ASSESSMENT, RECORDING, AND REPORTING POLICY

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Policy Renewal: December 2024

Reviewed by the LGB Governors

"The Governors of Stanley High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment".

Contents

1. **Rationale**

This policy is to inform teachers, students, parents, and governors about how the school supports students' progress by accurately assessing students' progress and making appropriate adjustments and interventions to ensure that all students make good progress. It also sets out the schools' strategy to accommodate national changes to how students' progress and attainment is mapped.

2. **Ethos**

We expect all our students to make good progress throughout the Southport Learning Trust. This does not mean students make progress at the same rate as one another or indeed at an equal rate during their time in school.

At Stanley, our primary mission as educators is to ensure all our students make good progress regardless of different starting points, abilities, and motivation. Students can only make good progress if they are clear about the following:

- What their starting point is in terms of prior knowledge
- What they need to do to improve
- A recognition that by working hard they will 'get smarter' and make good progress.
- Having high expectation of themselves and having a good attitude to learning
- Realising that teachers and parents/carers are key agents in supporting progress.

3. **What do we mean by assessment?**

Assessment of student progress is carried out in a wide variety of ways, these include:

- Written feedback (marking) from teachers about students, classwork, homework, or personal study
- Summative tests – including end of topic tests, mock exams, GCSE exams, end of year exams.
- Cognitive ability tests that provide the school, students, and parents/carers with an unbiased data set of student's ability and attitude
- Oral feedback during lessons from teachers and other staff to guide students.
- Self-assessment by students themselves to review their own progress within their lessons and during out of hours learning also.
- Peer assessment – students collaborating to peer review their understanding with other students.
- Tracking points – these occur twice a year across the Southport Learning Trust to check the students learning is on the right trajectory and help inform students and parents/carers when intervention or changes may be necessary.

4. **How are students, parents and carers supported?**

A critical aspect of supporting parents and carers to understand how their child is progressing by:

- Providing clear, easy to understand reports on a regular basis.
- Providing unambiguous diagnostic advice to students about what they need to improve.
- Ensuring revision timetables are available to learners and their parents/carers via the school website.
- Providing guidance for parents/carers via letters accompanying Tracking Reports and via the school website
- Providing an extensive programme of out of hours opportunities for students to engage including after school revision, Half term and Easter revision sessions.
- GCSE preparation and revision skills evenings for parents/carers and students to help students learn more effectively at home.

Assessment for Learning is central to every learning experience delivered by staff at Stanley High School.

It includes:
- Clear learning objectives and success criteria that are effectively communicated and reviewed throughout a lesson through Lesson Focus slides and other approaches.
- Clear level of challenge that is evident in work appropriate to students' goals.
- Opportunities for self and peer assessment involving students in identifying strengths and learning targets, thus activating students as owners of their own learning.
- Written and oral feedback that is clear and concise giving specific advice for future progress.
- Questioning and dialogue that engages all learners and elicits evidence of learning.

Good assessment for learning makes:
- An accurate assessment – knowing what the standards are, judging students' work correctly and making accurate assessments linked to School assessment criteria, age related expectations and GCSE Grade Criteria (use of identified assessments to ensure parity)
- A fair assessment – knowing the methods used are valid and provide all learners with access.
- A reliable assessment – ensuring that judgments are consistent and based on a range of evidence (no grade should ever be entered in isolation so interim data entry should be consistent, formal, and moderated, based on data stored in centralised mark books on Arbor)
- A useful assessment – identifying barriers to student progress and using that information to plan and discuss the next steps in learning.
- A focused assessment – identifying areas of a child's learning where there are blocks to progression, which might, for example, benefit from interventions such as one-to-one tuition.
- For continuity of assessment, enabling better transfer between years and schools

5. Stanley High School Marking and Written feedback

All students are required to refer to the "Star Presentation" (see Appendix A). Students' exercise books or folders should show evidence of progression in subjects to allow both students and parents to review their learning and set high standards. Clear marking and written feedback are given in accordance with each Curriculum Area's own Marking and Assessment guidance procedure that includes the overarching practice given below. The timescales for marking and feedback are subject specific and are recorded in the guidance to ensure students are kept well informed as to how they are progressing.

All teachers should ensure their:
- Written feedback is based on clear learning objectives and success criteria (how they are to be successful in the lessons in relation to progress)
- Written feedback focuses on improving standards in the subject and should take the form of praise comments and next steps for improvement.
- Written feedback can include a Grade that students have achieved for their piece of work; this grade can be split to help with the accuracy of assessments.
- Written feedback is personalised and informs student target setting in the subject.
- Written feedback can be understood by students of all abilities.
- Written feedback clearly identifies next steps for learning and regular opportunities are provided for students to respond in future learning.
- Written feedback is given in red ink.

All students should be able to:
- Routinely use written feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve; lesson time should be devoted to giving students opportunities to act on the feedback given from prior learning.
- Understand how feedback relates to their longer-term goals and can set their own targets for improvement.
- Be clear where in their work they have improved it in response to feedback.
- Carry out self and peer assessment regularly in lessons to develop their understanding of assessment criteria; this should be completed in green ink where appropriate.

6. Recording and Reporting Procedures

Whole school recording is completed using Arbor Assessment Manager. Parents and students will receive a Student Individual Tracking Report twice annually and a more detailed annual report in the summer term. This report will show how the student has progressed throughout the year detailing: attendance, progress, attainment, and subject areas of strength, areas for development.

