical target.

Summative assessments are given to all pupils in Years 7, 8 and 9 in the summer term. These help to determine the National Curriculum level the pupil is currently working at and is used to measure performance in relation to their target.

## **End of KS3 Teacher Assessment**

End of Key Stage 3 testing in all subjects is by teacher assessment; this is finalised in the summer term of Year 9. It is a statutory requirement to report these final levels to parents at the end of Year 9.

In order to ensure consistency in teacher assessment the following procedures for each National Curriculum subject must be followed:

1. Final teacher assessment must be preceded by moderation of a sample of pupils' work provided by each assessor in a department.
2. Moderation must involve all teachers responsible for assessment of pupils in Key Stage 3.
3. Final teacher assessment must cover a range of work by each pupil. Judgement should be made on a 'best-fit' basis in relation to National Curriculum level descriptors. All attainment targets (with relevant weighting applied) should be considered.
4. All subjects will prepare samples of work to standardise assessment of NC levels as part of the KS3 teacher assessment exercise. Once subjects have achieved validation of their sample, the prepared 'standardisation portfolio' should be referenced in all future moderation exercises.
5. The department 'standardisation portfolio' will be updated to ensure any modified assessment requirements of the revised curriculum are met in readiness for end of KS3 assessment in 2010.
6. All departments will work towards the collation of a portfolio of moderated pupils' work, providing evidence of teacher assessment at the end of Year 9. This portfolio will demonstrate pupils' attainment in all levels and will include a range of work covering all attainment targets (if applicable)
7. All teachers should refer to the document 'Ensuring Consistency in Teacher Assessment' prior to finalising end of KS3 assessment.

Dedicated INSET time will be set aside annually for the procedures listed above, and should be referenced in Departmental Development Plans. The school intends to use the 'Lisol Voyager Information System' in order to collate standardised portfolios. Subject portfolios will be available on line to staff in order to aid teacher assessment at the end of KS3.

Subject leaders and curriculum leaders are responsible for the monitoring and evaluation of assessment within their designated areas. Procedures should be detailed in each Departmental Handbook.

### **Key Stage 4**

Pupils sit Yellis tests in the Autumn term of Year 10. These provide information on pupils' 'chances' of achieving particular grades. This helps teachers to set aspirational, yet realistic, targets for pupils. An end of KS4 target (in the form of GCSE grade or BTEC Pass, Merit, Distinction) will be set. This target is based on a combination of predictions based upon prior and current attainment (end of KS3 teacher assessment, Yellis tests and FFT indicators) Pupils' progress is measured against the target throughout KS4.

Year 10 pupils have an assessment week in the summer term and Year 11 pupils sit their mock-exams at the end of the autumn term.

End of Key Stage 4 testing is by GCSE, Entry level or equivalent courses. In some courses such as BTEC or COPE, there are no examinations and assessment is by teacher assessment. It is school policy for all pupils to be entered for the GCSE examination in the subjects they have studied unless there are valid educational reasons for them not doing so. (See examinations policy). The majority of students take GCSE examinations with others opting for vocational qualifications.

Subject leaders and/or programme managers are responsible for the assessment arrangements for pupils studying in their subject. Co-ordination of assessment is based upon syllabus requirements which should be adhered to in each case.

Mrs C Moorcroft (SENCO) is responsible for supporting pupils whose statements specify that they are exempt from National Curriculum subjects. She is also responsible for liaising with Mrs A Evans (Examinations Officer) regarding special arrangements for external examinations.

## **2. Recording**

Records contain information about pupils' progress and attainment which may be used for a variety of purposes. These include:

- ◆ Discussing progress with pupils;
- ◆ Setting learning objectives and targets for and with pupils;
- ◆ Providing oral and written reports to parents and other agencies;
- ◆ Satisfying statutory teacher assessment, reporting and national data collection requirements, including those for pupils with SEN;
- ◆ Passing information from teacher to teacher or between schools when a pupil transfers;
- ◆ Allocating pupils to teaching groups;
- ◆ Monitoring of pupil progress;
- ◆ Reviewing progress of pupils on stages of the SEN Code of Practice, including those with statements of SEN;
- ◆ Providing evaluative information for curriculum planning and review.

