

Sawston Village College

Policy and Procedure for Assessment, Recording and Reporting



Sawston
Village College

1. Introduction

- 1.1. Parents, pupils and staff have a right to expect timely information on the attitudes, progress and achievements of pupils at Sawston Village College. This information needs to be honest, accurate and transparent. Honest in identifying both strengths and areas for development; accurate in drawing on an up to date evidence base of sufficient breadth; transparent in enabling meaningful comparisons to be made over time, progress to be fully understood and realistic predictions and targets to be established for the future. The Governing Body recognises its role in ensuring the school is meeting its responsibilities with regards to assessment, recording and reporting.
- 1.2. It is the responsibility of the Senior Leadership Team, supported by the Data Manager, to communicate clearly to staff the things that we should assess, how we assess and the ways in which we should record and report this information to all key stakeholders.
- 1.3. It is the responsibility of Subject Leaders to be regularly checking the integrity and consistency of the data generated by their department, as well as to make sure that it complies with the guidance laid out in the Assessment, Recording and Reporting policy.
- 1.4. All classroom teachers must maintain detailed and up to date records, sufficient to enable regular and accurate reporting on the attitudes, attainment and progress of every pupil that they teach. It is also the responsibility of teachers to ensure that the schools data management system, Go4Schools, forms an accurate and up to date record of this information.
- 1.5. The College uses the online Go4schools reporting and data management system to help meet its assessment, recording and reporting obligations.

2. Key Measures used for Assessment, Recording and Reporting

- 2.1. There are several key measures used throughout the assessment, recording and reporting cycle that it is necessary to define. For some measures the definition changes slightly between key stages and where this is the case this has been explained. For this policy Key Stage 4 is defined as starting at the beginning of year 10:
- 2.2. **Minimum Grade** – The school is committed to setting benchmark grades for pupils that do not set an upper limit on achievement and progress. For this reason, we have adopted a minimum grading system. The Minimum Grade represents the grade that each pupil should aim to achieve or beat in order to be making good or better progress. It is, however, important that the Minimum Grade (MG) remains a challenging benchmark and, as such, it is set in line with the performance, on average, of similar pupils in the top 20% of schools nationally. To calculate this,

the Fischer Family Trust top 20% (FFT20) most likely estimated grades are used. At key stage 3 the MG represents the fine grade a pupil would be expected to achieve or beat by the end of the year. At key stage 4 it represents the grade a pupil will be expected to achieve or beat by the end of the course. It is prepopulated in all reports and is reviewed in line with annual changes to FFT20 estimates.

- 2.3. **Current Grade** – This represents the fine grade that a pupil is currently working at and is generated automatically from the data available within Go4Schools mark books. Individual departments will determine which pieces of assessment data contribute towards this grade and the way in which assessments are weighted following the guidance given in this policy. It is expected that milestone pieces will form a large part of the weighting.
- 2.4. **Estimated Grade** – At key stage 3 this is the fine grade that the class teacher believes the pupil is most likely to achieve by the end of the academic year. It is determined using the Current Grade, any other available evidence and the teacher’s knowledge of how pupils progress. At key stage 4 this is the fine grade that the class teacher believes that the pupil is most likely to achieve by the end of the course. The Estimated Grade is entered in to Go4Schools by the class teacher. The residual between the Minimum Grade and Estimated Grade is used to track progress, identify underperformance and target intervention.

3. The Grading scheme for Assessment, Recording and Reporting

- 3.1. The school has opted to use the new GCSE grading scheme 9-1 for all grading across both key stages (this is with the exception of BTEC courses at KS4 where grading will be in line with the final awarding scheme at the end of the course). This will allow for meaningful comparisons between key stages and also mean that parents, pupils and staff will only have to understand one grading system. Fine grades will be used (-1, 1, 1+, 2-,... 8-, 8, 8+, 9-, 9) to facilitate intervention and to lead to a more accurate diagnosis of pupil performance. ‘Working towards’ grades W-, W and W+ will be used to track the performance of pupils not yet working at GCSE standard.

