

Ysgol Aberconwy



Assessment, Recording & Reporting

POLICY DOCUMENT NO: 5

ISSUE NO: 7

THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

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Assessment, Reporting & Recording

How do we assess?

In every 10-week project there is a clear focus on identifying the key knowledge and skills we want learners to acquire and develop. Assessment opportunities are planned into the projects and learners are assessed in a range of different ways. Opportunities to develop cross curricular skills are also identified in the projects.

The learning intentions for the projects and subsequent assessment criteria are clearly identified. Throughout the teaching of the projects, assessment is embedded into practice in a way that engages the learner and makes it indistinguishable from learning and teaching. Classroom teachers make a judgement as to how well learners are acquiring or developing the concepts and skills identified. This is inputted into SIMS into a 'Teacher Markbook'. This enables classroom teachers to have an accurate and reliable understanding as to what the strengths and weaknesses are of their learners so that they can respond to the individual needs of the full range of learners within their classroom on an ongoing basis.

It is vital that learners are active participants in the learning process. The school's Feedback Policy means that all learners re-draft or repair their work.

Progression in learning is measured from each learner's **starting point** rather than against fixed levels or national averages. *The pace of learners' progress is relative to their starting points and individual needs.*" (Curriculum for Wales: The journey to 2022, WG, 2020)

Classroom teachers use the following language and criteria when making these assessments:

- Mastering – The student has a sophisticated understanding of the concepts/ skill identified and are able to independently build on this. New knowledge is linked to previous learning and the student is able to make connections across the AOLE.
- Securing – The student has a secure understanding of the concept/ skill identified and is able to explain/ demonstrate this confidently.
- Developing – The student has a sound understanding of the concept/ skill identified. Further intervention is required for this to be secured.
- Emerging – With support, the student can understand basic features of the concept/ skill being developed. However, misconceptions hinder progress.

How do we monitor progression?

Every 10 weeks, teachers make a more holistic judgement on students progress and attitude to learning in their subject. The information stored in the 'Teacher Markbook' is used to inform this. The interims also identify specific 'next steps' in learning based on a student's progress in the project. This is shared with students and parents. Reflecting on a learner's progress over time enables classroom teachers to provide feedback and help plan their future learning, including any interventions, additional support or challenge which may be required. 'The pace of learners'

progress is relative to their starting points and individual needs.’ (Curriculum for Wales: The journey to 2022, WG, 2020)

Heads of Department, SLT Line Managers and the Head teacher then meet every 10 weeks to discuss the performance of the cohort. In these discussions, Heads of Department will report on how well the learning intentions have been secured and how their team will adapt their curriculum and daily practice to address any misconceptions of areas of weakness. These conversations enable practitioners and leaders to understand whether different groups of learners are making expected progress.

Estimates & Targets

Providing targets for students sets assessments in context and allows us to assess whether appropriate progress is being made across a unit, a year or a key stage.

- Targets are set at the beginning of year 10 for KS4 and reviewed and amended at the start of year 11. Global Grades should be used as a starting point for staff to set targets.
- Students have estimates provided through ALPS in KS5. These are provided on SIMS marksheets for staff information.
- Annual targets will be set for all students at all levels.

In years 7 - 9

- In line with Curriculum for Wales targets are not set in KS3.
- Interim skills reporting will be analysed to ensure appropriate expectations at KS3.
- Progress will be measured, recorded and analysed using progress (see ‘reporting progress’ below).

At KS4/5

- Target setting will be in the form of GCSE/A level grades and we will use “fine grading” to indicate progress and achievement.

In all cases targets, where appropriate, should be communicated with students. Students should know their targets and class teaching should reinforce an understanding of what needs to be done to achieve the target.

Assessment

At Ysgol Aberconwy we strive to use assessment in the way that best facilitates pupil learning. There is a clear distinction between traditional summative assessment techniques and the formative process known as assessment for learning. Summative and formative assessments are married together to ensure that all pupils get the best possible assessment experience which both complements and facilitates well-structured and unitised schemes of work.

