

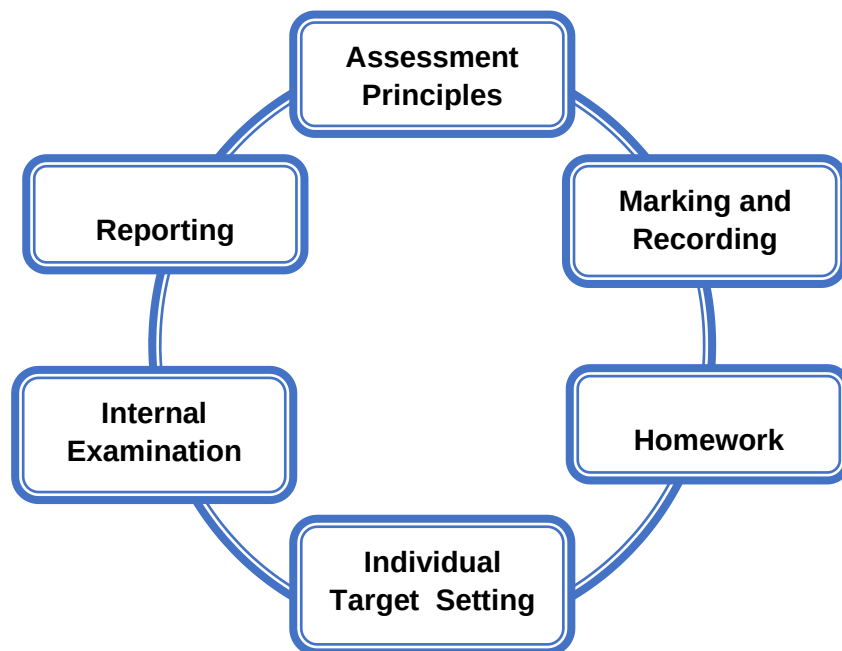


Sturminster Newton High School

Assessment, Recording and Reporting (inc. Homework and Target Setting)

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Background

Sturminster Newton High School is committed to developing the academic potential of every individual. Effective marking and assessment are essential elements of high-quality teaching and learning. Good marking and assessment provides students with useful feedback on their progress and advice on how work can be improved in the future. As teaching staff we need to recognise both attainment (how well students are performing compared with norms for the age group) and achievement (how well students are performing in relation to their individual capacities and potential).

A good assessment structure should be clearly understood by teachers, students and parents, thus encouraging regular reflection on, and monitoring of, progress. This in turn ensures that learning opportunities for individuals are maximised.

The following statements and points of additional guidance encompass the many strands of assessment. They can be summarised as follows:

Assessment Principles

Rationale:

Assessment is an essential element in high-quality teaching and effective learning. It should encourage and support both the student and teacher in the learning process, enabling a correct match between the demands of the task set and the student's ability.

Assessment must:

1. Improve the teachers' awareness of the work of each student and their progress on a regular basis, and develop the student's confidence and motivation

2. Ensure students' understanding of, and involvement in, the assessment process.
3. Ensure consistency in assessment within departments and across the curriculum, including termly assessments and full reports.
4. Ensure that results of assessment are reported in a way useful for student, teacher, parents and other interested parties, so that progress can be monitored.
5. Ensure that outcomes of assessment modify teaching methods as appropriate.

Guidelines and Responsibilities:

1. Departmental assessment must be consistent with the rationale and purposes of the whole school assessment policy.
2. Departments should use high-quality written and oral feedback as the central element in a common marking and assessment structure. The emphasis should be on analytical comments and objective grades or marks.
3. Teachers should openly apply and share with students the assessment criteria. Involving students in the assessment process will lead to greater progress being made.
4. Teachers should give feedback to students in a way that encourages them to reflect upon tasks completed, have clarity about how work can be improved, and there should be an expectation that comments are acted upon by students. Feedback can be given in many forms e.g. verbal, a marking sticker, etc. but should leave the student in no doubt as to how they can improve their work and make progress. Written evidence of the feedback cycle should be evident in students work via e.g. their 'purple pen' responses to teacher feedback.
6. Teachers should use the school MIS to keep an up-to-date record of all grades attained which should be available for inspection by curriculum leaders and senior staff. Teachers should gather evidence used to support their judgements on attainment and effort for Interim Assessments and Annual Reports.
8. Curriculum Leaders are responsible for the implementation of whole-school assessment policy at departmental level and for the on-going internal moderation of standards and consistency of assessment within departments.
9. Curriculum Leaders are responsible for monitoring the progress grades awarded to ensure consistency and accuracy.
10. Teachers will make effective use of prior performance data and individual student targets. Curriculum Leaders must ensure that information relating to students' prior performance, student targets and current performance is fully discussed within the department and shared with students and parents.
11. Students with special educational needs will have individual Personal Learning Plans (PLPs) and staged assessments.
12. Members of the Senior Leadership Team will regularly monitor the implementation of departmental and whole-school assessment policy through line management meetings and the departmental folder.