4. Assessment at Key Stage 3

4.1. Milestone Pieces

All departments are required to set and assess milestone pieces that fit the COMPASS mnemonic (see below). The number of milestone pieces is determined by the frequency of lessons in each subject. Milestone pieces are by no means the only form of assessment that will be undertaken by subjects and teachers but they represent some of the larger assessments that will be completed.

Core Subjects	At least six milestone assessments per year
Subjects taught at least once per week	At least three milestone assessments per year
Subjects taught once per fortnight	At least one milestone assessment per year

Each milestone piece must include the following features.

Common Assessment across the Department:

The underlying skills / content that are being assessed must be common across the department. All students will normally complete the same task. However, the format of the final outcome may vary to allow for differentiation. Work should be regularly moderated between staff in departments to check the consistency of assessment. Where possible, Subject Leaders should seek to moderate the standard of work with the same departments in other schools.

Objective led scheme of work

The Assessment must be supported by a scheme of work outlining the sequence of objective led lessons leading up to the task. The scheme should set the skills / content into their mid / long term planning context, explicitly linked to cross phase progression.

Method of Assessment

The format and methods of assessment may vary between milestones. For example, they could take the form of an exam or test, independent research project, homework task or in-class activity. Self / peer assessment and other AfL strategies may be used. There must be teacher assessment to validate the final grade.

Pupil response to formative feedback

Feedback may be written, oral or a combination of both. It must include clear guidance on how pupils improve and must require them to do something in response.

Assessment criteria

There must be a common mark scheme / assessment criteria. This must be task specific and linked, as best as is possible, to a clear understanding of the new GCSE grading scheme 9-1. Pupil performance must be recorded centrally, using Go4Schools, as a fine grade on the scale 9 to 1, plus the W scale. (W-, W, W+, -1, 1, 1+, 2-, 2,..., 7-, 7, 7+). At key stage 3 the grading is generally capped at 6+.

Success criteria

These should be shared with pupils before, during and after the assessment. They may be generated by pupils.

Support exemplar materials

There must be examples of pupils' work showing different levels of outcome available to pupils and to teachers.

5. Assessment at Key Stage 4

- 5.1. Assessment at key stage 4 is primarily determined by the requirements of the individual course specification and appropriate examining body. Grading will also be in line with the final grading in each examined subject. For most subjects this will be fine GCSE grades from 9-1. BTECs will be graded in line with final awarding

grades. There is no formal requirement for the number of milestone pieces as at key stage 3. It is expected that departments will have at least 4 significant pieces of data recorded centrally on Go4schools, including the year 10 exam and the year 11 mock, during KS4. The COMPASS mnemonic still outlines what is considered best practice when approaching assessments and it is anticipated that departments will adopt a similar approach with key stage 4.

- 5.2. Departments and individual class teachers are required to set and assess a sufficient range of skills and activities to support accurate assessment of pupils' current and estimated levels of attainment (see 10. Progress reports).

6. Internal Exams

- 6.1. **Key stage 3** - In addition to milestone pieces, all pupils sit formal internal exams in English, Maths and Science during year 9. The dates are written into the school calendar and published to parents. Non-core subjects are asked not to set homework in the preceding week to allow for sufficient revision and preparation.
- 6.2. **Key stage 4** - There is a week of formal internal examinations in Year 10 and two weeks of mock examinations in Year 11. The dates for these examination weeks are written into the school calendar and published to parents. All subjects are invited but not required to set an examination paper at this time. For Maths, English and Science an additional mock takes place closer to the actual GCSE exams.
- 6.3. External invigilators are brought in for these examinations which are held in the formal exam venues.

7. Marking and Feedback

- 7.1. For further details on Marking and Feedback please see the separate 'Marking and Feedback Policy' and the departmental 'Marking and Feedback policies', which give a clearer indication of how the whole school policy should be interpreted at an individual subject level.

8. Monitoring and Evaluation

- 8.1. Subject leaders will monitor the frequency and impact of feedback against the school and department policy through their regular sampling of work and line management processes. Furthermore, the senior leadership team will review pupils' work, including exercise books and folders of work, as part of the Quality Assurance schedule, to judge the impact of the policy on practice and pupil progress.
- 8.2. Year Leads will have a key role when reviewing the progress of individual pupils and should engage in a dialogue with those pupils about the standard of work and level of response to feedback that are evident in exercise books or other examples of work.

9. Recording

- 9.1. **Day to day monitoring** - Hard copy data sheets are provided by the College data manager in September, although live data can be accessed on Go4schools at any time. Class teachers are required to maintain an up to date record of

information and of pupils' progress and attainment in lessons where this is not already recorded on Go4schools. These records should include:

- Minimum Grades; Current/Estimated Grades
- Contextual pupil data: SEN; FSM; PP; G&T; EAL
- Attainment in key assessed pieces
- Sufficient information to make accurate assessments for the attitudinal grades in the Progress Reports: Attitude towards work; Homework; Organisation and Behaviour.

9.2. **Go4Schools mark book** - Go4Schools is the College's electronic, online mark book and data management system and is available to all teaching staff.

Mark books are pre-populated with the following data:

- Pupil name and gender
- Minimum Grade (this is based on the FFT20 most likely grade)
- Student profile (Attendance; SEND; G&T; LAC; FSM; PP; EAL; Ethnicity)
- Student progress (Historic attainment grades; KS2 SAT scores)
- CAT scores where appropriate
- Historic subject assessment data as requested by Subject Leaders
- Extra named assessment columns as requested by Subject Leaders

Teachers are required to record and update the following data at least once each term and in advance of the progress report deadlines:

- Key stage 3: The fine grade for each milestone piece;
- Key stage 4: All available controlled assessment and mock examination grades;
- All other data as required by the Subject Leader and outlined within individual department assessment policies.

It is the responsibility of the Subject Leader to ensure department mark books are set up at the start of each academic year. Technical support is available from the school data manager upon request.

10. Progress Reports

10.1. A progress report is made available to the parents of each pupil each term for KS4 and KS3. The timing of these reports is set out in the school calendar and published to parents. Reports are available electronically through Go4Schools. Paper copies will be provided on request. Progress Reports contain the following data for each subject:

10.2. **Attainment**

Minimum Grade - This represents the performance on average of similar pupils in the top 20% of schools nationally and is calculated using the FFT20 most likely grades. For key stage 3 the Minimum Grade is for the end of the year. For key stage 4 it is for the end of the course. It is pre-populated in reports by the data manager and cannot be altered manually by the class teacher (see 2.2 for further guidance on Minimum grades).

Estimated Grade - At key stage 3 this is the fine grade that the class teacher believes the pupil is most likely to achieve by the end of the academic year. It is determined using the Current Grade, any other available evidence and the teacher's knowledge of how pupils progress. At key stage 4 this is the fine grade that the class teacher believes that the pupil is most likely to achieve by the end of the course. The Estimated Grade is entered in to Go4Schools by the class teacher. The residual between the Minimum Grade and Estimated Grade is used to track progress, identify underperformance and target intervention.

10.3. **Attitude**

There are four attitude grades. These must be entered by the class teacher using the scale: Excellent; Good; Requires Improvement and Poor.

Attitude to work

- E** Always works to the best of his/her ability. Always very positive, keen, participates fully in all activities, always interested, co-operates well with others, volunteers. Shows initiative and independence.
- G** Positive, participates well, interested. Usually produces work to the best of his/her ability.
- R** Usually positive but sometimes has to be prompted and reminded. Sometimes does not work to the best of his/her ability.
- P** Not very positive, regularly needs prompting to get on with work, does not work to the best of his/her ability.

Behaviour

- E** Always polite, cheerful, positive. Exemplary.
- G** Regularly obeys all rules, regulations and requests.
- R** Sometimes has to be challenged and reminded to obey rules, regulations and requests
- P** Prevents others from working, regularly needs reminding of expectations, does not respond well to requests.

Homework

- E** Goes 'above and beyond' in homework, regularly does more than the minimum. Takes great care, time and trouble over homework.
- G** Homework regularly done to an acceptable standard and completed on time.
- R** Homework is sometimes (less than 25%) late or not done adequately.
- P** Homework is often (more than 25%) not done or not done adequately.

Organisation

- E** Not only brings all necessary equipment but pre-plans/prepares in an exemplary fashion, capable of independent learning. May well bring 'extras' to lessons: dictionary, own equipment etc.
- G** Always or almost always has all the necessary equipment for lessons. Able to organise him/herself in a lesson.
- R** Sometimes lacks the necessary equipment/text books for lessons, sometimes needs support with organisation.
- P** Often ill-equipped for lesson, loses books, equipment etc.

- 10.4. **Attendance** - Towards the end of the Progress Report there is a pie chart showing attendance data for the current academic year.
- 10.5. **Understanding Pupil Progress** - To support pupils, parents and staff in understanding the progress made by pupils over time, under the new GCSE grading system 9-1, all reports at Key Stage 3 will be accompanied by the 'New GCSE Grade Progression Grid' (please see appendix A). This will allow parents to look at pupils' grades for the end of the current year and use the coloured flight paths to calculate an estimate of pupil attainment at the end of Key Stage 4. Parents will also receive a copy of the conversion grid provided by the Department for Education converting between new and legacy GCSE grades (please see appendix B). All information required by parents to support them in interpreting reports can be found on the College website under Parents/Assessment, Recording and Reporting.

11. Follow-up, review and reflection / Formative use of progress reports

Progress Reports can be accessed by parents electronically via Go4Schools and are posted home to parents on request. It is expected that pupils will engage with their content. This process is supported and facilitated in school in the following ways:

- 11.1. **Mentors** - Mentors can access a class set of Progress Reports for their Mentor Group. All mentors will have learning conversations with pupils in mentor time after each reporting window. The outcomes of these and any 'Next Steps' identified in order for a pupil to progress, will be recorded in the Learning Conversation Log held by the mentor.

In year 7, 8 and 10, mentors will meet with all pupils in a specific year group along with their parents during the 'Meet the Mentor' evening. This will be an

opportunity to reflect in more detail upon a pupil's progress, as well as to discuss any other issues arising.

- 11.2. **Data manager** - A spreadsheet analysis and word document summary of each progress report is circulated to all members of the extended leadership group. A second spreadsheet is sent to the relevant Year Lead detailing the residuals of pupils within the year. This should take place within two weeks of the published report deadline.
- 11.3. **Class Teacher** - Individual class teachers are responsible for ensuring that all pupils understand the grades/levels they have received. Teachers are required to have a dialogue with pupils about their grades/levels before the report is sent home.
- 11.4. **Year Leads** - It is the responsibility of the Year Lead to analyse and review each set of progress reports for the pupils in their year.

Follow-up is likely to include:

- Letters home highlighting praise and areas for concern
- Meetings with parents
- Placing pupils on report
- Liaison with Subject Leaders
- Individual and small group intervention
- Mentoring

12. Parent consultation Evenings

In addition to the Progress Reports that go home each term, an annual Parent consultation evening for each year group is written into the school calendar and published to parents. This is an opportunity for parents to discuss the progress of their child with individual subject teachers.

13. Meet the Mentor Evenings

There will also be an annual 'Meet the Mentor' evening for year 7, 8 and 10. This will be an opportunity for parents and pupils to meet the mentor, discuss any concerns, review current progress and identify the 'Next Steps' that a pupil needs to take to improve.

14. Target Setting

The College is committed to the setting and pursuit of rigorous, challenging targets for pupil achievement at all levels. These targets feed in to departmental and whole school target setting and are used to track progress, target intervention and inform quality assurance and performance management systems.

- 14.1. **Key Performance Indicators** - The Principal and Governors agree a range of key performance indicators for the College. These include targets for achievement at the end of key stage 3 and key stage 4. These targets are informed by Fischer Family trust probabilities for the top 20% of schools.

Targets will be set at Key stage 4 in each year group for all pupils, boys, girls, pupil premium and SEND pupils in the following areas:

- Attainment 8 and Progress 8 (measures that look at performance across 8 qualifications, with a double weighting for Maths and English and a focus on EBACC subjects).
- % achieving 4+ and 5+ at GCSE or equivalent in both English and Maths
- % achieving the EBACC (5+ passes in Maths, English, 2 Sciences, a Humanity and a Language) and the average points score for EBACC.

Targets will be set at key stage 3 in each year group for all pupils, boys, girls, pupil premium and SEND pupils in the following areas:

- Residuals versus FFT20 for all subjects.
- % on track to achieve a 5+ in both GCSE English and Maths

Once set, these targets are updated to take account of pupil arrivals and departures and revisions in the FFT data.

