



Assessment, Recording, Reporting and Target Setting Policy

Start Date:	Summer 2020
Date of Next Review:	Summer 2022
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Responsible Committee:	Education Committee

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Assessment Policy Rationale

At Haileybury Turnford, we believe that assessment lies at the heart of outstanding pedagogy empowering students to reach their targets and achieve success. Assessment supports the students' learning and improves attainment through effective feedback showing the student how further progress can be made.

At Haileybury Turnford assessment supports learning through:

- Knowing what each student is capable of (cognitive ability and academic potential)
- Knowing the skills and knowledge that each student is already competent and successful at
- Identifying the area of need for each student to ensure provision of appropriate intervention that supports progress
- Providing clear information to students about what they have done well and what they need to improve

These aspects of assessment information create a dynamic learning profile for each student that, supported by teaching pedagogy, provides appropriate lesson planning to ensure each student achieves his/her targets.

The purpose of our assessment policy is to provide a clear statement for parents, governors, staff and students about:

- Why students are assessed
- What is assessed and how it is measured
- The different ways that assessment is carried out
- How assessment information will be collected, shared and used to support student progress
- How assessment information will be reported

Aims and Expectations

Assessment at Haileybury Turnford will:

1. Assess each student's academic potential based on challenging targets
2. Include effective formative and summative assessment that provides robust evidence of learning
3. Incorporate clear assessment points that provide evidence of the progress in learning
4. Be carried out accurately, competently and confidently and include processes of moderation, standardisation and benchmarking. Whilst assessment practices might differ between subjects due to subject-specific requirements, the measured outcomes will be robust and accurate.
5. Provide feedback on learning that is clear to the student and informs them of what they have done well and also what they need to improve so that they can move on in their learning

6. Provide data to inform lesson planning in order to ensure that each student is provided with appropriate learning activities that include opportunities for challenge in their learning
7. Provide clear information to parents about the progress of their child
8. Provide data to governors and the School Leadership Team so that necessary interventions and training can be introduced to support improvement in teaching and learning and student progress

It is expected that staff and school leaders ensure that these aims are embedded in all teaching and learning processes throughout the school.

Types of Assessment

At Haileybury Turnford each students' learning is assessed in two ways:

1. Formative assessment

Formative assessment plays a critical role in monitoring student progress and ensuring that high quality teaching and learning can take place. Without high quality assessment and feedback, excellent learning cannot take place, as it is impossible for the teacher to meet the students' needs or for the student to understand how to improve. Various forms of assessment are used to ensure that students make progress.

At Haileybury Turnford, there is no one-size fits-all approach to what constitutes excellent assessment and feedback: Faculty Leaders decide what methods are appropriate for the specific demands of their subject. Despite different departmental approaches, what all areas have in common is the use of Live Marking and Core Assessment Points.

Live marking means that teachers are circulating within their classroom and marking students' work as they are engaging with a task. This allows teachers to spot misconceptions early and tailor the next phase of the lesson accordingly. It also provides an opportunity for teachers to engage in a dialogue with students to discuss and identify their individual needs and targets(Ts), as well as identifying the strengths (Ss) they have.

Core Assessment Points are calendared by the school, where all students sit a common assessment. Each Core Assessment Point is accompanied by clear criteria so that students can prepare for their Core Assessment and are clear on how they can demonstrate their knowledge, skills and understanding.

After a Core Assessment, students receive specific, individual targeted feedback. Teachers acknowledge how the assessment is evidence of how a student has met aspects of the assessment criteria; they also highlight learning gaps that need to be addressed and set follow-up tasks to close these gaps. These activities are then completed in their assessment books in Key Stage 3 and Key Stage 4, and in an assessment section in student folders at Key Stage 5, and teachers check that students have understood and responded appropriately.

It is expected that once the teacher has checked the assessments, they will evaluate if students have mastered the desired content and consider how they will adapt the next learning sequence to take into account any gaps in learning that may be evident.