13. If a student is absent for a piece of work or test, this should be identified within the teacher's mark book and, when possible, the assessment should be completed on return to school.

14. Merits awarded by staff will be used by all subject areas and recorded SIMS. Heads of Year will use these for regular prize draws for individuals and tutor groups.

Homework

Rationale:

Homework is an important means for students to support, supplement, and enrich the work undertaken in school while in a home environment. As a school we are committed to providing well-prepared and closely monitored work for students. We expect parental support in ensuring that the student is encouraged to produce work of good quality, which is presented with care and on time.

Purpose

The school believes that homework is central to the learning process. It supports coverage of the curriculum and can help raise achievement. Homework improves students' study skills, independence in learning and consolidates and extends the work covered in the classroom. It also enables staff to check that students have understood work introduced in lessons. Homework also provides a foundation for successful independent life-long learning. Assessment of homework will form an important part of the overall Assessment, Recording and Reporting policy.

Types of Homework

Homework will take a variety of forms and will reflect the differences between subjects and the topics being studied at any one time. It is seen as extending and enriching classroom activities, and not just for the purpose of finishing classwork. Types of homework might include:- research, drafting, worksheets, sketching, independent research, drawing, designing, learning vocabulary, writing and reading, model making, simple experiments, revision, set questions, investigations and extended pieces of work. As a school we recognise, in the setting of homework, that access to reference material will vary widely amongst our students.

Home-School Planner and Recording of Homework

Each student is given a Home-School Planner at the beginning of the school year. All students must record homework in their Home-School Planner by noting the subject, details of the task, date of expected completion. Recording homework in the Home-School Planner is the student's responsibility.

Amount of Homework, Frequency and Completion

The amount of homework will gradually increase as students pass through the school, and will vary given the differing abilities of students. The intrinsic value of a homework task is more important than the time allotted to it, but the following times are guidelines for both staff and students.

Year Subject Time Frequency Y7&8	Year Subject Time Frequency Y9	Year Subject Time Frequency Y10 & Y11
English, Maths, Science	English, Maths, science	*
Up to 30 minutes	Up to 40 minutes	English, Maths, Science
1 per week	1 per week	40–80 minutes
All other subjects	All other subjects Up to 40 minutes	1 per week (40 –80 minutes)
Up to 30 minutes At least 1 per cycle.	At least 1 per cycle.	All other subjects Up to 60 minutes
		1 per week

YEAR 10 and YEAR 11: At GCSE level, homework may often take the form of extended pieces of coursework, which may last several weeks or a month. Students are expected to take an increasing level of responsibility for planning and completing such work.

In YEARS 12 and 13 homework will depend upon each student's individual programmes of study. Students should record and complete all homework missed through absence. It is expected that homework tasks be completed on time and that work is handed in as requested by staff. Homework should always reflect the best possible standard of work that a student can produce.

Parents/Carers

Parents are asked to provide a reasonably peaceful and suitable place for homework to be done. Parents should ensure that homework is completed, encourage their daughter/son to set aside a regular time to complete tasks, and monitor the length of time spent on homework. We would ask all parents to make it clear to their child that they value homework and the increasing independence of their son/daughter in ensuring that tasks are completed.

Completion at School

The Resource Centre is open to all year groups each day before registration, at break and lunchtime. Supervised classrooms are often available at lunchtime for quiet study. The Resource Centre is available after school for students in Years 10-13 until 4pm. Some students may be "invited" to attend Homework Club which is held in the Learning Support base after school with the support of TAs. In addition, the Sixth Form Study Centre and additional study rooms are available for the Sixth Form during lessons and break times. By arrangement this provision can be made available to students after school

Assessment, Marking and Recording

Rationale:

Assessment is at the heart of all good teaching and learning and it aims to assist and promote the learning process. It is important that there is consistency of practice across departments and across the school and that teachers, students and their parents have a clear understanding of what is being assessed, how and why.

Purpose:

1. Improve teacher awareness of student's work and progress, allowing the teacher and student to take action in response to the student's successes and difficulties so that potential is fulfilled.
2. Offer positive guidance to each student through the use of high-quality feedback with guidance and expectations regarding the next steps.
3. Enable the student and his / her parents to judge progress.
4. Increase student motivation.

5. Encourage students to assess themselves and to reflect upon their progress in the light of the grades awarded and comment.
6. Share with students the expected outcomes of each piece of work.
7. Ensure that details of the work set and results of assessment are readily and clearly available in school.
8. Establish consistent practice in the setting of work, marking and recording grades across the curriculum.
9. Encourage criterion-referenced marking.
10. Standardise practice across the school in the marking of grammar and spelling.

