

Weatherhead High School

A high performing academy providing excellence for all

Assessment Policy

Document Owner	DHT, Curriculum & Standards
Committee	Curriculum
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Assessment Policy

Introduction

Assessment is a measure of a student's individual and relative performance and is an integral part of the teaching and learning process. *Its purpose is to ensure that the progress of all students is tracked and attainment clearly identified.* The results of assessment are used to make timely intervention, to encourage students, keep them and their parents informed and to help students, regardless of starting point, make the progress expected of them.

Inspectors will:

- Spend more time looking at the range of students work to consider what progress they are making in different areas of the curriculum.
- Talk to leaders about the school's use of formative and summative assessment and how this improves teaching and raises achievement.
- Evaluate how well students are doing against relevant age-related expectations, as set out by the school.
- Consider how we use assessment information to identify students who are falling behind in their learning or who need additional support to reach their full potential.
- Evaluate the way we report to parents and carers and assess whether reports help parents to understand how their child is doing in relation to the standards expected.

Therefore, assessment at Weatherhead:

Gives reliable information about how each student in the school is performing.

- a. We have meaningful tracking of students against end of key stage expectations.
- b. We use this tracking of students to take action relating to students who are falling behind, and those who are excelling.
- c. We communicate student assessment data and our intervention actions to parents clearly and regularly.
- d. We provide information which is transferrable and easily understood, and covering both qualitative and quantitative assessment.

Helps drive improvement for students and teachers

- a. Assessment is closely linked to improving the quality of teaching.
- b. Almost all assessment is used formatively (focussing on specific and tangible improvements) to support students to make progress and close gaps in skills and knowledge.
- c. Students and their parents act on this advice to make learning gains.
- d. We produce recordable measures which can demonstrate comparison against our expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a. Our approach to assessment has been created in consultation with those delivering best practice.
- b. Our policy and practices will be subject to annual quality assurance to ensure they are always at the forefront of developments in assessment.
- c. This policy will be reviewed in light of this quality assurance.

KS4 Courses 2017-2019

Year 11 Results Day: August 2019

Year 11 September 2018				
GCSE Linear 9-1		Level 2 A*-D	BTEC/Technical Dist* - Pass	Level 2 Technical Award Dist* - Pass
English Language	Spanish	Child Dev & Care ICT/CIDA	Business (BTEC) Media (BTEC) Health & Social Care (BTEC/ Technical)	Food & Cookery
English Literature	Dance			
Mathematics	Design Technology			
Biology	Drama			
Chemistry	Fine Art			
Physics	Music			
Science (Double)	Physical Education			
Geography	Religious Studies			
History	Sociology			
French	Textiles			
German				

KS4 Courses 2018-2020

Year 11 Results Day: August 2020

Year 10 September 2018				
GCSE 9-1		Level 2 A*-D	BTEC/Technical Dist* - Pass	Level 2 Technical Award Dist* - Pass
English Language	Computer Science	<i>Child Dev & Care (TBC)</i>	Enterprise (Business) Health & Social Care Digital IT Creative Media Production	<i>Food & Cookery (TBC)</i>
English Literature	Dance			
Mathematics	Design Technology			
Biology	Drama			
Chemistry	Fine Art			
Physics	Music			
Science (Double)	Physical Education			
Geography	Religious Studies			
History	Sociology			
German	Textiles			
Spanish				

Post-16 Courses 2017-2019

Year 13 Results Day: August 2019

Year 13 September 2018					
A Level A*-G		Tech Level A*-G	Level 3 BTEC Dist* - Pass	Level 2	Other Academic Qual A*-E
Biology	Further Maths	Diploma in	Applied	Certificate	EPQ
Chemistry	Geography	Childcare	Science	in	
Computer	History	&	Business	Childcare	
Science	Mathematics	Education	HSC (Single)	&	
Dance	Physical		HSC (Double)	Education	
Drama & Theatre	Education		IT		
Design	Physics		Media		
Technology	Psychology		Music		
English Language	Religious Studies		Sport		
English Literature	Sociology				
Film Studies	Spanish				
Fine Art	Textiles				
French					