The keeping of accurate and workable records plays an important part in our school's assessment policy. Record keeping can be formal or informal and ranges from brief notes to more formal, detailed accounts.

In addition, the school uses the LISOL Pathways Information System to record pupils' targets and their progress in relation to those targets. Each pupil has a 'Pupil Data Profile' which stores recorded information in relation to progress.

The school's formal records will:

- ◆ Contain basic detail on pupils (including teacher assessment levels, CATs scores, reading ages, Yellis scores);
- ◆ Show pupils' progress over a certain amount of time;
- ◆ Record the results of teacher assessment against NC levels or examination grades;
- ◆ Influence future planning;
- ◆ Inform and feed into the end of year reports to parents.

The whole school assessment database (LISOL) is accessible to all appropriate members of staff. Subject teachers record current NC

levels for KS3 pupils during the summer term. GCSE and entry level targets are set for KS4 pupils early in Year 10. Pupils' progress is measured against these targets, as teachers record current grades at key points during KS4 (at the end of the summer term in Year 10 and after the mock exams in Year 11)

Teachers use a simple grading system to record pupils progress each term and this is recorded on the school database. The following letters are used to measure progress in relation to end of Key Stage and GCSE targets:

- ◆ X = Progress has exceeded expectations and targets set, and outstanding work is consistently produced
- ◆ Y = Progress is in line with expectations and target set
- ◆ Z = Progress is behind expectations and target set

HoY and HoDs review the data for their Year group and subjects. Pupils who are achieving well are commended and the parents of pupils who are underachieving are informed. In addition, pupils who receive 3 or more Zs at any time are referred to the relevant Learning Coach for support and guidance. This data is also used for identifying pupils for the mentoring schemes run by the school.

Formal recording in departments will be:

- ◆ In teachers' mark books and/or on computerised using the Lisol system
- ◆ On pupils' work

Subject-specific requirements will dictate the exact nature of the information recorded and may influence the format of a record. Each department will ensure that recorded information will be:

- ◆ Passed on where there is a change of teacher using the department section of Lisol
- ◆ Supported by internal standardisation and/or portfolios of exemplar work

### **3. Reporting**

Regular reporting of pupils' achievements and progress is a right of pupils and their parents. It is also a statutory obligation. Annual reports will be issued to parents and are based upon formative and

summative records. These reports are produced and collated using the LISOL Pathways Information System.

Annual reports will provide parents with the following information:

- a) A cover slip with the pupil's name, form group and percentage of attendances, and comments from the form and year tutor
- b) A summary page indicating pupils' performance in each subject at a glance
- c) A set of subject reports with common information:
  - ◆ A brief outline of the programme of study or examination specification
  - ◆ A grade for effort and behaviour (on the scale of A-E)
  - ◆ An attainment level or grade which reflects current attainment
  - ◆ A target (in terms of a level or grade) for the end of the key stage or GCSE
  - ◆ The teacher's comment highlighting strengths and weaknesses, and individual advice on how pupils can reach their targets

### **KS3**

Year 7 and 8 pupils receive a report during the summer term. This report will include the National Curriculum attainment level at which the pupil is currently working. It is important to note that the content of the awarded level may not yet have been completed – and is presented as a general guide.

Pupils in Year 9 receive their report in the summer term. The end of Key Stage 3 teacher assessment in each National Curriculum subject will be reported to parents in line with statutory requirements.

Termly interim reports are distributed to parents using the LISOL system. They provide a summary page with progress in relation to targets (X, Y and Z) and grades for effort and behaviour (A-E)

### **KS4**

Year 10 pupils receive a report during the summer term. This report will contain the pupil's current grade and their end of key stage target. Parents can judge progress by comparing the current grade with the target. These grades relate to GCSE or other examination criteria.

Year 11 reports are issued at the start of the spring term. This report will contain the pupil's end of key stage target grade and the grade at which the pupil is currently working. The latter grade will reflect achievement and performance in the mock examinations which take place in the autumn term.

At the end of Year 11 pupils receive a Progress File reflecting their achievements throughout their time at Dwr-y-Felin.