Guidelines and Responsibilities:

2. Teachers should use the common attainment (9-1) and ATL grades. The standard of work should be assessed using the departmental programme of study for each subject at KS3. The standard of work should be assessed using national criteria, GCSE / BTEC / GCE and Vocational Course grades at KS4 and KS5.
3. Teachers should record all grades awarded and collate sufficient evidence to make timely judgements on student progress.
4. Deadlines should only be extended in exceptional circumstances.
5. Spelling, punctuation and grammar should be taken into account when awarding grades.
6. Curriculum Leaders have the responsibility of monitoring the quality of assessment and marking within the department, and ensure that it meets the Whole School Assessment framework.

Internal Examinations

Rationale:

Examinations are a formal method of assessment that enable teachers to measure attainment (how well students are performing compared with norms for the age group) and achievement (how well students are performing in relation to their individual capacities and potential).

Purpose:

1. Provide an opportunity for extended and formal assessment allowing moderation of standards across a department and cohort.
2. Provide information required by the school in order to help with the setting procedures.
3. Inform the report to parents.
4. Provide students with essential experience of formal examinations.

5. Introduce a positive element of rigour and challenge into the curriculum.

Guidelines and Responsibilities:

1. The School Examinations Officer is responsible for the co-ordination of internal examinations, establishing the examination timetable and informing students and parents of the planned arrangements.

2. Internal examinations will be held annually for all students in the majority of subjects, as indicated in the school calendar, and in annual details to staff. Curriculum Leaders should utilise the opportunity of KS3 internal exams week to moderate levels.

3. Curriculum Leaders must ensure that all students are given clear instructions well in advance as to what will be expected of them in the examination

4. Examinations should be set in such a way that departments and students are aware which parts of the programme of study, attainment targets and grades are being assessed. Examination papers should be well matched to the ability range of the student.

5. Mark schemes should be produced and adopted by all markers to ensure consistency of marking. Curriculum Leaders must moderate marking of exams.

6. The examination timetable and marking / reporting deadlines will be published in the school diary and should be strictly adhered to.

7. The Curriculum Leader is responsible for monitoring the content and suitability of each exam paper, ensuring that there are sufficient copies and delivering them to the appropriate exam room.

8. Curriculum Leaders and staff invigilators are responsible for seating arrangements and the efficient distribution and collation of exam papers.

9. The Curriculum Leader must ensure that students absent during the examination period are provided with an opportunity to sit the exam at the earliest opportunity.

10. Curriculum Leaders must retain and analyse a full list of results.

11. SEN students with an entitlement to extra time/support in external examinations will have the same entitlement in internal examinations at GCSE and A-level.

Reporting

Rationale:

The school's mission, as defined in the Home-School Agreement, includes the need to work closely with parents in the education of their children, and to keep them fully informed of achievements, progress and attitude. The National Curriculum reporting regulations require a written report to be sent to parents annually.

Purpose:

1. Keep parents as fully informed as possible about their child's educational achievements, progress, attitude, attendance and punctuality.

2. Support the relationship between parents and school by encouraging involvement and support.
3. Encourage students by recognising achievement.
4. Offer constructive guidance to students to help them make progress.
5. Pass information about a student's work and progress to subsequent teachers.
6. Keep a central record of a student's progress, which can also be used at the student's transfer.
7. Satisfy DFE regulations on Assessment, Recording and Reporting.

Guidelines and Responsibilities:

Each year at KS3, KS4 parents will receive a termly report. Two of the reports will focus on Progress and ATL grades, a third will focus on ATL. attendance and behaviour points will also be clearly communicated to parents.

PROGRESS should be based upon current performance in assessed work and should relate to achievement within the Subject Specific programme of study, GCSE / BTEC/Cambridge National or GCE standards.

KS3 PROGRESS is based on teacher assessments. These assessments are established as part of the programme of study for each subject, designed to develop the students knowledge and understanding at KS3, to a point where they are ready to successfully move forward to KS4. At KS3 students are assessed on a "working towards" basis. If a students continues to work at the standard demonstrated then they will likely achieved "x" grade at KS4 examinations..

Reporting

Progress measures are reported at three data entry points during the year directly to parents. The reporting points will be near the end of each term to allow for sufficient teaching and assessment to take place to adequately measure progress.

The grade a student has achieved (9-1) will be assessed against an FFT target. Grades will not be reported at KS3 but targets will. The following will be generated and shared with parents:

Above target	On target	Working Towards Target	Below target:
Student is on target to achieve above their GCSE FFT target at GCSE	Student is on target to achieve their GCSE FFT target or one grade below.	Student is on target to achieve one grade below their GCSE target.	Student is on target to achieve 2 or more grades below their GCSE FFT target.