Post-16 Courses 2018-2020

Year 13 Results Day: August 2020

Year 12 September 2018					
A Level A*-G		Tech Level A*-G	Level 3 BTEC Dist* - Pass	Level 2	Other Academic Qual A*-E
Biology	Geography	Diploma	Applied	Certificate in	EPQ
Chemistry	History	in	Science	Childcare &	
Computer	Mathematics	Childcare	Business	Education	
Science	Music	&	HSC (Single)		
Dance	Photography	Education	HSC	<i>BTECs TBC</i>	
Drama & Theatre	Physical		(Double)		
Design	Education		IT		
Technology	Physics		Media		
English Language	Psychology		Music		
English Literature	Religious Studies		Sport		
Film Studies	Sociology				
Fine Art	Spanish				
French	Textiles				
Further Maths					

Assessment Practices – A Guide for Staff

1. What is Assessment?

There are three linked aspects of assessment that should be consistently applied across curriculum areas. These are outlined below:

Aspect	Key Features
Day-to-Day	<ul style="list-style-type: none"> • Learning outcomes and success criteria are made explicit so that the students know not only what they are intended to learn, but also how they will demonstrate their achievement. • Learning outcomes and success criteria are revisited during the course of the lesson through targeted questioning and mini-plenaries. • Peer and self-assessment is used. • Students receive immediate oral feedback and quality written feedback on their work, this should take the form of question targets. • Feedback causes a cognitive response. Students respond to it to make more progress, using purple pen. • Quality dialogue between student and teacher should develop learning. • Students are given time to reflect on their learning.
Periodic	<ul style="list-style-type: none"> • A broader view of progress is provided across a subject for teacher and learner. • National and school standards (levels or grades, depending on Key Stage) are used in the classroom. • Grades are given but only after targeted feedback and the 'delay the grade' principle applies. • Any summative tests are used in a formative manner. • There is time for student reflection on tests, internal exams and units of work.
Transitional	<ul style="list-style-type: none"> • Internal or external (depending on stage) tests or tasks are sat. • Achievement is reported to students, parents/carers and (if appropriate) the next teacher. • Students (where appropriate) receive formal recognition for their achievements.

In terms of teaching and learning and the accuracy of assessment, Ofsted are interested in:

- How assessment is used to modify teaching so that students achieve the expected standards by the end of the year or Key Stage.

- How teachers draw on a range of evidence as to what students know, understand and can do in the different aspects of subjects and how this is used to ensure that all students are making progress.
- Teachers making consistent judgements and sharing them with each other as a means of standardisation.
- Students' strengths and misconceptions being identified and acted on by teachers during lessons and more widely to plan future lessons, remedy what students are struggling with and deepen the knowledge and understanding of the most able.

2. Types of Assessment

Assessment of Learning

These are summative assessments which are used to inform students and their parents of progress. These may take the form of tests, written assessments, practical or oral assessments and are used to demonstrate what a student knows or can do. These should be incorporated into Schemes of Work and Planning Schedules.

a) KS5

Formalised testing of Year 12 and 13 students will take place every half term. Year 12 will take five classroom based tests (one every half term) and an End of Year Examination in the Summer Term. In the Autumn Term, Year 13 will take 2 classroom based tests (one each half term) followed by a formal mock examination in the Spring Term and End of Term Tests before Easter. In the Summer Term, Year 13 will take a second mock examination in all subjects, in which they should demonstrate how they have improved and addressed targets from the first mock examination. Their final external examinations will take place in the Summer Term.

b) KS4

Formalised testing of Year 10 and 11 students will take place every term. In the Autumn Term, Year 10 will take an End of Term Test and Year 11 will sit mock examinations in the Sports Hall. In the Spring Term, Year 10 will sit End of Term Tests and Year 11 will complete re-sit mock examinations. Year 10 will take mid-course examinations in July and Year 11 will sit external GCSE examinations in the Summer Term.

For all internal tests and examinations the principle of 'delay the grade' should be applied to facilitate effective feed forward activities.

c) KS3

Students in Years 7, 8 and 9 will take end of term tests in English, Mathematics, Science, Geography, History, RE, MFL and Computing.

This assessment will be **cumulative and revisited**, based on the following testing model:

Autumn Term – The first term's work

Spring Term – The first and second term's work

Summer Term – The whole year's work. *In the Summer Term, students will take an end of year exam.

Tests are marked by staff with a percentage awarded but feedback first through formative feedback – "delay the grade" is our mantra.

This style of assessment required securing a suitable level of understanding before moving onto the next topic. This is a challenge for some students, departments need to determine the cut off at which they accept student not to do a resit / undertake intervention.