Learning journeys should be organised into units of approximately 10 weeks. The assessment of work in each unit should feature a number of formative assessments per unit. The expectation is between 3 and 5 however we encourage departments to identify appropriate points to review

learning and progress. The outcomes of each unit, the details of when assessment will occur and the success criteria for learning will be communicated to students via a 'Learning Journey' in their book for each unit.

Assessment For Learning (Feedback)

We adopt a flexible approach to feedback, selecting the most appropriate method depending on the subject setting or the task. The four methods are:

Method	Description
Yellow Box	Teacher marks one section of work in detail, provides specific feedback, learners improve that section.
Whole Class Feedback	Addresses common misconceptions, delivered via feedback sheet, with follow-up tasks.
Peer & Self Assessment	Learners use checklists and codes to reflect and peer assess (not used for main assessed tasks).
Live / Verbal Feedback	Immediate spoken feedback, interactive and adaptive, most often used in practical tasks.

Direct Improvement Reflection Time (DIRT)

- All lessons will build in time for learners to act upon the feedback they receive.
- Responses must be completed by all learners.
- This time ensures reflection and progress.

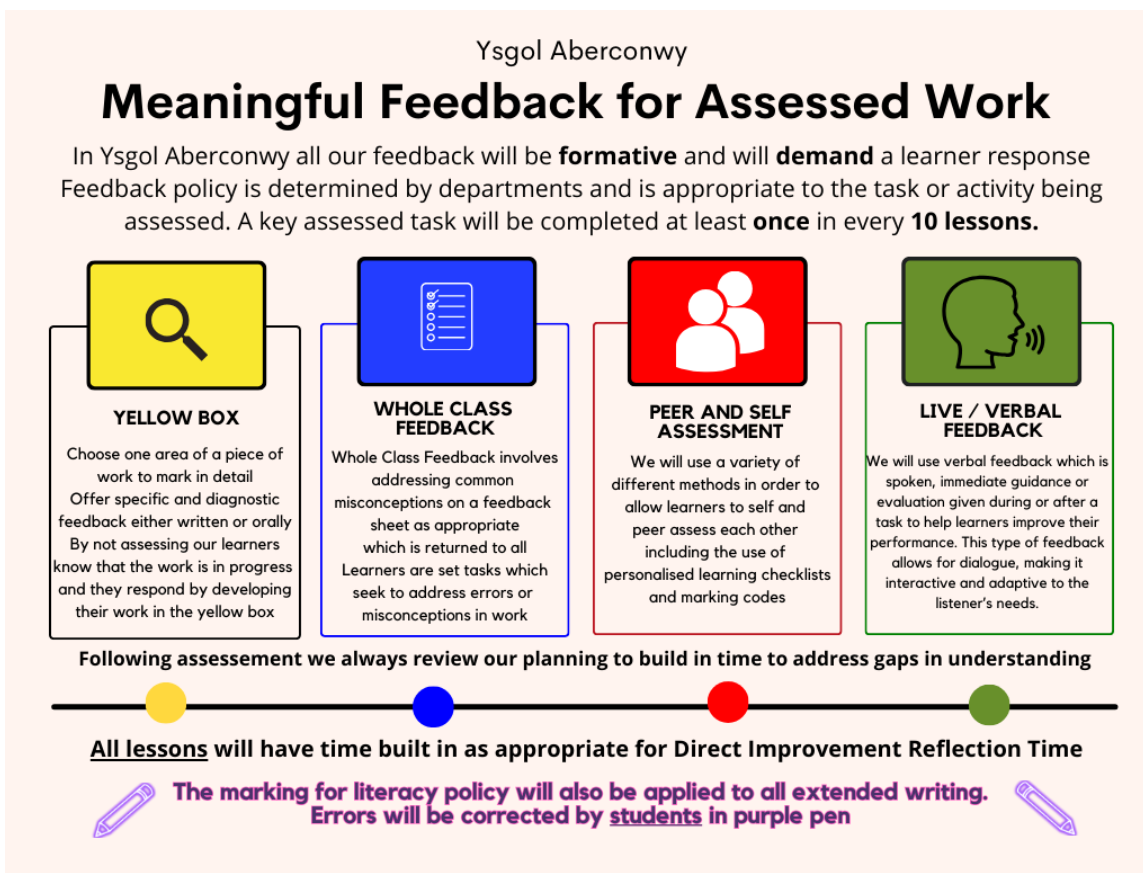
Addressing Misconceptions

Following assessment, teachers will review outcomes. Where needed, lessons or sequences of lessons may be re-planned to address gaps in understanding or misconceptions.

