



Ysgol Penglais School

Penglais School Assessment and Reporting Policy

Signed: 

(Chair of Governors on behalf of the governing body)

Date: 26 | 6 | 18

To be reviewed June 2019 (by the full governing body)



PENGLAIS SCHOOL ASSESSMENT and REPORTING POLICY 2018-19

This policy needs to be applied with regard to the guidance in Making the Most of Learning and the Skills Framework, the School's Teaching and Learning Policy, Marking and Feedback Policy and the Language Across the Curriculum Policy.

Assessment Policy

The principal purpose of assessment is to promote and encourage children's learning.

Formative Assessment

When assessment takes place within the formative process it has the following purposes:

- to emphasise achievement and prepare students to take the next step in learning;
- to enable students to reflect on their strengths and weaknesses;
- to enable teachers to monitor students' progress and the effectiveness of their own work;
- to communicate with interested parties about the performance of students.

Summative Assessment

Assessment, as part of the summative process, is designed

- to inform school, faculty, department, class and teacher planning;
- to communicate with interested parties about the performance of students;
- to meet statutory requirements to assess the National Curriculum;
- to assess coursework or practical work for externally awarded examinations.

Assessment - General Guidelines

Students should know what is to be assessed and how the assessment is to be carried out. Success criteria should be provided for pupils to include subject content and skills and literacy/ numeracy skills, where appropriate.

Assessments should be regular using a range of appropriate techniques.

The nature and purpose of oral and practical work, homework, periodic tests, coursework and examinations should be clearly identified.

Assessments should be differentiated by task and / or by outcome. This should enable most students to succeed on the majority of occasions.

There must be departmental moderation of students' work to establish and maintain common standards.

The results of formative assessment should be used to plan future work for individuals and groups.



Assessment tasks should be reviewed, evaluated and modified where necessary.

Where possible, students should review their own performance.

National Curriculum Levels in Key Stage 3

National Curriculum level descriptions indicate complex interactions of skills, understanding knowledge and broad intellectual ability.

Schemes of Work and assessment activities will be planned to ensure that students have full access to the highest appropriate level, including, where appropriate, work above Level 7.

Level descriptions may be used internally throughout KS3 as part of success criteria on key assessment pieces and in discussing standards achieved by students.

Teachers will make a rounded best-fit judgement on a student's overall performance and level at the end of KS3. Numerical levels will be required on the Record of Learning report at the end of Year 9.

Departments must have a set of well-annotated exercise books (including Key Assessed Pieces) exemplifying every N.C. level in their subject. These must be used for reference at moderation meetings.

Departments must make arrangements to assess the performance of students working above or below the expected range.

Samples of some student's work will be retained as evidence of the standard achieved over a range of assignments in one year.

Each faculty and subject leader should ensure that there is a process of standardisation and a process of moderation in the key stage: these processes may be combined but must be identifiable.

Each faculty and subject leader should ensure that there are examples of exercise books and key assessed pieces available to assist in making the end of Key Stage 3 judgement.

The School will work with the LEA and with feeder primary schools to develop local cluster group standardisation and moderation meetings.

Diagnostic Testing

Statutory tests are used for diagnosing levels in reading and levels in procedural and reasoning in mathematics.



School Examinations

There will be formal mock examinations in December, for all GCSE subjects in year 11.

There will be formal end of year exams for year 10 in June (as well as modular examinations at GCSE in some subjects).

There will be formal exams for year 9 in January.

Years 7, 8, and 9 have formal literacy and numeracy tests in May.

There will be formal end of year exams for year 7 and 8 in all subjects in June.

Recording

Heads of Faculty are responsible for ensuring that there is consistency in the systematic completion of centralised records (SIMS).

Students' achievements in day-to-day classwork and homework should be recorded thoroughly and accurately in teachers' mark books or mark sheets.

Reporting

A Record of Learning will be created for each student on SIMS and will contribute to the end of year report as well as fulfilling the function of an information and monitoring system.

The school reporting system is designed to monitor students' progress regularly, inform parents about their children's performance and identify under-achievers so that progress plans can be put in place.

Every student will have one full written report per year. Students in Year 9 will also receive a brief summary of the Teacher Assessed levels they have achieved at the end of KS3.