These tests at the end of Year 7 and 8 should also transition with the student and form the basis of planning for the first part of the new school year.

Results from this type of assessment should:

- Give direct information about a student's knowledge in relation to the aspects of the curriculum being assessed and be integral to the process of assigning of a predicted grade in KS4/5.
- Provide a basis for decisions about further learning needs – i.e. be formative and diagnostic in recognising positive achievement and initiate appropriate help/guidance and intervention at the beginning of the academic year.

d) Teacher Assessments

Teacher assessment is a vital part of our assessment processes. Teacher assessment should be based on a range of information, not just student performance on summative tests. Teachers should use their professional judgement when making teacher assessments.

Assessment for Learning

This is the process of seeking and interpreting evidence for use by students and their teachers to decide:-

- 1) Where students are in their learning;
- 2) where they need to go and, crucially,
- 3) **how best to get there.**

It is essential that teaching and learning policy on the use of success criteria is applied so that learning outcomes can be measured to enable students to demonstrate progress. The focus on quality Assessment for Learning is such at Weatherhead that Schemes of Work must give reference to Assessment for Learning opportunities so that the student's experience of AfL in a curriculum area is well planned, systematic and progressive.

The diagram over the page makes Weatherhead's approach to AfL clear. It is not an add-on or a school project; it is **central to effective teaching and learning**.

AFL at WEATHERHEAD

Teachers should:

- Provide feedback to students regarding what they are doing well and what they need to do to progress further.
- Utilise the strategies of AfL to close these gaps and make progress and plan feedforward lessons and activities to enable students to learn from their mistakes.
- Empower students with the opportunities to reflect/act on their actions.
- Encourage students to become resilient learners.

Formative
use of
summative
assessment

Quality
questioning

**THE STUDENT'S LEARNING NEEDS
TO MOVE HERE**

Oral and
Written
feedback

Peer and Self-
Assessment

Outcome
led lessons

**THE STUDENT'S LEARNING
IS HERE**

Students should:

- Have a clear understanding of where they are in relation to progress and learning.
- Have a clear understanding of what is expected of them.
- Understand how to improve.
- Use time given to them to reflect and act upon advice given.
- Have the confidence to know they can improve.

3. The Role of Teachers

Every member of staff with responsibility for teaching students is accountable for the progress of those students and for the accuracy of the assessment data provided throughout the academic year. Every member of the teaching staff contributes to the achievement of whole school targets.

Assessment data provided by teaching staff is used in variety of different ways, and presented at planned points during the academic year, as outlined in the Assessment Calendar: in Progress Updates and Reports to parents; and to Curriculum Co-ordinators and SLT for tracking, monitoring and intervention purposes.

All teachers should ensure that:

- a. They have the following data in their teacher planners: KS2 prior attainment and banding data; Disadvantaged data (HAD, MAD & LAD), CLA (Children Looked After), SWAN and medical information.
- b. They have target levels (KS3) and grades (KS4 &5) for all their teaching groups in their teacher planners and students know their target and it is written in the front of their exercise book.
- c. Students complete Department tracking sheets in exercise books on a regular basis.
- d. They regularly update students regarding the progress they are making towards their achieving their targets (see Communication with Students section).
- e. Lessons are planned around knowledge and skills required by students to make expected progress, indicated on the WHS Progression Flight Path diagram.
- f. Work is differentiated to address the needs of students (most able, less able, disadvantaged students, SWAN students etc.)
- g. After each termly (or half termly test for 6th Form), mock examinations or end of year tests, the delay the grade principle is applied and students complete feed forward activities, which enables students to learn from their mistakes and develop subject mastery.
- h. They monitor the performance of the students in their teaching groups and put the appropriate intervention in place at the earliest opportunity to ensure that those students whose performance is below expectation are helped to make the requisite progress.
- i. Data is inputted by 9 a.m. on the input day to ensure data can be used effectively and in a timely manner to inform tracking, monitoring and intervention at every level.
- j. After every assessment (KS3 & 4), students add test score to the tracking sheet in the student planner.

4. The Role of Curriculum Co-ordinators

Curriculum Co-ordinators should ensure that:

- a. Members of their Department use assessment data to inform planning and intervention.
- b. Through Curriculum Quality Assurance, monitor the regularity and effectiveness of marking in their Department, as well as evaluating the quality of teachers' oral and written feedback being given to students.
- c. The type and amount of homework being set is in line with School policy.