KS4

In addition to the above we will also report outcomes PPE grades.

Key Stage 5: A level and Level 3 BTEC

At each Progress Grade students will be given the following information:

- **Current Grade:** this reflects students current attainment based on recent assessment
- **End of Course Estimate:** the grade that a student is predicted to achieve by the end of the course, informed by current performance and a judgement about the progress students are likely to make in this time
- **Target Grade:** the minimum grade a student should achieve, based on your performance at GCSE (ALPS target Minimum Expected Grade or MEG)

KS5 grades are as follows:

GCE	Ungraded			BTEC	Fail	F
	E-	E	E+		Pass	P
	D-	D	D+			
	C-	C	C+		Merit	M
	B-	B	B+			
	A-	A	A+		Distinction	D
		A*			Distinction*	D*

ATL (Attitude to Learning)

Students in all year groups will be assessed in Attitude to Learning and these will be included in reports. There are four options as outlined below. Descriptors of the four options are included for parents information.

Dynamic Learner	Active Learner	Passive Learner	Reluctant Learner

Roles and responsibilities of headteacher, other staff and Academy Committee Representatives

The headteacher will ensure that

- ☐ There is a coherent strategy for the effective management of performance data;
- ☐ Staff and Academy Committee Representatives receive training on the interpretation and use of data to inform their planning and student-centred target-setting;
- ☐ Students' attainment and progress is tracked. The information is used to set SMART (specific, measureable, achievable, relevant, time-limited) targets;
- ☐ At least one student progress target is agreed with each teacher as part of the performance management cycle;

- ☐ Parents receive information about progress of their children against targets at least once each term;
- ☐ The Academy Committee receives information on progress through the School Development Committee to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress.

The relevant SLT members responsible for key groups will:

- ☐ Analyse a variety of data, including attendance, behaviour and attainment and guide colleagues on the setting of realistic and challenging progress targets for identified students.
- ☐ Monitor overall progress of cohorts.

HoYs will;

- ☐ Synthesise the presented data in order to support tutors to set targets based on attendance, behaviour and attainment and guide colleagues within the year group, on the setting and monitoring of realistic and challenging progress targets for identified students.
- ☐ Liaise as appropriate with relevant colleagues such as HoF, SENDCO and external agencies.

Tutors will;

- ☐ Monitor students' attendance, behaviour and progress through MIS, set and monitor targets for improvement.

The SENDCO will;

Organise the collection and dissemination of relevant data so that they can;

- ☐ Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEN student and student groups such as LAC/EHCP and other students on the SEND register.
- ☐ Monitor progress of students towards the student targets;
- ☐ Evaluate outcomes with reference, where relevant, to local and national comparative data, focussing on trends over time, the relevant performance within and progress between key stages, and report this analysis to their Line Manager in accordance with agreed school procedure.

Performance Management/Appraisal Team Leaders will;

- ☐ Ensure that evidence-based student progress targets are agreed with each team member in the performance management/appraisal process;
- ☐ Monitor progress of team members towards the targets at the middle and end of each academic year.

Curriculum Leaders

Organise the collection of relevant data so that they can

- ☐ Analyse performance data in their curriculum area and guide colleagues on the setting of realistic and challenging attainment and progress targets for each student;
- ☐ Monitor progress of students towards their targets;
- ☐ Evaluate outcomes with reference where relevant to local and national comparative data, focussing on trends over time, the relevant performance of different groups of students Pupil Premium, SEND – the more able, the genders, ethnicity – performance within and progress between key stages, and report this analysis to Line Managers.

All Teachers will

- ☐ Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring and evaluating progress;
- ☐ Encourage students to assess their progress towards their targets, and help them to understand what they have to do to improve;
- ☐ Report the progress of students against their targets to Curriculum Leaders as requested;
- ☐ Report the progress of students against their targets to parents formally each term;
- ☐ Celebrate success in meeting targets using school reward systems.

Students will

- ☐ Agree targets for improvement with teachers; and if appropriate, mentor
- ☐ Assess their own progress and seek advice if they are unsure about what to do to improve.

The Academy Committee will

- ☐ Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them;
- ☐ Ensure that statutory targets and results are published in the annual report to parents and that results are published in the prospectus;
- ☐ Agree action plan with the headteacher where progress towards agreed targets for further improvement;

- ☐ Recognise and celebrate the effort and success of students and all staff.

Arrangements for monitoring and evaluation

Progress towards the aggregated targets for each class, subject and year group will be analysed each term by curriculum leaders, and reported to line managers. The headteacher will report on progress to the Academy Committee through the School Development committee. IDSR, FFT and other summative performance data will be analysed by SLT and evaluated with the support of the Academy Committee during the autumn term.

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Member of staff with Lead Responsibility for this policy: Mr M Motteram (Head of School)