

Determined, ambitious learners

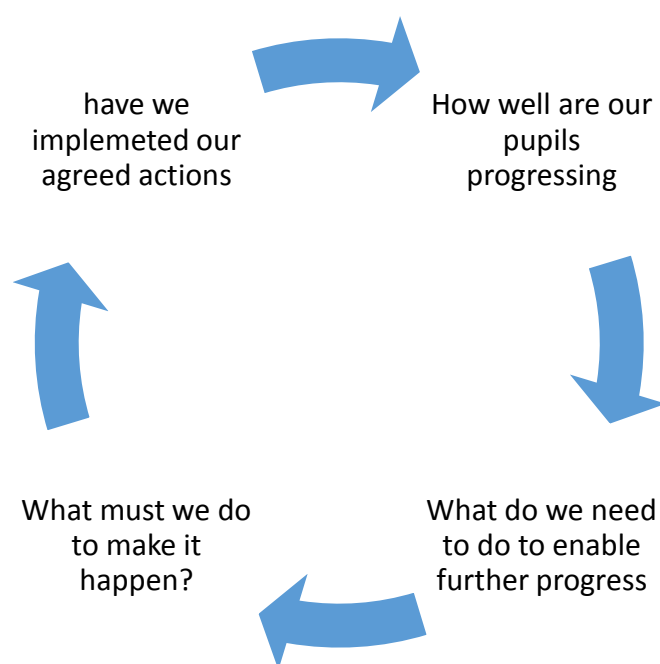
ASSESSMENT, RECORDING AND REPORTING

Adopted:	September 2017
Next Review:	September 2018
Governing Committee:	Finance & General Business
Responsibility:	Ms Moore

Principles and aims of Assessment

We believe that Assessment is an integral part of teaching and learning. It helps provide a picture of a pupil's progress and achievements and to identify next steps in learning. Assessment approaches need to promote learner engagement and ensure appropriate support so that all pupils can achieve their aspirational goals and maximise their potential. Assessments have to be clear and transparent so the pupil can understand them, they have to be, accurate, appropriate and consistently applied so that the assessment data must have integrity so it can have impact on future teaching and learning.

Assessment cycle of review is effective and relevant for all: Pupils, Families, Support staff, Form tutor, Class teacher, Head of Department / Head of Year, Senior Leadership, Head Teacher, Governors, External.



We believe it is important to measure and report on all of our pupil's progress at key points in the Year. This allows us to monitor progress, support pupils to move forward and to share this information with parents and carers.

Every member of staff with responsibility for teaching pupils is accountable for the progress of those pupils and for the accuracy of the assessment data provided throughout the academic year.

All Teachers should ensure that:

- They are responsible for ensuring they are familiar with standards for their subjects.
- They set work that is relevant and contributes to moving pupils learning forward.
- All lessons allow for continuous checking of progress / learning.
- Lesson plans are flexible and allow all pupils to make ambitious progress.
- Their marking reflects the school and departmental marking policy.
- They set and review action targets at strategic points during the year, and pupils

have a record of these.

- They give pupils opportunities to improve on their work following feedback from their teacher.
- That formal assessments are completed in line with department and school policy and pupils know and understand the grade and know what they need to do and how to achieve good progress.
- That progress is measured using the school flight path based on expected and exceeding expected progress.
- That Achievement data is accurate and reflected the agreed subject assessment criteria.
- That Achievement data is standardised and moderated prior to entry.
- That Achievement data is entered in line with the assessment calendar. The school has 4/5 data collections known as Cycle 1 to 5.
- That all pupils complete end of year exams at the end of June/ start of July. KS3 in their classrooms and Y10 in the main exam halls.
- They analysis the assessment data to ensure that pupils are suitable stretched and pupils identified as vulnerable or at particular risk are making appropriate progress.
- They analysis the data to review the SOW and teaching to ensure all pupils have equally opportunity to achieve and make good progress.
- That Achievement data is analysed to inform further teaching and learning and interventions to stretch all pupils and ensure vulnerable and other at risk pupils are making progress in line with expectations.
- Have an active data conversation with HoD/2nd to analysis data and plan.