### **Pastoral Report**

In addition to individual subject reports each pupil receives a Pastoral Report from their form tutor and year tutor which provides:

- Details of attendance
- A summary of the report and an overview of progress made
- Comments on the pupil's contribution to the form or school
- Any outstanding achievements
- Suggestions on how improvements can be improved (or maintained)

The Head of Year will monitor the quality, consistency and accuracy of each report and will have the opportunity to add their own comments where appropriate.

### **SEN**

The SENCO coordinates the production of Individual Education Plans (IEPs) for pupils on the Special Needs Register. These are individually designed and may involve input from parents, staff, education psychologists and specialist support teachers.

IEPs are distributed to departments by the SENCO. Each Head of Department has the responsibility of disseminating this information to the teachers of pupils on the register. Teachers need to monitor the pupils' progress throughout the year in relation to the set targets.

The following procedure for the review of the register is routinely used:

1. Mrs Moorcroft announces the review.

2. All staff annotate their IEPs and return them to the SENCO together with names of pupils who are beginning to be a cause for concern.
3. Summary sheets are produced for every pupil
4. SENCO assesses the returns and decisions are made on each pupil.
5. New IEPs are written and distributed to each department.
6. A copy of the IEP is sent to the parents/carers with an explanatory letter
7. Where possible each pupil has a meeting to discuss the content of their IEP

# **ASSESSMENT FOR LEARNING – GUIDANCE FOR TEACHERS**

## **Assessment for learning definition**

'Assessment for learning is..... the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'

*Assessment Reform Group (2002)*

## **Key characteristics of assessment for learning:**

- Making learning objectives and learning outcomes clear to pupils
- Placing learning objectives in a longer-term context
- Allowing 'thinking time' before answering questions
- Providing quality oral feedback which helps pupils move on
- Requiring pupils to self and peer assess
- Training pupils how to work collaboratively
- Familiarising pupils with summative assessment criteria
- Focusing feedback on specific targets for improvement
- Allowing pupils to show understanding in different ways

Assessment Reform Group: *Beyond the Black Box*.

## **Setting Objectives and Outcomes**

**Teaching Objectives** are from frameworks, units of study, schemes of work and syllabuses. They help teachers provide pupils with 'the big picture'. These inform long and medium term planning.

**Learning objectives** translate the teaching objectives into 'pupil-friendly' language in order to involve them in the assessment process and promote independent learning. These are made clear at the start of the lesson

**Learning outcomes** indicate what pupils are expected to achieve or do in order show they have met or have understood the learning objective. Depending on the ability of pupil there can be a number of outcomes.

Learning outcomes are assessed by teacher and pupil at planned points, such as the end of a lesson or end of a unit.

### **Key points to consider**

- 1.** Teaching objectives lead are the key foci of schemes of work and units of study
- 2.** Teaching objectives provide the focus for learning objectives in individual lessons
- 3.** In most lessons there are 1-3 learning objectives
- 4.** Learning objectives should relate to knowledge, understanding and skills. They might also relate to improving how pupils learn (e.g. developing a thinking skill or learning strategy)
- 5.** Learning outcomes indicate what pupils need to do to meet the learning objectives.
- 6.** Objectives and outcomes are most effective when they are shared in pupil-friendly language to help formulate questioning and focus the plenary.

### **Common Stems for Learning Objectives**

#### **By the end of the lesson pupils will:**

- **Know that** (*knowledge*: factual information, e.g. names, places, symbols, formulae, events)
- **Develop/be able to....** (*skills*: using knowledge, applying techniques, analysing information)
- **Understand how/why....** (*understanding*: concepts, reasons, effects, principles, processes, etc)
- **Develop/ be aware of ....** (*attitudes and values*: empathy, caring sensitivity towards social issues, feelings, moral issues, etc)

## **B Use of Oral Feedback**

Oral feedback in lessons can be an effective way of assessing progress and helping pupils to improve. At its best it has many advantages. It can be:

- Immediate and context-specific
- Dynamic and adaptable
- Ongoing
- Stimulating
- Personalised
- Versatile
- Motivating
- Inclusive of all

There are 3 general points to consider in terms of a continuum of oral feedback

1. Instant informal reply (throughout lesson)
2. Interim review at the end of key episodes during a lesson to build on learning through dynamic and inclusive question and answer sessions. For this pupils must be given sufficient thinking time to consider responses.
3. Planned review with individual or groups of pupils focusing on their targets

