

Thomas More Catholic School



Reporting, Assessment & Tracking Policy

Mission Statement

To Care for, respect and value all people and our environment.

To Learn that justice and love are the foundations of our Faith.
To make these the guiding principles of our community in its commitment to academic excellence and personal integrity.

To Achieve beyond our highest expectations, creating challenging opportunities, which take us all confidently through the 21st Century.

Date Reviewed	September 2017
Review by	Senior Leadership Team
Next Review Due	Summer Term 2018

Purpose and principle of assessment.

Thomas More School aspires for all students to reach their potential or surpass their potential in terms of achievement. We know we can achieve this if teaching and its assessment are effective. We principally use on-going formative assessment, internal summative assessment and in Year 11, external national summative assessment. In Y9-11 assessment greater emphasis is placed on internal summative assessment, although formative assessment is still a feature of day to day student-teacher interactions and work.

The school uses ongoing formative assessment in the form of 'natural work', questioning, performance/presentations and tests or reviews, often combined with summative testing at the end of a period of learning. Assessments are carried out to help all stakeholders monitor progress during 'natural work' in a lesson, week or term and to intervene when necessary. Assessment data is collected to record progress at the end of a period of learning and to allow stakeholders to monitor progress.

Assessments are developed by departments to suit the nature of their subject. Heads of Department are responsible for ensuring the suitability, timing, standardisation and moderation of them i.e. making sure that assessment is fit for purpose. Monitoring is carried out by staff survey, book scrutiny, department health checks and in line management meetings. Feedback is given to staff in meetings and individually. The models are included in an appendix to this policy.

There is an assessment and tracking cycle which takes place half termly for all Year groups Years 7-11 and is reported home to parents.

Types of assessment at Thomas More:

Formative assessment typically includes; performance, homeworks presentations, engaging Q and A, spot tests, written class and homework, listening and speaking exercises, peer and self-assessment, extended writing.

Internal, summative assessments include; unit tests, past papers, mock exams, performance, speaking and listening tests.

Arrangements for the Governance, Management and evaluation of assessment.

It is the responsibility of the two Deputy Headteachers to lead on the development, implementation, monitoring and evaluation of the assessment policy and the responsibility of SLT to support its application through line management, book monitoring, data analysis and learning walks for example.

Criteria for measuring effectiveness of assessment;

Do staff understand the purpose of assessment, especially the new approach in Y7 and 8?

Do all subjects have learning criteria/objectives in their books?

Have these criteria been used for formative assessment?

Does formative assessment include some peer / self-assessment?

Is it clear to all stakeholders what students can do and need to do or re-visit?
Is there evidence that teachers use formative or diagnostic assessment to plan successive lessons, including corrective time from marking?
Do students understand the purpose of assessment?
Do students have criteria that provide a realistic challenge?
Do students have personal learning checklists?
Are the results of termly tracking a helpful measure of progress and do they accurately reflect achievement?
Do students progress over time?
Do parents in the school understand assessment?
Are judgements within departments accurate and standardised?
Do teachers at the school differentiate appropriately so students of all abilities can access them and progress over time?
Have subjects adapted to new grades and grade boundaries at GCSE?

The effectiveness of policy and practice will be gauged using;

Book monitoring / learning walks / department health checks
Formal and informal lesson observations e.g. SEF, Performance Management
Exam analysis paperwork
Line management meetings; student progress data
Staff survey
Student survey

Assessment purpose, principles, evaluation and development are or will be addressed in;

Staff meetings
Middle Leaders' meetings
Department meetings
Line management meetings
CPD/twilights
Small group or one to one training in 4 matrix

Target setting / New measures – all years

Targets are set using KS2 test results in Maths and Reading. Y11 targets are set using each year's DfE attainment 8 estimates, plus one. This process is also repeated automatically using '4 Matrix' software. Fine levels are also checked against the DfE's table checking spread sheets and targets are checked against FFT/Raise estimates, plus one.

Targets

The model is based on students making 5 grades of progress from KS2 to KS4 – this is aspirational.

On entry to Year 7 all students are given one target for each subject based on their KS2 outcomes. The Total Test score is used, if it is missing then the Teacher Assessment is used. If one subject is missing the other is used. Targets are set as a target for the end of each year.

Once targets have been set centrally, Subject Leaders - in consultation with departmental staff - can modify these downwards, but only in exceptional circumstances and with evidence of further assessment and the subject's Line Manager's approval. There are Line Management meetings for these conversations to take place during the year.

At the end of each half term, term and year, or the start of a new year, departments will review the targets for all students to see whether targets should be revised upwards, based on previous performance. In exceptional circumstances (e.g. long absence, illness, etc) it may be necessary to revise a target downwards, but this can **only** be done in consultation with the Subject Leader's line manager.

The targets are set centrally and can only be reviewed downwards by Subject Leaders in consultation with SLT. The Agreed Set Target can be raised by SLT without the need for consultation if a student consistently meets their target.

Each student in Years 9, 10 and 11 will have an a, b or c attached to a grade to show whether they are at the top, middle, or bottom of a grade. Teachers, Heads of Department and Senior team can put interventions in place to ensure success and progress of each student.