Literacy Marking Policy

The marking for literacy policy applies to all extended writing tasks. Learners must correct errors using a purple pen.

Our Feedback Policy is shared with learners and staff in the following graphic (this is available bi-lingually)



Assessment of Learning

At the end of a unit students could be assessed to indicate the progress they have made with the skills or knowledge that they have been developing during the current Learning Journey. Students should be awarded marks for each skill/topic/question and these should be entered onto a PLC (Personalised Learning Checklist) set up on a SIMs marksheet by the school's data manager. This will facilitate a detailed analysis of students' strengths and weaknesses and facilitate planning for improvement in future units.

In addition, summative assessments can be graded with GCSE grade or A Level grade to give students an indication of their current level of attainment.

- In years 7, 8 and 9: Descriptions of learning for each AOLE should be used as a guide for teachers to assess the progress of each student.
- At KS4 / 5: Marking grades should be by letter e.g. 'B'. They should equate to actual standards, i.e. an A grade actually means that this piece of work would get an A at GCSE / A Level. Students should be given access to markschemes, where possible, to help them make sense of a given grade.

Recording

- Sims Marksheets will be set up by the school's data manager for staff to record levels/progress or grades by agreed deadlines.

- In year 7, 8 and 9 staff should record progress of each pupil against descriptors on sims marksheets.
- At KS4 & 5 staff should enter a grade indicating *predicted performance* at the end of the course relative to a student's target. This prediction should reflect recent performance and professional judgement.
- In addition an indication of recent Attitude to Learning is required.
- Staff are not required to keep any records beyond these (except for any records required for external BTEC/CAT purposes), but may wish to do so in a personal markbook. Any such records should be kept in accordance with Departmental Policy.

Reporting to parents: Years 10 - 13

Interim reports will be sent to parents with target levels, but we will use these phrases to indicate progress.

- "Unsatisfactory" for -2 or less from target or as indicated for subjects without NC levels
- "Satisfactory Progress" for -1 or less from target or as indicated for subjects without NC levels
- "Good Progress" for pupils who are meeting target level or as indicated for subjects without NC levels
- "Excellent Progress" for pupils who are +1 or more from target or as indicated for subjects without NC levels

Annual Form Reports: staff will make comments per student via SIMS in accordance with the appropriate year comment bank. HoY will write an overview statement for each pupil.

Use of Data

- Summary data is made available each half-term to Heads of Year, Guidance Mentors & Managers, SLT, and whoever else may need it, using Office 365 and Teams.
- Y11/12/13 Tracking data, with summaries of what students already have and are predicted to gain are maintained in a similar fashion through the use of 4 matrix.
- ALPS is used in KS5 to monitor progress of every pupil against their MEG.

At departmental level :

- Line managers, working with HOD's, should regularly review the progress of subjects / classes within their area and develop strategies to raise levels of achievement where necessary.
- At KS4 HoDs will produce a list of 'key marginal' students for their subject area and will record the skills or content that students are lacking on a subject 'personalised learning checklist' (PLC). Interventions and support opportunities to address these skills will be communicated to students
- HOD's should have 'Pupil Progress' as a regular item on all agendas, where the departmental team can discuss individual students / classes and mutually support each other in raising standards.

For individual students :

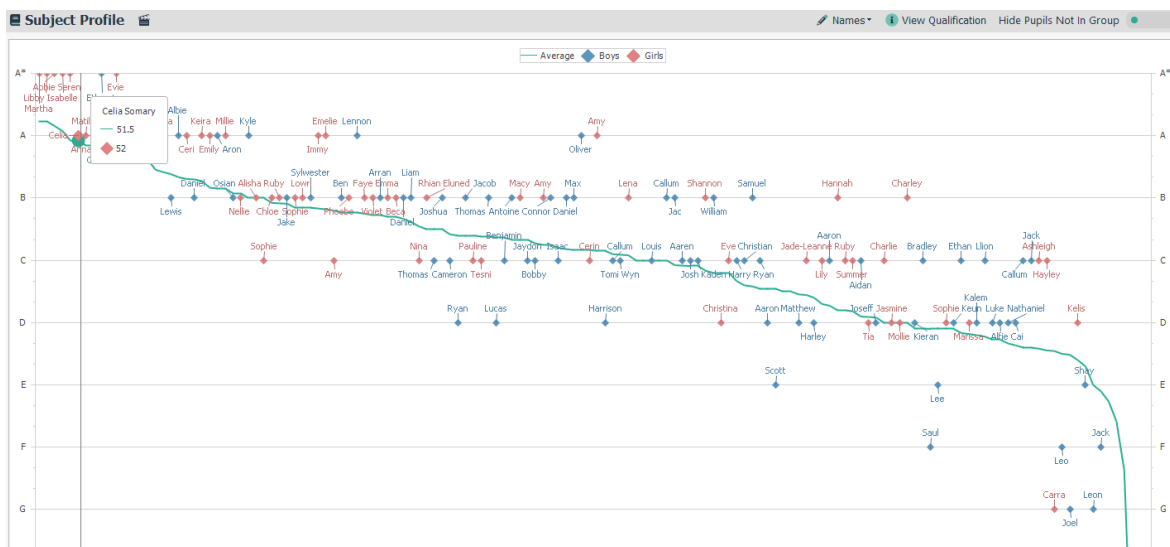
- Heads of Year, will review student progress and decide on any additional intervention or strategies.
- At KS3 bespoke and individualized mentoring can be organised by the KS3 standards lead in association with the pastoral team, using the total numerical difference between targets and performance. eg pupils who have a total score of -3 or less.
- Mentors & Tutors will endeavour to meet with every student in the half-term following the release of the most recent data, to discuss progress with the student and guide the student towards ways of improving. Through analysis of data by the Mentor / Head of Year, some students may be prioritised.

Appendix 1 : Example reports to facilitate these processes :

1. Progress of groups of learners in a subject : (KS4 : 4 Matrix; KS5 : ALPs)

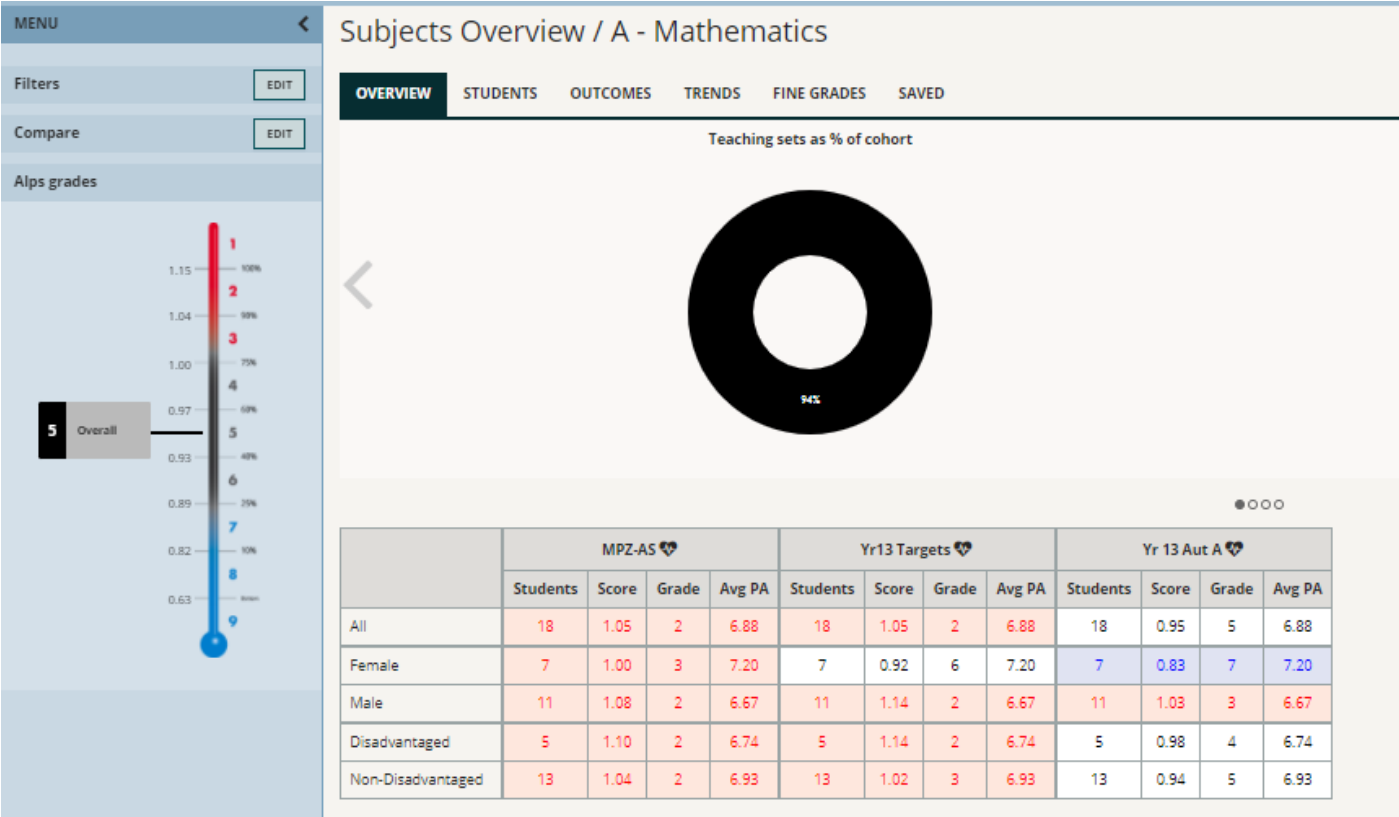
Subject Overview													
Details		Entries										Performance	
		Entered		A+		C+		D+		G+			
Name	#	%	#	%	#	%	#	%	#	%	Residual	APS	
➔ Group: Basic													
+ All Students	30	20.83	23	76.67	30	100	30	100	30	100	1.49	51.2	
➔ Group: Gender													
+ Males	8	10.67	5	62.5	8	100	8	100	8	100	1.25	48.25	
+ Females	22	31.88	18	81.82	22	100	22	100	22	100	1.58	52.27	
- Gender Gap	-14	-21.22	-13	-19.32	-14	0	-14	0	-14	0	-0.33	-4.02	
➔ Group: Pupil Premium													
+ Pupil Premium	0	0	0	0	0	0	0	0	0	0	0	0	
+ Non Pupil Premium	0	0	0	0	0	0	0	0	0	0	0	0	
- Pupil Premium Gap	0	0	0	0	0	0	0	0	0	0	0	0	
➔ Group: FSM													
+ FSM	5	14.71	1	20	5	100	5	100	5	100	1.57	44.8	
+ Non FSM	25	22.94	22	88	25	100	25	100	25	100	1.48	52.48	
- FSM Gap	-20	-8.23	-21	-68	-20	0	-20	0	-20	0	0.09	-7.68	
➔ Group: Prior Attainment													
+ High	30	20.83	23	76.67	30	100	30	100	30	100	1.49	51.2	
+ Middle	30	20.83	23	76.67	30	100	30	100	30	100	1.49	51.2	
+ Low	30	20.83	23	76.67	30	100	30	100	30	100	1.49	51.2	
➔ Group: Classes													
+ 11A/As1 - Mrs Griffith	21	100	16	76.19	21	100	21	100	21	100	1.56	50.57	
+ 11B/As1 - Mrs Russell	12	100	8	66.67	12	100	12	100	12	100	1.64	51.5	