School reports will highlight strengths and areas for improvement in subject content and skills.

When test and examination marks are given the average for the ability group is also given.

Whenever it is necessary for a student to change set, based on assessment processes, the Faculty Leader will send a pre-printed letter of explanation to the parents.

Monitoring Pupil Progress

Global Grades



When a KS3 pupil joins the school they will be assigned a Global Grade. The Global Grade describes a pupil's expected achievement at the end of KS3. The Global Grade applies to all subject areas.

The Global Grade is generated from the results of statutory tests sat at the end of Year 6.

The Global Grade equates to the end of KS3 levels as follows: A* = level 8, A = level 7, B= level 6, C=level 5, D= level 4.

All teachers complete a progress report (a pupil's progress towards their Global Grade) three times a year.

The key assessment pieces, identified by departments in schemes of work, are marked using level descriptors and graded.

The results of key assessment pieces are used to support the grades entered at the time of the progress report.

All teachers have an opportunity to request changes to a pupil's Global Grade. It is the decision of the Deputy Headteacher i/c achievement, whether or not to change a pupil's Global Grade.

Key Stage 3 Progress Report

In KS3 a pupil's progress towards their expected achievement (Global Grade) and their attitude to learning will be reported in October February and May. Teachers report on a pupil's current performance using a fine grading system (for example C1, C2, C3) and attitude to learning using a number from 1 to 4. All reports are entered into the SIMS marksheet, collated and sent to pupils and parents. The current performance of a pupil, based on the progress report is colour coded (ragged) and teachers write and put in place progress plans for pupils not on track to meet their expected progress (colour coded red and yellow). The progress plans are collated and monitored by the faculty leader and reviewed by the senior leadership team. Faculty and year group leaders will identify trends in achievement and underachieving groups, as well as coordinating support in addition to the class teacher's actions.

Target Grades (KS4 & 5)

When a pupil enters KS4/5 they are assigned a target grade. The target grade describes the expected achievement of a pupil in a subject, at the end of KS4/5.

Target grades apply to all subjects but may be different, for an individual pupil, between subjects.

At KS4 target grades are generated based on the results of the end of KS3 teacher assessed levels and equate to GCSE grades.

At KS5 target grades are generated based on a pupil's achievement at GCSE level (or equivalent) in individual subjects and equate to A Level grades.



All teachers complete a progress report (a pupil's progress towards their target grade) three times a year.

The key assessment pieces, identified by departments in schemes of work, are marked using descriptors and graded.

The results of key assessment pieces are used to support the grades entered at the time of the progress report.

All teachers have an opportunity to request changes to a pupil's target grade. It is the decision of the Deputy Head teacher i/c achievement, whether or not to change a pupil's target grade.

Professional predicted grade (KS4 & 5)

The professional predicted grade (PPG) is a judgment, based on current pupil progress, about the grade a pupil is likely to achieve in their GCSE/ A Level examination (or equivalent) in a specific subject.

The professional predicted grade is reported by teachers three times a year as part of the progress report.

Key Stage 4 & 5 Progress Report

In KS4 &5 pupils' progress towards their expected achievement (Target Grade) and their attitude to learning will be reported three times a year. Teachers report on a pupils' current performance using a fine grading system and attitude to learning using a number from 1 to 4. All reports are entered into the SIMS marksheet, collated and sent to pupils and parents. The current performance of a pupil, based on the progress check is colour coded (ragged) and teachers put in place progress plans for underachievers (coloured red and yellow). The progress plans are collated and monitored by the faculty leader and reviewed by ESLT. Faculty and year group leaders will identify trends in achievement and underachieving groups, as well as coordinating support in addition to the class teacher's actions.

Quality Assurance

Role of the Learning Director i/c– Assessment and Reporting

- Overall responsibility for reviewing, revising and implementation of Assessment, Recording and Reporting policy.
- Monitor the quality of reports.
- Monitor the quality of formative and summative assessment in pupil books as part of the Faculty Teaching & Learning Reviews and ESLT work scrutiny.
- Monitor assessment procedures to ensure consistency between faculties and teachers.



Approved by Governors:

