

# The Blue Coat School Assessment and Reporting

## Policy Statement

At The Blue Coat School we see assessment as integral to teaching and learning and inextricably linked to curriculum design. Carefully constructed assessment enables the classroom teacher to diagnose what students know and understand during lessons/over time and critically provides support through feedback to move the learning on. Assessment and meaningful feedback are also crucial to students who need to be able to master key content and make progress through their various curriculum journeys.

The objectives of this policy are to:

- Provide guidelines on our approach to formative and summative assessment
- Set out our approach to recording summative assessment outcomes and how we report to parents
- Set out how and when assessment practice will be monitored and evaluated.
- Set out the frequency and types of reporting home to parents/carers

## Assessment approaches

We use 3 broad overarching forms of assessment: day-to-day in school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### In-school formative assessment

Formative assessment takes many forms. It includes directed question and answer sessions that take place verbally in classrooms, written responses and work in books, and recall activities in lessons asking students to retrieve prior knowledge. It is an integral and continuous part of the learning process.

The purpose of formative assessment is to enable:

- **Teachers** to identify how students are performing on a continuing basis. To identify gaps and misconceptions and to use this information to provide appropriate real time support or extension, evaluate teaching and inform future lessons.
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve so they can regulate their own learning.

### In-school summative assessment

Summative assessment includes end of unit(s) work or topic(s) tests and end of year exams. Assessments ask students to recall and apply knowledge and skills learnt from previous units and years of study where appropriate.

The structure and style of summative assessments varies depending on the subject taught and year students are in. This reflects the different demands of subject content and the learning journey that students are on in different subject areas. Summative assessments are centrally set and standardised in departments.

The purpose of summative assessment is to enable:

- **Teachers** to identify how individual students / cohorts of pupils are performing over a period of time and use this information to provide appropriate support and shape curriculum design.
- **Students** to understand how well they have learned and understood a topic(s) or course of work over a sequence of lessons. Through appropriate feedback students will know and understand what they need to do to improve.
- **Parents** to be informed about their child's progress through the curriculum.
- **Senior leaders** to monitor the performance of student cohorts, identify where interventions may be required and to work with subject leads and teachers to ensure students are supported to achieve excellent progress.

## Nationally standardised summative assessment

Nationally standardised summative assessments take the form of GCSEs examinations at the end of Key Stage 4 and A Level examinations at the end of Key Stage 5.

Nationally standardised summative assessment enables:

- **Students and parents** to understand how students are performing in comparison to students nationally
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve excellent progress and attainment

## Recording of assessment data

In-school and nationally standardised summative assessment data will be formally recorded on departmental spreadsheets enabling class teachers, subject leads and senior leaders to track and monitor student progress both during and at the end of each academic year and support with appropriate interventions where necessary.

## Target setting and reporting to parents

*Parents will receive a report three times a year. One of these will include a full written report. This report will give information about attainment against key knowledge and what they need to do to address gaps in their knowledge or understanding – their strengths and areas for development.*

Students will receive 'Good Student Habits' (GSH) grades for each subject, based on a 1-4 Score. Additionally, in KS4 and 5 students will receive target and current working grades.

Included in the report will be an overview of student attendance;

- The total number of possible attendances for the student,
- The total number of unauthorised absences for the student, expressed as a percentage of the possible attendances.

There is an annual Parents' Evening where parents can discuss their child's progress with subject teachers. These are on the school calendar which is published to parents.

At Key Stage 3 (Years 7-8), we do not issue grades. This is a change. Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/483058/Commission\\_on\\_Assessment\\_Without\\_Levels\\_report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_report.pdf)

- Students will receive a score for Respect, Resilience and Responsibility to reflect their attitude to learning in each subject.
- Alongside this, students that have been identified as working below their expected level of progress will receive a 'Y' in the intervention indicator column.

At Key Stage 4 (Years 10-11)

In addition to the information KS3 students receive (as outlined above) Year 9, 10 and 11 will also be provided with the following information:-

- A target grade (9-1 GCSE grade)
- A current working grade (9-1 GCSE grade)

Key Stage 4 target grades are aspirational for all our students so that they make outstanding progress, both individually and collectively. We use a combination of Key Stage 2 test results and assessment data from Key Stage 3 to set targets that are challenging and meaningful. Students will receive subject specific target grades to reflect their strengths in particular subjects and to ensure that all students are challenged to reach their full potential. The 'current working grade' is their forecasted grade based on their current level of progress.

At Key Stage 5 (Years 12-13) parents will receive three reports per year:

- In addition to the information KS3 students receive Years 12-13 will also be provided with the following information:-
- A target grade (A\*-U A Level grade)
- A current working grade (A\*-U A Level grade)

Key Stage 5 target grades are set with reference to a student's Key Stage 4 attainment profile and are subject specific to reflect their strengths in particular subjects. All targets are challenging and aspirational so that students make outstanding progress, both individually and collectively. The 'current working grade' is their forecasted grade based on their current level of progress.

## Inclusion

We have the same high expectations and aspirations for all students at The Blue Coat School.

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early identification of SEN and any requirements for support and intervention for all pupils including those who struggle with literacy.

We will use meaningful ways of measuring and reporting on wider aspects of progress. This might include communication, social skills, physical development, resilience and independence. For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points and take this into account alongside the nature of the student's learning difficulties.

## Training

Teachers will be kept regularly up to date with evidenced informed approaches to developments in assessment pedagogies and practices through the school's Professional Development strategy.

Teachers will also engage with professional associations, curriculum networks, exam board training sessions and cross school standardisation sessions to help inform their understanding of national benchmarks around standards.