Subject Tracker				Results	
Forename	Surname	Gender	Result Count	Y11 Autum	Y11 Target
Callum	Hagan	Male	2	C1	B
Ashleigh	Hughes	Female	2	D3	D
Rhian Eluned	James	Female	2	B1	B
Max	Johnston	Male	2	B1	B
Connor	Parry	Male	2	C2	C
Leo	Pithers	Male	2	E1	D
Leon	Pollock	Male	2	D3	D
Annabelle	Protheroe	Female	2	A1	A
Liam	Purvis-Evans	Male	2	B1	B
Isaac	Stubbs-Davies	Male	2	C2	C
Lennon	Williams	Male	2	B1	B



Subjects Overview

Subject	MPZ-AS			Yr13 Targets			Yr 13 Aut A		
	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade
A - Art (Fine Art)	10	1.25	2	11	1.17	3	11	1.26	2
A - Biology	20	0.90	4	19	1.06	2	19	0.94	3
A - Business Studies	-	-	-	9	1.08	2	8	1.00	4
A - Chemistry	13	0.87	5	12	0.94	3	12	0.82	6
A - D&T (Product Design)	9	1.04	3	9	1.06	3	9	1.02	3



Appendix 2 : Formative Assessment : Further Guidance

We recognise that formative assessment is not limited to what is written on paper. Oral feedback is also appropriate and a one-to-one discussion with a student is often productive and allows for more specific comments than those that can be written. Formative assessment should take place throughout a lesson, and can take a variety of forms. Assessment is also a valuable tool in helping us to “personalise” learning and to ensure that instruction is matched more appropriately to individual student needs. This guidance aims to offer some suggestions on how this can be achieved – it is not intended to be exhaustive.

a) Sharing Learning Outcomes

Share clear and unambiguous learning outcomes with students and engage in a dialogue about how students can be successful in these learning outcomes.

- Make it an expectation for every lesson;
- Phrase learning outcomes in terms of what students will have achieved (know, understand, be able to do) or a question they will be able to answer by the end of the lesson;
- Separate the learning outcome from the activity;
- Involve students in establishing “Success Criteria”;
- Exemplify and model “Quality”, for example by showing anonymised work previously produced;
- Ask students to repeat back or even write down in their books (maybe at the beginning of a lesson) the learning outcomes.

b) Questioning to support learning

Aim to create a “questioning” culture in the classroom where students are encouraged to not only ask and answer questions but also given frequent opportunities to respond to questions designed to develop higher order thinking.

- Use a variety of questions for specific purposes;
- Prepare and plan questions, which will illustrate and probe students’ understanding and require thinking not just remembering;
- Devise classroom strategies, which mean students are thinking all the time (for example asking named students what they can add to a response given by another);
- In the classroom use questions that may be considered “trick” questions in a test, to provide insights into students’ thinking;
- Share planned questions with other teachers to build up a bank of “rich” questions and add these to Learning Journeys;
- Build in sufficient “think” time, at least 3 – 4 seconds before rephrasing the question;
- Take time to consider student answers and the learning they reveal.
- Encourage students to critique questions;
- Offer students the opportunity to discuss their ideas in pairs or small groups before bringing the class together again (think, pair, share);
- Ask students to produce questions for a topic as a way of assessing their knowledge and understanding;

- Devise strategies to ensure that all students are responding to questions and to avoid passive learners and dominant responders.

c) Self & Peer Assessment

Aim to build into our lessons frequent opportunities for peer and self-assessment. The aim is to “train” students to become natural quality assessors, do this by building into lessons regular opportunities to self and peer assess in a variety of different ways.

- Ensure that everyone views self-assessment as a thinking and talking activity rather than just a writing one.
- Train students in self-assessment, for example, by modelling possible responses.
- Relate self and peer assessment back to shared learning intentions, success criteria, and exemplification.
- Use a variety of approaches to self and peer assessment.
Ask specific questions which relate to the task, not the learner eg, “What did you find hard and why?” rather than “who found it hard”.