

Bullers Wood School for Boys

Assessment, Recording and Reporting Policy



Ethos and Values

Bullers Wood School for Boys is a school where every boy is able to enjoy and achieve success.

The School exists to provide all boys with high quality learning experiences delivered by teachers who are passionate and able to convey their knowledge effectively and enthusiastically within a stimulating, safe and supportive environment.

Our ultimate aim is to produce well rounded, confident and successful individuals who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications. We want them to become emotionally resilient and responsible citizens who make a positive contribution to society, including both their local communities and the wider world in which they live.

Introduction

In order to achieve this we recognise that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a boy's attainment and provides information to help the teacher plan the next stage of an individual boy's or group's learning journey, as well as to further develop the work of the student. It should also inform the individual student of his current position including how to reach the next stage of attainment as well as to engage him in the process of his learning.

The accurate recording of assessments ensures a more personalised approach to boys' learning, identifying areas requiring further support/stretch and/or intervention.

Effective and accurate reporting are vital in ensuring that boys, their parents/carers and teachers are well informed of individual progress, expectations and strategies to ensure improved outcomes.

Aims

- To improve standards of attainment for all boys
- To establish an agreed, consistent framework within which the school and subject teams can continue the systematic development of formative and summative assessment
- To encourage positive achievement and personalised learning for boys
- To ensure all teachers are assessing and monitoring work and providing feedback to boys on a regular basis
- To stimulate dialogue between staff, boys and parents
- To be able to track student progress, benchmarked against prior data and then to act upon findings

Assessment of Student Progress

During the course of the academic year, assessment of learning opportunities are identified and scheduled into each scheme of work. These could include: tests, presentations, extended writing, practical work etc. However, Heads of Department must identify consistent assessment opportunities across each cohort. It is important that the application of assessments mirror the methods used at KS4.

Agreed assessment criteria must be identified and shared for each assessment. Heads of Department must keep a central record of marks/grades. Following an assessment –

discussions will take place involving the raising Standards Leader, the Head of Department, teaching staff and boys.

Before each data capture, Heads of Department should conduct an internal moderation/standardisation process to ensure that the assessment information is of the highest integrity. All departments will actively engage in the external moderation of summative assessments across the Trust. Lead Practitioners will provide feedback on the quality of assessments and marking.

After the assessment information has been used to inform the data capture, the Head of Department will validate the data entered by teachers in their departments prior to analysing it. They will then analyse the data summaries produced from the 4Matrix to help to identify the following:

- Significant underachievement of individual boys
- Significant underachievement of groups (MA, Dis, PP, SEND, EAL etc.)
- Significant underachievement of classes
- Significant underachievement in particular topics
- Significant differences/fluctuations in assessment grades
- Significant achievement of individual boys or groups

Heads of Department will take the necessary action to address issues highlighted by the data and share any good practice. Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time
- Ensure a focus on progress within each subject
- Show what boys can do without support
- Promote subsequent intervention
- Inform the target setting process

The teacher will:

- Identify gaps in boys' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which will guide future planning
- Implement strategies to accelerate progress
- Measure progress against local and national expectations

The student, parent/carer will:

- Know what to do to improve
- Know what standards and expectations are required
- Know what has been achieved against shared success criteria and what to do next
- Gain confidence, independence and motivation as a learner
- Develop own self-evaluation skills by responding to teacher feedback

Assessment for Learning including Marking and Feedback

Good assessment including high quality marking and feedback are integral to improving both teaching and learning. When conducted effectively, all have a significant impact on raising standards of achievement and attainment.

Formative and summative assessment

Good day-to-day formative assessment:

- promotes success for all
- enables continuous reflection on what boys know now and what they need to know next (feedback)
- promotes immediate intervention to support/stretch/challenge
- enables boys to demonstrate their knowledge and understanding and respond to feedback
- allows teachers to identify where boys are struggling and what interventions are needed to close the gaps quickly in knowledge, understanding and skills

Examples of day-to day formative assessment are:

- Questioning during lessons
- Marking of work
- Observational assessment
- Verbal feedback
- Re-cap quizzes
- Peer & Self-Assessment
- Presentations

It is a requirement of all teaching staff that formative assessment occurs throughout lessons and is fundamental to high quality teaching and learning.

