

## ASSESSMENT AND REPORTING POLICY - DRAFT

Key Manager	<b>Assistant Principal – Curriculum</b>
Monitoring	<b>Local Governing Body</b>
Ratified	Awaiting ratification
Review Date	TBC
Location of Policy	
Access to Policy	<b>Open</b>
Policy Context	<b>This Policy applies to all staff and students of the Academy and to those others offered access to such Academy resources.</b>

### Revision History

Revision Date	Description	Sections Affected	Revised By	Approved By
March 2023	Replacement of previous policy	All	Assistant Principal	

This policy statement represents a guide to current practice at Manor School, the different types of assessments used and how and when the results of assessments are reported to parents.

### **Types of Assessment**

- **Formative assessments:** These assessments are designed to indicate to students and staff where strengths lie and where further work may be required. This may include, but is not limited to:
  - **Continuous assessment:** This includes marking in books and verbal feedback given to students in lessons.
  - **Recall quizzes and tests:** These assessment activities are designed to support students and teachers in identifying knowledge and understanding. They may include vocabulary tests in MFL or recall of key formulae in Science or Maths. Scores may be recorded by staff and students, but are not used to award grades.
  - **Formal assessment:** Formal assessments are designed to give students practice in applying their learning to a clear set of quality criteria. For example, in completing a practice essay, written assignment or exam style questions. Opportunities for formal formative assessment may also include project based work or practical performance of skills depending on the subject. Formal formative assessment feedback will be recorded in writing, with clear identification of strengths and next steps for further success. Assessment feedback may be in books, on a proforma or as marking and notes on exam papers or portfolios. Indicative gradings may be given, but these will not be used as part of the formal reporting cycle.

- **Summative Assessments:** These assessments are used to evaluate student learning and provide clear, criteria-based grades and information regarding a student's current performance in every subject. The nature of each summative assessment will vary depending on subject and year group, but includes trial exams, extended written assessment tasks or essays, portfolio submissions and performances.

### **Estimates of potential outcomes**

We use Fischer Family Trust (FFT) to provide benchmarks for an end of Key Stage 4 outcome. These are based on national outcomes of KS2 SAT tests and GL assessment tests (age specific CATs) which are conducted at the start of Year 7. These are uploaded to FFT website and estimates generated, usually around mid-October. As they are related to the outcomes of the national cohort aged 16, they may change year on year as Year 7 students progress through their curriculum. The FFT estimates are an estimate of likely outcomes, and each outcome carries a percentage chance – the benchmark grade is neither an upper limit nor a guarantee of a particular outcome.

Where appropriate, in discussion between teachers, subject leaders and students, these benchmarks may be increased to ensure that students are set ambitious target grades.

### **Reporting**

All students in all year groups will receive a termly report (3 times each year) detailing current progress across the curriculum. Parents will receive this report via Arbor, and this will include:

- Current attendance rate
- REACH points awarded
- An Attitude to Learning Grade for each subject.
- An estimated of potential outcome which indicates a student's potential grade based on prior attainment as described above. This should be treated as a target grade.

At Year 7, 8 and 9:

- The first report in Year 7 will only contain the engagement data as described above.
- All other reports will also contain a 'grade at present progress' which indicates the potential grade a student might reach at the end of Key Stage 4 in that subject assuming they continue with their current engagement and rate of progress. These would be displayed as:
  - 1-3 A student is likely to achieve between a grade 1 and 3 at the end of KS4
  - 3-4 A student is likely to achieve between a grade 3 and 4 at the end of KS4
  - 4-5 A student is likely to achieve between a grade 4 and 5 at the end of KS4
  - 5-6 A student is likely to achieve between a grade 5 and 6 at the end of KS4
  - 6-7 A student is likely to achieve between a grade 6 and 7 at the end of KS4
  - 7-9 A student is likely to achieve between a grade 7 and 9 at the end of KS4
  - A A student was absent at the time of the summative assessment(s) contributing to this grade at present progress.

#### At Year 10 and 11:

- A 'grade at present progress' which indicates the potential grade a student might reach at the end of Key Stage 4 in that subject assuming they continue with their current engagement and rate of progress. These would be displayed as:
  - A grade, sometimes followed by a + or a - . For example
    - 4+ Indicates a student is achieving a grade 4 and is close to a grade 5
    - 4 Indicates a student is achieving a grade 4
    - 4- Indicates a student is achieving a grade 4 but this is not secure
- In vocational qualifications, grades may appear as L1P or L2M where the number represents the level of qualification (1 or 2) and the letter represents the award at that level (pass, merit, distinction, distinction\*)
- Combined Science is a double award; therefore, students receive two grades, displayed as 4-5 for example. This means that the student has one grade at a 4 and one at a 5.
- Year 11 students will also receive a trial exam results statement following their trial examinations which displays the grade achieved in the specific papers sat during this series.

#### At Year 12 and 13:

- A 'grade at present progress' which indicates the potential grade a student might reach at the end of Key Stage 5 in that subject assuming they continue with their current engagement and rate of progress. These would be displayed as:
  - A grade, sometimes followed by a + or a - . For example
    - C+ Indicates a student is achieving a grade C, close to a grade B
    - C Indicates a student is achieving a grade C
    - C- Indicates a student is achieving a grade C but this is not secure
- In vocational qualifications, grades may appear as P or M where the letter represents the award at that level (pass, merit, distinction, distinction\*)
- Some vocational courses are double award; therefore, students receive two grades, displayed as PM for example. This means that the student has one grade at a pass and one at a merit.
- Year 13 students will also receive a trial exam results statement following their trial examinations which displays the grade achieved in the specific papers sat during this series.
- Tutor comments will be written and published once a year. These comments will describe the overall strengths and areas for development for each student, based on attitude to learning, enrichment and general engagement with school.

### **Frequency and Transparency**

Students will receive personalised feedback on formal and summative assessments as a minimum. This may include written comments on the assessment or marks awarded and will often be accompanied by whole class feedback detailing areas for further development.

There will be at least one formal formative assessment in each subject every half term. There will be at least one formal graded summative assessment in each subject before each data collection point.

If parents wish to have sight of formative assessments, student files, portfolios or exercise books, this can be either arranged through the student directly or by contacting the relevant subject teacher.