All Heads of Department should ensure:

- That assessments are carried out accurately and to deadlines. Monitoring accuracy, quality and tracking data and using it to inform planning, teaching and intervention.
- They moderate and confirm the quality of the assessment data entered. Work and lessons are sampled to support the Achievement data entered.
- That schemes of work (Medium and long term plans) include regular opportunities for developing assessment for learning, providing quality feedback to pupils and formative assessments and end of year assessments which assess the learning of the year and Key stage.
- That formal assessment will have clear pupil progress ladder and examples of modelling of success criteria including differentiation by input. After each assessment pupils have the opportunity to self-assess and respond to teacher feedback.
- They use assessment to monitor the department progress and plan for improvement A range of targeted intervention programmes are provided for different groups of pupils as identified by subject and whole school analysis. (Wave 1 (Class/subject) Wave 2 (small groups) Wave 3 (individual)
- That pupils, staff and parents are clear about what is to be learned and what success would look like.
- That teachers provide timely feedback on the quality of their work and how to make further progress.
- Ensure that all teachers are assessing appropriately, and accurately through

providing CPLD, standardisation prior to teaching a SOW and Moderation during the SOW.

- Active data conversations are held with all teachers following a data collection to analysis progress and plan.

All Senior Leaders should ensure:

- That staff are sufficiently trained. Monitoring accuracy, quality and tracking data and using it to inform planning, teaching and intervention and the whole school RAP.
- That moderation and standardisation within the subjects is successfully completed.
- That Achievement data reflects pupil work, teaching and learning and external criteria.
- They work with Heads of Department and Heads of year to enable detailed analysis and appropriate action plans to ensure that pupils are suitable stretched and pupils identified as vulnerable or at particular risk are making appropriate progress and act on findings of active data conversations.
- That pupils, staff and parents are clear about what is to be learned and what success would be like.
- That progress data is analysed to ensure that pupils and/or groups of pupils identified as vulnerable or at risk are making appropriate progress and all pupils are stretched. Reports are completed, subject reviews written and RAP is updated. The reports are shared with teachers within the department.
- That standardisation exercises are organised that ensure consistency and accuracy of assessment judgements across all key stages using both internal and external mechanisms.

All pupils should ensure:

- That they are involved both as assessor of their own learning and of other pupils. They develop the skills to feedback constructively and honestly to staff and engage in positive dialogue about their work.
- That they submit work on time, and give their best efforts to all work.
- They are setting aspirational targets and understand what needs to be done to achieve them.

All Parents and or Carers should ensure:

- That they are involved as makes a difference in improving achievement and behaviour for learning.
- They look at their child's work and support their efforts and progress.
- Attend parent meeting and events to understand how to support their child.
- Contact school for clarification on the assessment criteria or if they are not completing independent work at home.

How we assess:

- Baseline Year 7: All Year 7 will be assessed through internal and external tests. All progress and targets will be based on KS2 when available and the Y7 tests will be used to inform T&L in order to support pupils in making expected and better than expected progress.

- School assessment will be used to demonstrate progress against their starting point but the school is judged on the progress pupils makes against national standards.
- KS3 Assessment without levels has been developed by The Cumberland School to enable pupil to develop the necessary skills and areas of knowledge to make expected or better progress across KS3 and KS4. Details are available in the KS3 assessment booklet and individual subject assessment criteria.
- Mid Phase pupils new to English will be assessed on entry and provided with support to access the curriculum and make good progress.

How do we Report

To Parents:

- Every data cycle a tracking sheet containing the most recent assessments is sent home.
- Every year parents receive an over view of all assessments to date at Parents evening
- End of Year reports are sent to all families.

To Governors and external stake holders:

- Summary analysis / impact and future actions are produced every ½ term.

To School:

- KS4 all data is available in SISRA and Datasec reports.
- KS3 all data is available in SIMS and Datasec data cycle.
- Full school analysis is completed and saved in Curriculum / Assessment/ Data collection 2016 to 2017 / cycle x. and available to all staff.

To Departments:

- Complete their own analysis using the school analysis to inform their RAP

Review to ensure Achievement data enables the school to continue progress:

- We ask the right questions to enable pupils to make progress.
- All reviews are acted on in line management meetings and the Y11 raising Achievement meeting for Bucket 1 and Bucket 2.
- All actions are reviewed on a cycle of meetings after each data cycle and inform School/ Department / year RAP.