- d. Members of the Department are given a relevant assessment criterion that enables teachers to accurately assess student performance.
- e. Assessments are in line with National standards for their subjects (for KS3: skills and content must be mapped back from new GCSE course content).
- f. Robust internal moderation of assessments takes place, to ensure consistency of approach and accurate assessment judgements are made by all members of the Department.
- g. Review with members of Department the performance of their teaching groups and the progress of individual students against targets, using SISRA (for KS3&4) and ALPS Connect for KS5 classes, after each data entry point.
- h. Use assessment data, on SISRA and ALPS Connect, to identify underachieving students within classes and across year groups and monitor and oversee teacher or Department interventions.
- i. Assessment data has been analysed and actions planned for prior to SLT mentoring and tracker meetings.
- j. If required, amend assessments, SOW and planning schedules in response to data in order to build on success and improve where shortcomings are found.
- k. Complete examination analysis to account for the performance of students in external examinations in their subject areas, taking into account performance against targets, closing the disadvantaged gap and National statistics.

5. The Role of Year Leaders

Year Leaders should ensure that they:

- a. Monitor the progress of students in their year group, using SISRA (KS3&4) and ALPS Connect KS5, identifying those whose level of performance is lower than expected, and act on this information by working with Pastoral Support workers and the KS4 Academic Support worker to provide appropriate intervention.
- b. Use the School attendance procedures, and liaise with parents, if attendance is affecting progress.

6. The Role of Form Tutors

Form Tutors should:

- a. Engage in regular discussions with students about the progress they are making across the curriculum.
- b. After tests and Progress Update data has been shared with students, have individual form tutor 1-2-1s to discuss progress, set general targets (these could be linked to attendance) and ensure subject progress tracker is completed in the student planner.

7. Reporting Progress to Parents

Progress Updates

KS5:

Issued in November, parents are given a projected grade for the end of the A Level course based on current progress and performance. The student's ITR (initial target range is included), as well as the first half term test result and effort grade. Attendance and punctuality data is also included.

Students will complete the targets discussed and agreed with subject teachers during 1-2-1 interviews.

KS4:

Issued in November, parents are given a projected grade for the end of the GCSE course based on current progress and performance. Parents are given an effort grade from each subject teacher and attendance and punctuality data is also included.

KS3:

Issued in January, parents are given a current progress level, progress indicator and effort grade, attendance data and target Level for the end of the academic year.

Subject teachers make a judgement about current progress based on End of term 1 test scores, the class and homework produced throughout Term 1.

Progress Levels are reported as being 'Secure' (S) or 'Working Towards' (WT)
Secure = A student is achieving the majority of criteria for a Weatherhead level and/or working comfortably within the level.

Working Towards = A student is not achieving the criteria for a Weatherhead level. She could be working just within or below the level.

Or

A student is achieving all of the criteria for a Weatherhead level and making good progress towards achieving the next level.

Progress Indicator is a professional judgement made by the teacher. This is linked to work produced in class, at home and test performance. The teacher will decide if a student's progress is:

Below Expected

As Expected

Above Expected

Reports

Reports for Years 11 and 13 are issued in the Spring term. Years 10 and 12 receive reports during the first half term of the Summer term and KS3 reports are issued at the end of the Summer term, in July.

Attainment and progress are reported in the same way as the Progress Update with an emphasis on targets and strategies for improvement. Effort grades and attendance and punctuality data are also included.

All teachers should ensure that:

- a. They adhere to the guidelines and requirements for report writing and inputting progress update data.
- b. They read the ***Guidance on Completing Progress Updates and Report Writing and A Common Approach to Grammar and Spelling in Reports*** documents, which can be found in the 'Reports' section of the SSA.
- c. Should adhere to all report and data deadlines published in the Assessment Calendar.

Curriculum Co-ordinators should ensure that:

- a. All members of their Department follow school policy regarding report writing and data input, this includes adhering to deadlines.
- b. Through the Curriculum checking policy, that high quality reports are produced by the Department.

Effort Grade Key for Progress Updates and Reports

A	Excellent effort is being made in this subject. Congratulations and keep it up!
B	Good effort is being made in this subject. This level of commitment will need to be maintained to ensure consistent improvement in the future – well done!
C	There is need for improvement in this subject. Greater commitment and consistency is needed in relation to learning.
D	There is need for significant improvement in this subject. The level of effort is unsatisfactory and is a cause for concern.