In order to make a judgement about student progress, teachers consider the assessment alongside classwork and homework and a judgement is made. This judgement is reported to students and parents to share whether they are making expected or accelerated progress or, in some cases, if they are at risk of not making expected progress.

All teachers are responsible for looking at their class data and highlighting underachieving students and deciding on suitable interventions. They must input their data onto SIMS, according to the assessment data calendar, to support Faculty Leaders and the data manager in accurate data analysis.

2. Summative assessment

This is assessment of learning that takes place at the end of a unit of work or at the end of a term/year. It is undertaken as a formal exam conducted in examination conditions. The assessment measures students' knowledge, understanding and skills for topics studied within a unit of work or topics across a term/year. Students are given opportunities to revise in preparation for the assessment. The assessments are designed to reflect the assessment objectives of GCSEs, vocational courses and A Levels.

At Haileybury Turnford summative assessment points differ according to the year group and this is outlined in each year's Assessment Calendar, which is also shared with parents. At the appropriate assessment point, students are assessed in order to measure their learning of the topics studied and to measure progress from the previous assessment point. At Key Stage 3 students are measured against the expected standard set by the department using skills and competencies against which they judge the students' skills acquisition. Attainment at each assessment point is also tracked against the students' target grade and progress from entry to the school or sixth form for Key Stage 4 and Key Stage 5 respectively.

Summative assessments are marked with reference to vocational and GCSE criteria grades at Key Stage 4, and with reference to vocational and A Level criteria grades at Key Stage 5. At Key Stage 3, all students will be aware of the standard they are expected to meet and will have the criteria shared with them. Assessments will show whether they are below, at or above the expected standard.

Marking of assessments at all Key Stages follows a discussion of standardisation of marking against the success criteria for the assessment. Progress Updates are issued to parents after each of the summative assessment points.

Baseline Measures

In addition to formative and summative assessments, Standardised Assessments are also used at Haileybury Turnford. The academic potential of students at Haileybury Turnford is measured through nationally standardised summative assessments such as the KS2 National Tests. These provide end of KS2 data on students' reading, writing, maths and grammar. These standardised assessments provide data on each students' academic potential for Key Stage 3 and Key Stage 4. Equally the GCSE exam results at the end of Key Stage 4 provide nationally standardised results that allow target setting for Key Stage 5. Students also take reading age tests annually to help identify and support literacy needs. This data is used alongside all other assessment data to inform lesson planning.

Due to COVID-19 and the cancellations of Key Stage 2 SATS in summer 2020, the school will use a nationally standardised assessment at Key Stage 3 in September 2020 to measure cognitive ability and to support target setting and to track progress and attainment.

Target Setting

At Key Stage 4 all students are set GCSE target grades. These are based on the FFT Aspire value added measurement system, which considers a national database of GCSE expected outcomes based on each Key Stage 2 starting point. The FFT Aspire GCSE expected outcomes are banded according to the performance of schools nationally. At Haileybury Turnford target grades are set between FFT 20 and FFT 50 following a discussion between teacher and student. This means that target setting for students at Haileybury

Turnford is ambitious and we challenge students to attain GCSE grades in line with the top students nationally from similar starting points.

At Key Stage 5 targets are set using FFT based on our school setting and set intelligently (ambitiously) based on our school's prior success. They are based on the government's transition matrices using the students' Key Stage 4 average points score from GCSE only subjects if they study A Levels and their average points score for all subjects if they study a vocational subject.

English as an Additional Language (EAL) students are assessed through a bilingual interview, which assesses the students' educational background and their future academic/vocational aspirations. The four language skills are assessed for DFE Stage of language acquisition (A-E) and Step (1-8). A student profile is generated for staff and the student is entered for ESOL provision if needed.