Assessment Summary Cycle (see calendar for dates)

	Year 7	Year 8	Year 9	Year 10	Year 11
Cycle 1 Autumn ½ term	Current Effort Y7 Settling in-evening	Current Effort	Current Effort	Current fine Grade Effort Prediction fine grade	Current fine Grade Effort Prediction fine grade Y11 Achieve Evening
Cycle 2 End of Autumn Term	Current Effort Y7 Parents Evening	Current Effort	Current Effort	Current fine Grade Effort Prediction fine grade Y10 Parents Evening	Current fine Grade Effort Prediction fine grade Mock Exam results
Cycle 3 Spring ½ term	Current Effort	Current Effort Y8 Parents Evening	Current Effort Y9 Parents Evening	Current fine Grade Effort Prediction fine grade	Current fine Grade Effort Prediction fine grade Y11 Parents Evening
Cycle 4 End of Spring Term	Current Effort	Current Effort	Current Effort	Current fine Grade Effort Prediction fine grade Parents Evening	Current fine Grade Effort Prediction fine grade
Cycle 5 Summer ½ term	Current Effort	Current Effort	Current Effort	Current fine Grade Effort Prediction fine grade	Current fine Grade Effort Prediction fine grade
Cycle 6 End of summer term	Current Effort Exam grades	Current Effort Exam grades	Current Effort Exam grades	Current fine Grade Effort Prediction fine grade End of Year Exam	

What is a Current and Predicted Grade: Where the pupil is at that point in the curriculum.

KS3: This is based on the subject identified aspects (Skills and knowledge) and the year specific assessment criteria for Emerging, Progressing, developed and Deepening.

KS4: This is a Fine Grade using the subject specific GCSE grade criteria.

What is a Prediction: This is a fine grade and is a professional prediction for the end of the GCSE. It is based on their current grade, effort, time to make progress and your professional judgement.

Fine grading explained:

Pre reformed GCSE's

e.g: Grade B is split into 3:
B1 = will achieve a B and with intervention could achieve an A
B2 = is a secure B
B3 = is an insecure B and without intention could be a C

Reformed GCSE's

e.g: Grade 6 is split into 3:
6a = will achieve a B and with intervention could achieve an A
6b = is a secure B
6c = is an insecure B and without intention could be a C

Effort Grades Explained:

1. Is where a pupil is doing everything asked in class, independently and motivated to do more. A pupil receiving this grade will be making better than expected progress based on their KS2 or starting point if new to English.
2. Is where a pupil is working hard in class and independently. A pupil receiving this grade will be making at least expected progress based on their KS2 or starting point if new to English.
3. Is where a pupil is not making expected progress due to inconsistent efforts either in class or independently and is not predicted to make expected progress. This also could apply to a pupil who is not stretching themselves despite opportunities.
4. Is where a pupil is seriously underachieving in class and independently.

The Cumberland School Flight Path to demonstrate minimum expected Progress. Progress will be measured using KS2 data their KS2 as their start point on their journey through KS3 and KS4

KS2 APS	KS2 Sub levels pre 2016	Year 7 Expected progress	Year 8 Expected Progress	Year 9 Expected Progress	Year 10 Expected Progress	Year 10 Expected Progress 1 to 9	Year 11 expected progress 1 to 9	Year 11 better than expected progress 1 to 9	Year 11 Expected progress G to A*	Year 11 Better than Expected progress G to A*
						9	9	9		
						8	8	8	A*	A*
						7	7	7	A	A
						6	6	6	B	B
						5	5	5	C	C
					Deepening	4	4	4	D	D
				Deepening	Developed	3	3	3	E	E
			Deepening	Developed	Progressing	2	2	2	F	F
KS2 31+		Deepening	Developed	Progressing	Emerging	1	1	1	G	G
KS2 25 to 29 (L4) New KS2 100		Developed	Progressing	Emerging	Nurture DP	EL3	EL3	EL3	EL3	EL3
KS2 19 to 23 (L3)		Progressing	Emerging	Nurture DP	Nurture D	EL 2	EL 2	EL 2	EL2	EL2
KS2 Below L3		Emerging	Nurture DP	Nurture D	Nurture P	EL1	EL1	EL1	EL1	EL1
		Nurture DP	Nurture D	Nurture P	Nurture E					
		Nurture D	Nurture P	Nurture E						
		Nurture P	Nurture E							
		Nurture E								
P Scales						P Scales	P Scales	P Scales	P Scales	P Scales

Pupils on the nurture pathway and P scales make progress at different rates depending on individual needs, all pupils are expected to make good progress and in order to recognise the progress made all assessments are underpinned with detailed data using B squared.