School structures will be identified for departmental standardisation sessions of work across all Key Stages to ensure consistency across subject departments and clarity around expectations in standards.

## Monitoring

The Headteacher and Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through monitoring of moderation sessions, learning walks, book scrutiny and data meetings with subject leads.

All teaching staff will be following this process.

## Termly assessment and reporting guidance for parents

### What will you see?

#### **KS3 Y7-8**

No grade reported (see assessment and guidance policy for further information)

Students will receive 3 'Good Student Habits' (GSH) scaled 1-4

- Respect
- Resilience
- Responsibility

Intervention indicator Y (Yes) or blank

Intervention code level 1-4

#### **KS4 9,10 & 11**

Target grade (GCSE 9-1)

Current working grade (GCSE 9-1)

Students will receive 3 'Good Student Habits' (GSH) scaled 1-4

- Respect
- Resilience
- Responsibility

Intervention indicator Y (Yes) or blank

Intervention code level 1-4

#### **KS5 Y12-13**

Target grade (A level A\*- U)

Current working grade (A level A\*- U)

Students will receive 3 'Good Student Habits' (GSH) scaled 1-4

- Respect
- Resilience
- Responsibility

Intervention indicator Y (Yes) or blank

Intervention code level 1-4

Intervention Action	code
Class Teacher led	1
Class Teacher & Departmental led	2
Department/HOD led	3
HOD and KSL led	4

## Good Student Habits: To promote **good progress in school and beyond**

Good Student Habit	Key Stage 3	Key Stage 4	Key Stage 5
<b>Showing Respect for Others</b>	A <b>respectful</b> KS3 student: demonstrates good manners; listens attentively to peers and teachers; follows instructions.	A <b>respectful</b> KS4 student demonstrates all of the features at KS3 and: adapts effectively to different situations; represents the School effectively.	A <b>respectful</b> KS5 student demonstrates all of the features at KS3/4 and: acts as a positive role model for younger students; has reasonable expectations of their teachers.
<b>Taking Responsibility for your own learning</b>	A <b>responsible learner</b> at KS3: takes pride in presentation of work, setting it out appropriately; catches up with work when they have missed lessons; makes attempts to find out more; puts significant time and effort into homework; identifies areas for improvement in their own work.	A <b>responsible learner</b> at KS4 demonstrates all of the features at KS3 and: begins to develop effective note-taking skills; seeks advice when needed; regularly seeks to find out more.	A <b>responsible learner</b> at KS5 demonstrates all of the features at KS3/4 and: makes effective notes; undertakes appropriate preparatory work and wider reading for their subjects; communicates effectively with teachers; takes ownership of their own learning.
<b>Demonstrating Resilience</b>	A <b>resilient</b> KS3 student: attempts work even when unsure; responds positively to setbacks; acts upon feedback when instructed.	A <b>resilient</b> KS4 student demonstrates all of the features at KS3 and: attempts and persists with challenging work; acts upon feedback without instruction; shows determination to meet or exceed their MEG; makes clear attempts to manage workload effectively; manages, where applicable, the demands of controlled assessment effectively.	A <b>resilient</b> KS5 student demonstrates all of the features at KS3/4 and: attempts and persists with even very challenging work; identifies and acts upon feedback as a matter of course; shows persistent determination to meet or exceed their MEG; has developed strategies to manage workload effectively; manages, where applicable, the rigours of coursework effectively.

**Grading System:** **1** = Features are **almost always** evident (and the student should continue in the same way); **2** = Features are **often** evident (the student is performing well in this area but it is still possible to improve even further); **3** = Features are evident on an **inconsistent** basis (and the student should strive to make improvements in this area); **4** = Features are only **rarely** evident (this is a **major concern**; the student must make substantial improvements in this area).

Students will receive a progress indicator for Physical Education, Religious Studies and Personal Development. Please see the grading below.

	Knowledge and understanding	Skills and attributes	Reflection and application
<p><b>M</b></p> <p><i>More than the expected level</i></p>	<p>Students are making outstanding progress in developing knowledge and understanding in relation to the four strands of Personal Development. Complex situations are understood, and a wide range of sources can be evaluated to form rational opinions.</p>	<p>Students demonstrate exceptional independence, articulate their learning and their views with great confidence and work constructively with others. Students have developed discernment and resilience and know how to resist peer pressure effectively. They understand very well how to seek further help and would actively do so, should they need it.</p>	<p>Students can critically evaluate/reflect upon/respond to/challenge the key concepts of the lesson. Students understand well the links between Personal Development and other learning opportunities in the wider curriculum.</p>
<p><b>O</b></p> <p><i>On the expected level</i></p>	<p>Students are making good progress in developing knowledge and understanding in relation to the four strands of Personal Development. Circumstances, causes and consequences are understood and can be explained.</p>	<p>Students demonstrate growing independence, communicating their views, and working with others. Students demonstrate good levels of resilience and know how to resist peer pressure. They know how to seek further help and guidance should they need it.</p>	<p>Students can consider/assess/analyse the key concepts of the lesson. Students are beginning to make links between Personal Development and other learning opportunities in the wider curriculum.</p>
<p><b>L</b></p> <p><i>Less than the expected level</i></p>	<p>Students are making limited progress in developing knowledge and understanding in relation to the four strands of Personal Development.</p>	<p>Pupils rarely demonstrate independence or take initiative and lack the confidence/ability to clearly articulate their views. Students have begun to develop the skills of resilience – they are learning how to cope with peer pressure but do not always know where to go to seek further help and advice.</p>	<p>Students can identify/recognise/describe the key concepts of the lesson. Students may not understand the links between Personal Development and other learning opportunities in the wider curriculum.</p>