- 14.2. **Department targets for achievement** - Department targets are set and updated annually. Currently, these are set in line with Fischer Family Trust top 20% average chances estimates (this represents achievement in line with the Top 20% of schools nationally). Class teachers are collectively and individually responsible for ensuring that Department targets for achievement are met.

Key stage 3 - Targets are set for all pupils, boys, girls, pupil premium and SEND pupils. Departments will be targeted to achieve a positive residual versus FFT20 for each year group and for specific groups.

Key stage 4 - Targets are set for all pupils, boys, girls, pupil premium and SEND pupils and will be set for the following measures using FFT20 average chances as the basis for target setting:

- % 4+, 5+ and 7+ GCSE passes or equivalent in each subject
- Contribution to Attainment 8 and Progress 8
- FFT20: Actual residual.

- 14.3. **Class level targets for achievement** - There is no requirement for class teachers or departments to set targets for each individual class. The Go4Schools system allows the progress of pupils to be analysed at class level versus FFT20 most likely grades. This information is used to support quality assurance, performance management and targeted intervention.

- 14.4. **Pupil Minimum Grades** - Fischer Family Trust provide estimates for pupil attainment at the end of Key Stage 4, based largely on Key Stage 2 performance.

Assuming linear progress over time it is then possible to calculate an estimate of each pupil's expected attainment at the end of each year in Key Stage 3. On this basis, pupils are set a Minimum grade in each subject for the end of each year in KS3 and for the end of the course at KS4. The College uses the FFT20 most likely grade to support with this, representing expected progress in the top 20% of schools nationally. Minimum Grades act as a benchmark and are the minimum grade that a pupil is expected to 'meet or beat' by the end of the year or key stage. Minimum Grades are reported to parents and used to identify underperformance and target intervention.

- 14.5. **'Minimum Grade +' Stickers** - Although the Minimum Grades for the end of year or key stage will be used as benchmarks for reporting to parents, tracking intervention and to understand the performance of departments, teachers will be given the opportunity to set more challenging targets for pupils through the 'Minimum Grade +' stickers (see appendix C). It is the responsibility of teachers to make sure that these stickers are displayed somewhere prominently on the pupils exercise book or folder of work. The 'minimum grade+' should be at least as high as the minimum grade and aim to set more challenging aspirational targets where this is appropriate. The MG+ will not appear on Go4schools and teachers and departments will not be judged against these for performance management.

Policy approved by the Local Governing Body on 29 March 2022

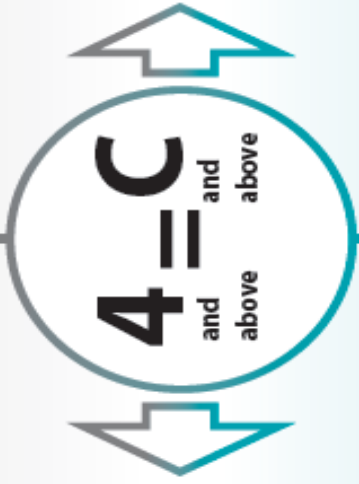
Review: Spring 2023

Appendix A – The GCSE Grades Progression Grid

	On Entry	Year 7	Year 8	Year 9	Year 10	Year 11	
9							9
8							8
7							7
6							6
5							5
4							4
3							3
2							2
1							1
W							W



Appendix B – The Current versus Legacy GCSE Grade Conversion Chart

NEW GCSE GRADING STRUCTURE			
9	8	7	6
5	4	3	2
1	U		

<p style="text-align: center;">  </p> <ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. 			
A*	A	B	C
D	E	F	G
U			

CURRENT GCSE GRADING STRUCTURE

Appendix C – 'Minimum Grade +' stickers

<p>Minimum Grade +</p> <p>The grade my teacher believes I should have reached or exceeded by the end of the year or course. This is at least my minimum grade.</p>  <p>Sawston Village College</p>	<input type="text"/>	
<p>Current Grade</p>		
<p><i>Autumn</i></p>	<p><i>Spring</i></p>	<p><i>Summer</i></p>
<input type="text"/>	<input type="text"/>	<input type="text"/>