Parents' Evening

Years 7 and 8 will be invited to a Form Tutor Meeting in the Autumn term.
Subject Parent Evenings' will take place for each year group in the Spring term.

8. Discussing Progress with Students

Teachers

Year 11 students will have subject 1-2-1 interviews with their teachers in September to discuss their mid-course exam results, areas for improvement and actions needed to be implemented in preparation for the mock examinations in December.

Year 12 and 13 students will have subject 1-2-1 interviews with their teachers in November to discuss the NPG and half term test 1 results. Students note targets and actions agreed with subject teachers during the interviews.

After each data input and test, subject teachers should give high quality feedback, following the delay the grade principle and ensure that students note test results on the tracker page in the student planner.

Form Tutors

Year 10 and 11 Form Tutors will issue the November Progress Update to students during Extended Form Time. This will give students the opportunity to discuss their feelings and concerns about their learning and progress.

Year 12 and 13 Form Tutors will conduct 1-2-1 interviews with their subjects after they have had subject 1-2-1 interviews. This will allow tutors to offer the necessary academic and pastoral support, preparing students as they move into Higher Education or employment.

All Form Tutors are expected to discuss the progress students are making after test data, Progress Updates and Reports are published. Tutors should ensure that the tracking document is completed in the student planner and provide students with academic and pastoral support. Attendance, punctuality and BFL should be addressed during discussions about progress.

Student Tracking

The school has defined a series of tracking groups that will be monitored by key personnel after data entry points.

Overall monitoring of student performance is conducted by the DHT – Standards and AHT – Assessment in conjunction with key staff.

Tracking Group	Key Staff
Disadvantaged Students (HAD, MAD, LAD)	DHT (Curriculum & Standards) and AHT (Academic Support)
Ability bands, progress and progress towards key stage targets	DHT (Curriculum & Standards) and AHT (Academic Support)
FSM and Ever 6 Students	DHT (Curriculum & Standards) and AHT (Academic Support)
Black, Ethnic Minority Students	DHT (Curriculum & Standards) and AHT (Academic Support)
CLA and SEN	SEND Director
Most Able Cohort	G&T Leads
Students below expected standard on entry to Year 7	KS3 Leads in English and Maths/AHT (Academic Support)
Inward Mobility Students	Year Leaders

Key Stage 3 Weatherhead Levels

Weatherhead levels have been designed by Department to enable all students to acquire the necessary knowledge and skills to ensure that they make the best possible progress from KS2 to KS4. The levels have been mapped out by using KS4 criterion and working back from GCSE to ensure that key skills and knowledge is developed throughout KS3.

Teachers should use Departmental Weatherhead levels when assessing the progress of their students.

Level descriptors should be used to inform teacher planning, allowing teachers to plan differentiated class and homework tasks that stretch and challenge all students.

When marking, staff should use level descriptors to set challenging question targets to extend learning and develop subject mastery.

Teachers should not use levels in a summative way at the end of a piece of work or assessment.

Key Stage 4: 9-1 Grades

In August 2019, students at the end of Year 11 will receive GCSE 9-1 grades in all subjects.

For Level 2 Child Development and Core and ICT/CIDA, grades A*-D will be awarded. BTEC Technical qualifications, Business, Media and Health and Social Care will be awarded a Distinction* - Pass grade. Level 2 Technical Award Food and Cookery will be awarded a Distinction* - Pass grade.

Baseline Assessment and Numerical Target Setting

Students at Weatherhead are formally tested on entry using the University of Durham MidYIS methodology. The results of the analysis are used in combination with entry level from KS2 and qualitative information from the transition process, to group students into 4 broad ability bands and subsequently, teaching groups.

All curriculum areas are encouraged to develop baseline testing in their department to give all staff a feel for ability on entry.

Presently, our target setting system involves concentrating on our students' prior attainment, applying this to national rates of progression (for girls) and calculating a projected outcome for KS3 and 4. This process will remain at KS5, using ALPs target setting principles.

Aspirational target setting is critical if students are to achieve the outcomes of which they are capable. We use a model of a long term target setting process which is underpinned by a process of 'flightpaths for progression' at KS3 that prepare students for high-levels of performance at KS4. *The aim of our target setting is to improve on current performance using all information available to the school, whilst remaining mindful of the given cohort's ability and seeks to remove gaps in attainment for disadvantaged students.*

The diagram on the next page explains the approach.

Progression Flightpath

