

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.
- **Leaders** to monitor the performance of student cohorts, identify where interventions may be required and to work with 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

School will report to parents three times a year. These will include two progress reports and a parents evening. The progress reports are slightly different for each year group/key stage and what each year group's report includes is explained further below.

Students will receive 'Good Student Habits' (GSH) grades for each subject, from 2024-25, these will be based on a 1-5 Scale. The criteria for each GSH grade is stated in the following table.

	Effort	Organisation
1 or 2	Goes beyond expectations in lessons and with home learning.	Goes beyond the expectation for organisation by demonstrating a willingness to go the extra mile.
3	Consistently good effort with all work set.	Well organised, bringing equipment, books etc to each lesson.
4	Effort is sometimes good, but not always consistently applied.	Organisation can sometimes be lacking, forgetting equipment or class materials on occasion.
5	Shows a poor attitude in lessons or to home learning.	Consistently fails to meet expectation by forgetting equipment and class materials.

Also 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.

The annual parents' evening will provide an opportunity where parents can discuss their child's progress with subject teachers. Most parents' evenings are conducted online, but year 7 and 11 are in school.

2024-25

Year Group	Date	In School/Online
Year 8	5 th November 2024	Online
Year 12	14 th January 2025	Online
Year 13	11 th February 2025	Online
Year 11	27 th February 2025	In School
Year 10	27 th March 2025	Online
Year 7	3 rd April 2025	In School
Year 9	29 th April 2025	Online

Key Stage 3 (Years 7-8)

We do not issue grades. 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

- Students will receive an assessment % score based on assessments completed in the subject.
- This will generate a statement as to whether they are on/above or below track.
- Students will receive a score for effort and organisation to reflect their attitude to learning in each subject.

Key Stage 4 (Years 9-11)

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

Year 9

- A current grade range e.g 7-8 - as students are just starting their GCSE's, a fine current assessment grade is not given.

Year 10 and 11

- A target grade (9-1 GCSE grade)
- A current working grade (9-1 grade) – fine grading will be used e.g. (8, 8+ 8-), this is to give students are more accurate understanding of how secure the level is that they are currently working at.

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 grade' is their forecasted grade based on their current level of progress.

Key Stage 5 (Years 12-13)

- In addition to the information KS3 students receive Years 12-13 will also be provided with the following information:-

Year 12

- A target grade (A*-U A Level grade)
- A current grade range (A*-U A Level grade) – This is just in the 1st term of year 12 as they are starting their A-levels.
- A current grade (A*-U A Level grade) – This will be for the 3rd term and then for the remainder of their A-level. Fine grading will be used e.g (A, A+, A-). This is to give students are more accurate understanding of how secure the level is that they are currently working at.

Year 13

- A target grade (A*-U A Level grade)
- A current grade (A*-U A Level grade) – Fine grading will be used e.g (A, A+, A-) this is to give students are more accurate understanding of how secure the level is that they are currently working at.

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 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

An assessment % score

An on/above or below track statement

Students will also receive two 'Good Student Habits' GSH scaled 1-5 for:

- Effort
- Organisation

KS4

Year 9

A current grade range

Students will also receive two 'Good Student Habits' (GSH) scaled 1-5 for:

- Effort
- Organisation

Year 10-11

A target grade

A current grade

Students will also receive two 'Good Student Habits' (GSH) scaled 1-5 for:

- Effort
- Organisation

KS5

Year 12

A target grade (A*-U A Level grade)

A current grade range (A*-U A Level grade) – Term 1

A current grade (A*-U A Level grade) – Term 3

Students will also receive two 'Good Student Habits' (GSH) scaled 1-5 for:

- Effort
- Organisation

Year 13

An assessment % score

A target grade (A*-U A Level grade)

A current grade (A*-U A Level grade)

Students will also receive two 'Good Student Habits' (GSH) scaled 1-5 for:

- Effort
- Organisation

Key Reporting dates 2024-25

The table below provides the week commencing dates that the reports are issued to parents. The table also states the dates of the subject parents' evenings for each year group.

Year Group	Term 1	Term 2	Term 3
7	w/c 16 th December 2024	Parents' evening – 3 rd April 2025	w/c 30 th June 2025
8	Parents' evening – 5 th November 2024	w/c 20 th January 2025	w/c 30 th June 2025
9	w/c 9 th December 2024		Parents' evening – 29 th April 2025 w/c 30 th June 2025
10	w/c 18 th November 2024	Parents' evening – 27 th March 2025	w/c 23 rd June 2025
11	w/c 25 th November 2024	w/c 10 th February 2025 Parents' evening – 27 th February 2025	
12	w/c 25 th November 2024	Parents' evening - 14 th January 2025 w/c 24 th March 2025	w/c 30 th June 2025
13	w/c 18 th November 2024	w/c 3 rd February 2025 Parents' evening – 11 th February 2025	

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

Effort		Organisation
1 or 2	Goes beyond expectations in lessons and with home learning.	Goes beyond the expectation for organisation by demonstrating a willingness to go the extra mile.
3	Consistently good effort with all work set.	Well organised, bringing equipment, books etc to each lesson.
4	Effort is sometimes good, but not always consistently applied.	Organisation can sometimes be lacking, forgetting equipment or class materials on occasion.
5	Shows a poor attitude in lessons or to home learning.	Consistently fails to meet expectation by forgetting equipment and class materials.

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>M</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.</p> <p>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.</p> <p>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.</p> <p>Students understand well the links between Personal Development and other learning opportunities in the wider curriculum.</p>
<p>O</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.</p> <p>Circumstances, causes and consequences are understood and can be explained.</p>	<p>Students demonstrate growing independence, communicating their views, and working with others.</p> <p>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.</p> <p>Students are beginning to make links between Personal Development and other learning opportunities in the wider curriculum.</p>
<p>L</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.</p> <p>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.</p> <p>Students may not understand the links between Personal Development and other learning opportunities in the wider curriculum.</p>