Casual Admissions: Students arriving at later points in their secondary school education are tested depending on which school they have transferred from. If students are transferring from another school in England, their prior attainment information is gathered from the Key to Success website and also from contact with the previous school. When students join from overseas they will be asked to sit an age appropriate test to help identify their ability level. If their language skills do not allow this, further information will be sought.

SEND

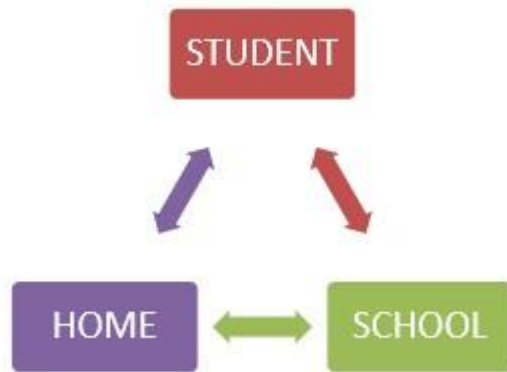
The SENCO, Flex/SEND Coordinator and team use the extensive data from primary school to highlight any students who may require further support. The WRAT4 and Hodder New Group Reading Test are used to measure progress.

Using assessment data to inform lesson planning

Data on students' prior attainment and reading age is provided for all teaching staff via SIMS and it is provided with the intention of all staff having the required information to plan appropriate and accessible learning activities that engage students and increase rates of progress. The information for each teaching class also includes the student expected GCSE/vocational grade and end of year target at Key Stage 4 and the student expected A Level/vocational grade and end of year target at Key Stage 5. Also, contextual information such as EAL, Pupil Premium, SEN is provided.

Reporting to Parents and Carers

Haileybury Turnford believes that the most effective way to support the education of our students is through close links with parents and carers. The partnership with home is vital to the success of the students' outcomes.



Progress Updates are sent home to parents. Progress Updates are sent home after each assessment point for all year groups. At Key Stage 3 each report provides parents and carers with information on attendance, behaviour points, achievement points, students' attitude to learning and the knowledge and skills they have acquired in each subject.

At Key Stage 4 each report provides parents and carers with information on attendance, behaviour points, achievement points, end of qualification target grade, current working at grade, expected outcome grade and students' attitude to learning.

At Key Stage 5 each report provides parents and carers with information on attendance, end of qualification target grade, current working at grade, expected outcome grade and students' attitude to learning.

Tracking and Recording

Following each assessment point, student attainment data is collected on to the school's student information management system (SIMS) and onto departmental trackers. Mark sheets allow the tracking of progress from KS2 for each student at Key Stage 3 and Key Stage 4. Progress is tracked from Key Stage 4 at Key Stage 5.

Where students' progress is identified as below target then interventions are put in place both through the classroom teacher and within the department through focused intervention groups. All teachers and Subject Leaders are held accountable for the progress and attainment of students and the implementation of interventions to address underachievement.

Moderation and standardisation

Moderation at Haileybury Turnford has three strands:

- Internal moderation within the Key Stage.
- Internal moderation across the school. This is completed each term in teachers' departmental meetings.
- Externally where possible.

Monitoring of Assessment Policy

Faculty and Subject Leaders will take responsibility for implementing and monitoring the policy within their subject area and will report in turn to their line managers. Year Achievement Coordinators will have

responsibility for the conduct of students in assessments within their year group and for monitoring more broader student underachievement and interventions.

Unconscious bias can result in assumptions being made around students based on any aspect of their identity, such as race, ethnicity, gender, socio-economic status or even their ability. It can influence how school staff perceive individual students and lead to favouritism or underestimating their ability to achieve success, potentially affecting educational outcomes. It is the role of the senior team to ensure that the school recognises and identifies this unconscious bias to help negate it's affects and ensure an equal opportunity of success for all students.

The policy will be monitored by the Senior Leadership Team and reviewed by senior staff and Faculty Leaders to evaluate the strengths of the school's assessment and the areas for further improvement.

This policy will be kept under review by the governors' Education Committee.