Teachers will provide written formative feedback for boys **at least twice per half term**. This will be used to inform future planning and identify boys who are falling behind. They will also maintain oversight of homework and classwork in books and folders, checking for completion and understanding and providing written or verbal feedback where appropriate. This will be used to inform future planning. There is no need to acknowledge that every page has been checked.

Formative written feedback by the teacher should be

- based on success criteria/assessment objectives
- specific, accurate and accessible to the individual student
- meaningful, motivational and manageable
- Include a positive comment and what needs to be done to improve (www/ebi)
- Provide targets on the next steps for learning in relation to success/exam criteria
- Prompt student engagement with teacher targets/comments
- Be followed by Dedicated Improvement Time (DIT) where boys can engage in a dialogue with and/or respond to targets/comments about their progress and improve their work

Good in-school summative assessment practice will:

- provide boys with the opportunity to understand how well they have understood a topic taught over a period of time

- provide parents with an understanding of their son's achievements, progress and wider outcomes over a period of time
- give teachers the opportunity to evaluate their delivery of a unit of work and the impact they have made
- enable the teacher to adjust his/her teaching in light of the above for individuals, groups or cohorts
- allow the SLT to monitor the performance of individual boys, groups, cohorts etc.

Examples of in-school summative assessments

- Half termly assessments (end of unit/topic tests)
- End of year exams

Teachers will arrive at a summative assessment grade for boys **once per half term**. These will be determined by the Head of Department and should assess understanding, skills and concepts for that topic/unit of work.

All boys will sit summative end of year exams/tests in all subjects, this information will be used to provide boys and parents with an understanding of progress throughout the year. It will also inform teachers as to the impact and effectiveness of interventions that have taken place during that year.

Recording and Reporting Expectations

All boys will know their target grade for each subject. These should be displayed on **tracker/progress sheets on or inside the front cover of their books/folders**. Boys should use this tracker to **record their progress** and **set their own learning targets**.

Teaching staff will share the **learning objectives and success criteria** for peer and self-assessed tasks. Boys will then assess their work against that criteria.

All teachers will use a range of methods to measure student progress, set targets for improvement and inform their planning. This will include formal assessments based on examination style questions), personalised learning checklists, peer and self-assessment and marking of classwork and homework.

Feedback though marking should be **diagnostic** and include positive comments (**WWW**) using growth mind-set language where appropriate, explaining why the work was good, followed by an (**EBI**). This will state what needs to be done to improve the work, based on success or assessment criteria.

Dedicated Improvement Time (DIT) should take place at least once per half term to enable boys to reflect upon, engage with and respond to the teacher's comments and address any errors/mistakes.

All teaching staff will keep **records of the progress of individual boys**. These records will show the results of a range of homework, classwork and assessment tasks and should form the basis for reporting attainment and progress to parents, department leaders and SLT

Homework will be set according to the Homework policy

Peer or self-assessment and DIT will be labelled PA/SA/DIT in the margin.

Work and effort will be rewarded using the school's rewards system.

Target Setting

Targets will be set using a combination of:

- Prior attainment data
- Cognitive Ability Tests
- Teacher Assessments
- Fischer Family Trust estimates

Boys are placed on individual Flightpaths where grades have a direct correlation to GCSE grades 1 - 9. The Flightpath is a trajectory of what individual boys are likely to achieve at the end of KS4 should they continue to make good progress. This is then chunked down to create personalised end of year targets.

When reporting, the subject teacher will use number grades 1 to 9 and the following fine grading system a = excelling, b = secure c = emerging

Targets are discussed with parents formally at Information Evenings and parent consultation evenings and informally as appropriate.

Reporting to Parents

All assessment information is available to parents and informs our discussions with them. The following procedures are in place:

- Current attainment, targets, attitude to learning and attendance are reported to parents three times per academic year. There are in the form of two interim data reports followed by a full school report in the summer term.
- Parents are invited to feedback on their son's progress via a report acknowledgement form. These are analysed and used to improve our reporting systems and procedures.
- The School has an 'Open Door' policy where parents are encouraged to meet with us as and when the need arises.