Pupils who are new to English will be initially assess using a set criteria to support their progress.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	
1	E
	F
	G
U	U

The New GCSE grading for Reformed GCSEs 1 to 9

New Grades	Old Grades	
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9a		
9b		
9c		New Grades
8a	A*1	
8b	A*2	
8c	A*3	
7a	A1	
7b	A2	
7c	A3	
6a	B1	
6b	B2	
6c	B2	
5a	B3	
5b	B3	
5c	C1	Considered a strong pass
4a	C2	
4b	C2	
4c	C3	Considered a good pass
3a	D1	
3b	D2/3	
3c	E1	
2a	E2	
2b	E3/F1	
2c	F2	
1a	F3	
1b	G1/G2	
1c	G3	
U	U	

The GCSEs have modified points until all GCSEs are 1 – 9 in 2019

GCSE Grade	2016 Points	2017 & 2018 Points
G	1	1
F	2	1.5
E	3	2
D	4	3
C	5	4
B	6	5.5
A	7	7
A*	8	8.5

KS2 2016 Onwards

- Pupils have followed a different curriculum to previous KS2 pupils: this will impact on their prior knowledge and skills.
- The KS2 assessment have been designed to match the new curriculum: Reading Test, A SPAG Test, and 3 maths tests (arithmetic, two reasoning) All will sit the same test based and receive a score based around 100.
- KS2 Sample materials: DfE, National Curriculum assessments: 2016 sample materials KS1 and KS2 SATs Papers. DfE KS2 Writing exemplification materials.

Teacher Assessments:

Reading, Maths and Science as Working at expected standard or not (with more granular results being provided by the scale score in the relevant tests). In writing there is no test and three standards can be used. Working towards expected standard, working at expected standard and working at greater depth within expected standard. Children with these standards will usually have sat the tests.

Children who did not sit the tests either because they cannot access them or have not completed the programme of study can receive one of three assessments: Foundations for expected standards, early development of the expected standard, growing development of the expected standard. And P Scales.

Middle Leader Review Questions:

- What are your observations about the differences between your predictions and actual results?
- What could be done to improve accuracy of your predictions in the coming year?
- How have different groups performed at all levels to the cohorts and national attainment?
- What external factors had the greatest impact on your results this year?
- What internal factors had the greatest impact on your results this year?
- How could you adopt your leadership style to help improve results next year?
- What three things would make a significant difference this coming year?
- How did you work with other teams / departments to support your / their results?
How could we improve this further this coming year?

Year 7 Assessment 2017-18

New Year 7 Report

Pupil information is shared 4 times a year from class teachers: penultimate week of Autumn 1, penultimate week of Autumn 2, penultimate week of Spring 2 and penultimate week of Summer 2.

Teachers will provide information on:

Progress: Above / Expected / Below A E B

Homework: Above / Expected / Below A E B

Effort: Above / Expected / Below A E B

The grading on these entries would be based on current work and linked to their KS2 point score on entry and expectations based on individual pupils making progress in line with their flight path relative for the time in the year.

Cumberland Values

Subjects choose two values from the six Cumberland values to reflect the area of study but use all six over the course of the year.

Respect, Working with Others, Courage, Active Listening, Enquirer, Resilience.

Class teacher provides information on whether

1:	Barrier to learning
2:	Supporting learning
3:	Extending learning

These values will be collated across all subjects and reported to parents during pupil led conferences.

Pupil Led Conferences

Pupil reports produced for Pupil Led Conference (PLC) twice per year.

PLC start of Spring term: Includes Autumn 1 and Autumn 2.

PLC start of Summer term: Includes Spring 1 and Spring 2.

Summary report sent home at end of school year: includes last set of information.

Pastoral Support

The centralised data collection will give an overall holistic picture of each Y7 pupil, this will support the Y7 pastoral team in identifying trends and areas of weakness in the cohort and adjust intervention strategies/mentoring accordingly. Over time, this will contribute to creating rounded pupils that tackle the rigor of GCSEs.

How does each subject know if pupils are progressing or not?

The class teacher will still need to know how a pupil is doing based on entry point score to inform whether progress is being made or not. This should be done by departments either keeping the current system of E/P/Dv/Dp and make progress judgement based on skills evidenced in class or a new system devised by the HoD and department. You must ensure that the HoD and teachers can have action data conversation based on whatever system you decide to use.

You can still use SIMs for department data entry as and when the SoW requires – not just when we are centrally tracking.