## **C Written feedback**

### **Policy Statement**

In addition to the requirements contained in the Assessment Policy, all Departments are responsible for:

- identifying National, Local, School and subject requirements for the marking and recording of pupil attainment. Publishing in the Department Handbook for the format for record keeping and guidance for the completion of those records;
- establishing and identifying the criteria against which pupils' work will be marked;
- which elements of a pupils' work are to be marked against which criteria. establishing and identifying;
- establishing and indicating in the Department Handbook the procedures for regular review and moderation of the marking/recording of all elements of pupils' work;

- agreeing and publishing a Department policy indicating how the above statements will be achieved.

## **Marking Procedures**

**At Dwr-y-Felin we believe that marking** pupils' work and recording their attainment is an essential component of an effective teaching/learning process.

Marking provides opportunities to:

- fulfil the professional and contractual relationship between the pupil and the teacher. A teacher sets work; the pupil completes the work; the work is marked;
- monitor the progress of the pupil;
- determine the standard of knowledge and understanding of the pupil.
- determine the standards of skills and application of knowledge and understanding of the pupil;
- award a grade/level mark to a pupil's work where appropriate;
- assist in the reporting of a pupil's progress;
- correct inaccuracies in the pupil's work in line with Department policy;
- comment on the progress of the pupil and to set targets for future performance
- motivate the pupil;
- assist in the evaluation of classroom practice.

Feedback to any pupil should be about the particular qualities of his or her work, with advice on what she or he can do to improve. Written feedback can improve learning when it gives guidance on strengths and weaknesses, ***preferably without any overall marks.***

When giving written feedback to pupils the following factors should be considered:

- Whether or not outcomes have met learning objectives;
- Ideas for progression;

- Recognition of pupils' misconceptions and difficulties.

In order to improve the quality of feedback there must be explicit expectations about it. Pupils need to know that:

- They will receive feedback on their work periodically and selectively;
- Such feedback will be focussed on key priorities – the learning objectives;
- Such feedback will focus on what they have to do to improve;
- Seeking help is an essential part of their learning and leads ;
- Feedback will require action from them.

Some of the characteristics of constructive written feedback are:

- Focusing on the learning objective;
- Confirming that pupils are on the right track;
- Stimulating the correction of errors or improvement of a piece of work (self-correction and editing skills);
- Scaffolding or supporting pupils' next steps;
- Providing opportunities for pupils to think things through for themselves;
- Commenting on progress over a number of attempts;
- Avoiding comparisons with other pupils;
- Providing pupils with opportunities to comment and respond.

Heads of Department have a particular responsibility to monitor effectiveness of written feedback, and will review marking of books as part of their self-evaluation procedures. The following questions should be considered.

1. Do the comments reflect the subject?
2. Is the pupil's positive self-esteem promoted?
3. Does the marking reflect the lesson objectives and learning outcomes?
4. Does the selected piece reflect a milestone in the pupil's learning path?
5. Are the pupil's next steps easy to see?
6. Are further challenges set?
7. Is marking thorough and consistent?
8. Do pupils learn from their mistakes? Is improvement noted?

#### **D. Peer and Self-Assessment**

Involving pupils in assessing their work and progress is essential in order to encourage pupils to become independent learners. Pupils should be encouraged to become self-correcting and self-critical, and this means taking some responsibility for improving the quality of their work.

For effective peer and self-assessment to take place the following factors need consideration:

- Expected learning outcomes must be explicit and clear to pupils;
- Pupils need to be able to identify when they have met some or all of the success criteria;;
- Pupils need to be taught the skills of collaboration in peer assessment;
- Pupils need to be able to assess their own progress to become more independent learners.

To develop peer and self-assessment teachers need to:

- Train pupils over time to assess their work and the work of others;
- Plan peer and self-assessment opportunities in lessons;
- Explain the learning objectives and learning outcomes behind each task;
- Guide pupils to identify their next steps;
- Frequently and consistently encourage pupils' self-reflection on their learning;
- Plan opportunities and time to allow pupils to do it.

Adapted from the National Secondary Strategy: Assessment for Learning (Crown Copyright 2004)

For further information on Assessment for Learning see school website under 'Pupil Pages'

[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)