Assessment and Progress Tracking – 2017/18

Year 7 and 8 are KS3, Years 9, 10, 11 are KS4 and Year 12 and 13 are KS5. Progress is reported half termly for all years. Year 7 and 8 students will receive a grade based on their latest assessment on a half termly basis and these are reported to parents in hardcopy.

For Years 9 and 10, tracking is also recorded half-termly, but with a final GCSE assessment in the Summer Term (Sum 2)

For Year 10 and 11 it is the same as Years 9 and 10, but with a final Predicted Grade for each of their subjects in Summer 1.

In addition, in the Summer Term (Sum2) the school exams results will also be reported for Years 7–10. All dates are published in the school calendar and email or text reminders are sent in the preceding week.

Once recorded, these grades are printed off in the form of Progress Reports that are posted to parents. For staff, these reports will appear in the students' details section of the information system, which means staff will have access to them at any time, especially for reference at the time of writing their Annual Report. Individual student's progression to school targets is also visible on each student's personal details page on the report.

Forecast / Predicted grades.

There will be a forecast / predicted grade for each student in Years 10 and 11. This is the teacher's professional judgement of the grade that each student could get at the end of KS4 at current progress. It is based on each student's tracking data plus the teacher's experience and knowledge of each individual.

Teachers' 'Data / Mark books'.

Have been designed to allow teachers to monitor, analyse and share student progress data quickly and easily. They are 'working documents' and are reproduced half-terminally to include updated tracking data. Data concerning students on the SEND register, in receipt of student premium, reading and spelling ages or with other critical 'flags' such as G and T or EAL are included to aid planning. They are designed to aid planning and differentiation for those working below, on or better than expected progress.

Casual Admissions

Casual admission students in Years 7-11 will be required to sit relevant literacy and numeracy and/or GCSE baseline tests on the day of their induction – to determine into which groups they should be placed on entry. Subject Leaders may review targets during the first term and adjust upwards if necessary. Revision downwards should only be done in consultation with the Subject Leaders Line Manager. All students are given a nominal 'flat 4' [score =100] KS2 level until the results of their KS2 SATS or baseline test results are received by the data manager. Targets can only be revised upwards. This data is used to set targets and track progress.

Assessment in Years 12 and 13

All Sixth Form students will receive 6 data drops a year – every half term. This will coincide with a teacher assessment (TA). These grades will be on an A*-C measure for A level subjects (and Pass, Merit, Distinction, Distinction* for all Btec courses).

There will also be Pre Public Examinations (mock exams) twice a year for year 13 students to prepare them for the A level examinations.

In the Sixth form, there will be an expectation that staff share assessment criteria, mark schemes and examination reports with students. All students should be using Personal Learning Checklists as standard. Students will have minimum target grades (MTG's) and will also have aspirational targets. Students are aware of their targets and how to reach them.

ALPS predictor will assess the students' progress measures and potential using prior data and teacher prediction.

At post 16 the use of 'impact reports' throughout the year assesses individual student progress and departmental analysis of data.

Meetings with post 16 Subject Leaders and the Head of Sixth Form take place half termly to evaluate post 16 students' attainment and progress and to put in any intervention needed.

All Year 12 teachers should be aware that there is an initial assessment for baseline data and to assess students are on the right courses. There is also an end of Year 12 formal assessment as it is necessary to gauge suitability of students going forward into Year 13.

New Y6 scaled scores and target setting.

Target setting is based on the following model.

		BPCC LEVELS = 'FOUNDATION' YEARS		GCSE READY		BPCC READY	
KS2 on entry [scaled scores]	1 st SEPT Y7	Y7 TARGET	Y8 TARGET	Y9 TARGET	Y10 TARGET [national]	Y11 EXPECTED nationally	Y11 BPCC aspirational target
3 [85]	W	1	2	3	4	4	5 [C+]
4 [95]	W	2	3	4	5	5	6 [B]
5 [105]	W	3	4	5	6	6	7[A]
6 [115]	W	4	5	6	7	8	8/9 [A*]

Levels in Y7 and 8 will be qualified using + and – notation to show progress. This will be a teacher's judgement based on evidence. The level will be judged against criteria prepared by departments in each topic, ready for Sept. 2016. The criteria will be equally useful for self and peer assessment, for parents to follow progress and for teachers' planning and judgements.

REPORTING

Reporting Procedures

It is the statutory duty of schools and schools to send parents and carers at least one written report every Academic year and notify them as to the arrangements for discussions about the reports.

Reporting to parents is an important part of the assessment process and when it is formative, serves the purpose of identifying strengths and weaknesses with suggested strategies to improve further. Even summative reports can give clear indications of where a student needs to improve if s/he is to raise levels of achievement. The School also sees reports as another means of extending the dialogue between the parent, student and the School in helping raise student achievement.

Students at all Key Stages receive a termly / half termly progress report which shows their end of year target and their current work grade.

In Years 10 and 11 predicted grades are reported, alongside current working grade and the GCSE target. Reports have a section 'Attitude to Learning' which incorporates classwork, homework, behaviour and effort.

Quality assurance

Subject Leaders and Senior team will check all assessment / tracking / reporting for accuracy / presentation / relevance through line management and through meeting and half termly checks, as well as lesson observations and spot checks.