Parents Evenings are held for all years throughout the year.

7. Target setting

All students at Stanley High School have an end of course target based on FFT20 for each subject they study. Curriculum areas review targets at each tracking point to continue to set aspirational targets (targets can move up but not down) The GCSE target is the *minimum* expected target represented by the grades 9-1. On entry in Year 7, students are given a target grade as a *starting point.* Due to the practical nature of PE, Art and Music subject diagnostics are used to track progress in lower school.

FFT target grades are linked to age related progress. The progress grade converts numerical grades into Curricular Grades to enable students to know where they are in their progress and what they need to do to improve.

The value of a grade may change each year, and this means that targets will have to change to anticipate changes in expected progress.

Within Arbor the Global Mark book is a recording system used by all teachers in their subject areas to record outcomes of key assessment information for all year groups. These assessments, alongside frequent formative assessments, will inform the current attainment and progress recorded on the tracking point/end of year reports. This in turn will also help inform interventions and rewards. It is the duty of teachers to keep such information up to date on Arbor and in their own curriculum area tracking system to ensure effective quality assurance by SLT and Curriculum Area Leaders.

The current attainment will reflect how students are performing in the subject at that time. It is not a long-term prediction of the level/grade which students will achieve at the end of the year. Students will know how to improve in each of their subjects through conversations with their teachers and written feedback in their exercise books and via subject specific age-related Progress Grids. The age-related Progress Grids where applicable are topic related and are used where appropriate as a point of reference to show how students can improve in the topic being studied.

Whole school recording is completed using Arbor Assessment Manager, with student data entered twice annually. This data will be used to identify underachievement, track progress, and inform intervention. The following images show how progress is reported to parents.

8. Tracking procedures

Staff must ensure that the current attainment reported is accurate and based on firm standardised assessments.

9. Descriptors for approach to learning and approach to homework

The Approach to Learning score represents a general profile of behaviour and students' willingness to learn. It is vital that students have a positive attitude to learning, as this is a key factor in helping them achieve their full potential.

Alongside current attainment, all students will receive a score of 1-4 for their attitude to learning. The descriptors are given below.

10. Approach to learning criteria

	Approach to learning criteria
4	**Self-motivated and co-operative** learner who is **focused on making good progress.** **Participates enthusiastically** and **maturely: works well.** - Learning tasks in lesson are **always completed to the best of ability.** **Shows resilience** when faced with challenges, **always attempts own solutions** *before* asking for help. **Always** prepared and on time for lessons
3	**Co-operative learner** who is **usually focused on making progress.** **Participates** in class activities and **usually works well.** - Learning tasks in lesson are **usually** completed to a **good standard.** **Sometimes** attempts own solutions *before* asking for help. **Usually** prepared and on time for lessons **Usually, but not always**, prepared and on time for lessons
2	**Often works hard** when motivated by the task **but can sometimes be distracted.** **Usually participates** in class activities but **does not always work effectively.** - Lesson tasks are **not always completed fully.** - Will **often give up too easily** when faced with difficulty. **Usually, but not always**, prepared and on time for lessons
1	- Shows **little personal motivation** to learn or make progress. **Rarely participates** in class activities. **Can be uncooperative**, even with considerable teacher input via Teams. - Lesson tasks are **usually left unfinished.** **Gives up** when faced with difficulty. **Often unprepared or late** for lesson

11. Approach to homework criteria

	Approach to homework criteria
4	**Exemplary:** homework is **always** submitted on time. - Showing a great deal of commitment to do well. **Extra work** or **independent research** has been undertaken
3	**Good:** homework is **submitted on time.** - Demonstrating a commitment to the subject. **Sometimes** evidence of **independent learning**
2	**Satisfactory:** homework is usually handed in on time displaying knowledge of the topic studied. **Sometimes** not fully completed
1	**Cause for concern:** homework is frequently late or is not fully completed. **When it is completed,** it is done to a minimum standard and shows limited effort to move learning forward

For the Senior Leadership Team (SLT), Curriculum Area Leaders, Year Leaders, parents and most importantly the student to gain accurate assessment evidence and to intervene where necessary, it is of the utmost importance that interim data entry is accurate and based not only on summative assessments, but also formative assessments linked to course grade criteria and attitude to learning. Such data should be centrally available within Arbor to ensure effective quality assurance by Subject Leaders.

12. Next steps

As our curriculum and national changes evolve, we will continue to develop our assessment procedures, recording and reporting progress to students, parents, and other stakeholders.

Following a school review and in response to the view from colleagues of using comparative statements rather than the age-related progress grading (1-9) we are considering modifying the reporting system for Years 7-9 from September 2024. Rather than Grades 1-9 the comparative statements below will be used to indicate how children are performing in relation to their individual potential GCSE grades as indicated below:

Reported statement	Code	Current evidence suggests
Exceeding target	ET	Student is acquiring skills at a rate and retaining knowledge which would suggest they may exceed their FFT 20 target if continued.
Meeting target	MT	No indication of the student being unable to achieve FFT20 target grade.
Working towards target	WT	Student may benefit from reflection on learning strategies in this subject to reach potential FFT 20 target grades, seeking direction or support where required.

13. Review
This policy will be reviewed annually by the Governing Body.

Appendix A- Star Presentation.
- The Star Presentation captures our expectations for how work will be presented in students' books.