



## **Sydenham School**

### **Reporting, Assessment and Tracking Policy**

*Reviewed by Mark Guest Feb 2016*

*Ratified by Governors March 2016*

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#### **Purpose of Assessment and Principles of Assessment for Learning:**

Effective assessment is accurate, manageable, consistent, useful, involves all pupils, teachers and parents/ carers fully in the learning process and will:

- Establish a shared understanding of each individual pupil's academic achievement by the pupil, their parents/ carers, and their teachers;
- Provide timely, accurate, reliable and meaningful information, on pupils' achievement to pupils, their parents/ carers and other key stakeholders;
- Involve a range of techniques which recognize individual progress and achievement, allowing for its reward, and help identify the learning needs of individual pupils so future learning strategies can be determined;
- Assist:
  - Pupils in improving their motivation by providing specific information on how to improve and make progress;
  - Teachers in planning future learning objectives and targets;
  - The school in its strategic planning and predicting future performance;
- Allow intervention strategies to be implemented early on for pupils who are at risk of not achieving their potential;

Assessment has four main purposes:

- **Formative** – Continuous teacher assessment involving recognition of student achievement and progress, planning of next steps and setting targets
- **Summative** – Recording overall student achievement in a systematic way against agreed criteria
- **Diagnostic** – Using assessment to identify students strengths and weaknesses and appropriate guidance and support
- **Evaluative** – Feedback on specific teaching methods/policies/ etc.

Each of these purposes has an important role and the school's assessment procedures reflect all four. However, research shows that improved use of formative assessment has the highest impact on student achievement of any researched classroom intervention. The following therefore form the principles that underpin all aspects of our Assessment policy:

### **Principles of Formative Assessment at Sydenham School:**

#### **Assessment should be fully integrated into classroom activities, starting with planning:**

Teacher's planning must provide opportunities for both student and teacher to obtain and use information about progress towards targets. Planning must include strategies to ensure that learners understand their next steps and the criteria that will be used to assess their work.

#### **Students should be fully involved in the process of 'learning to learn' through effective use of Assessment for Learning and Metacognition:**

These include using strategies such as: peer- and self-assessment, dedicated improvement and reflection time (DIRT), sharing learning objectives, sharing success criteria, questioning techniques and providing effective written or oral feedback with clear next steps.

#### **A variety of assessment strategies must be an integral part of schemes of work in all subjects:**

Assessment should draw on a wide range of evidence **both within and beyond the classroom** – classwork, homework, formal and informal tests/ quizzes/ exams, coursework/ project work, e-learning etc. Informal assessment, including observations, will be used alongside more formal written methods.

#### **The 'marking for literacy' policy should be followed, where appropriate:**

Teachers should be consistent when marking for literacy.

#### **Written feedback must happen at least once every four to six lessons:**

Where possible this should:

- Relate to shared learning criteria;
- Highlight achievement, be diagnostic, encourage and support the student;
- Include 'next steps' to help students know what they need to do to improve.
- Include opportunities for students to respond to or act on this guidance;
- Provide direction to students on what precisely they need to do to progress from one level/grade to the next.

Curriculum and Subject Leaders are expected to monitor the regularity and quality of formative assessment through work sampling, learning walks etc.

- Work Sampling is a monitoring activity, whereby a sample of marking from one or more teachers is checked to verify that the school's assessment policy is being followed. It looks at the quality of feedback, regularity of marking, AfL techniques employed, assesses the quality of feedback against agreed criteria, and provides feedback to the teacher on how marking can be improved. It is not primarily a judgment on the accuracy of assessment.
- Learning Walks are a monitoring activity, whereby a selection of classes are visited in order to check the quality of learning taking place, including more informal formative assessment practices (e.g. questioning) that would not be visible by looking at a selection of books alone.

### **Principles of Periodic Assessment at Sydenham School:**

From time to time, it is important to step back and systematically review the learning that has taken place to date across a whole subject, drawing on the full range of evidence. This periodic assessment helps to identify strengths for individuals and groups and prioritize the next steps. This type of assessment gives insight into learning needs at a point where action can be taken to address those needs. In this way, it helps to personalise future planning and ensure that learners are appropriately challenged.

Periodic assessment offers an opportunity to look at the development of skills and understanding across the whole curriculum for a subject, not just to assess learning of the most recently taught topic.

Teachers at Sydenham School will base periodic assessment on:

- Existing evidence drawn from classroom activity/lessons – these include evidence from day to day activities (e.g. classwork, homework, in-class quizzes/ tests, e-learning, observations, project work, regular assessment tasks etc.);
- Evidence from a wide range of contexts, for example observation of group work, class discussions, oral responses, class work, homework, relevant extracurricular activities;
- Existing evidence drawn from summative assessments (e.g. controlled assessments, coursework, exams);

Regular Assessment Tasks (RATS), where used could take on a variety of forms such as:

- An extended piece of written work
- An investigation
- A practical task
- An oral or aural activity
- A mid topic test
- An end of unit test
- An end of Key Stage test
- The end of year examination
- A mock examination

Where used, tasks set should be common across year groups and appropriately differentiated, and should **inform** the periodic assessment in combination with all other evidence.

The assessment methods used should be as valid and reliable as possible, whilst still being manageable. It is important that assessments and standards are consistent so that students, teachers and parents/carers know what the assessment means.

Periodic Assessment takes place 4 times a year and is recorded through the school's assessment tracking system. Teachers will be asked to record one or more of the following in each track:

- A currently working at grade or level, which indicates the grade a student would most likely get if the exam was sat tomorrow and was based only on the content covered so far;
- An effort grade, which indicates a student's engagement in learning within the subject;
- An exam grade, the exact grade achieved in a particular assessment, e.g. Year 11 Mock Exams;
- A forecast/ professional prediction, which indicates the grade the teacher believes a student is likely to get at the end of the course if they continued to progress at their current rate, based on all available evidence.

Curriculum and Subject Leaders are expected to plan opportunities to ensure appropriate standardisation and/ or moderation of outcomes during the school year.

- Standardisation is where each member of teaching staff within a subject team complete marking of sample student work (provided by the SL), and compare the grades awarded. This allows the SL to ensure all members of the department are marking to the same standard, and to address any misconceptions. This should occur as far as possible before students attempt the same task(s).
- Moderation takes place post-assessment, and involves members of teaching staff within a subject area sharing a sample of marked work from their classes with one another to ensure the standards set by the team have been adhered to. The marking will be checked by a colleague and receive feedback on the accuracy of marking. This allows the SL to correct any further misconceptions, and feed this back into future planning.

Curriculum and Subject Leaders are also encouraged to maintain a portfolio which gives an example of work at each level/ grade, to enable standards checking and CPD for colleagues.

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## **Principles of Summative Assessment at Sydenham School:**

Summative Assessments happen at the end of a course or module in order to judge a student's progress against national standards or benchmarks, for instance at the completion of GCSE, standalone AS or A-Level qualifications and vocational qualifications.

Effective use of formative and periodic assessment for learning, rigorous monitoring/ tracking of student progress and timely interventions, as well as high quality teaching and learning, will ensure students are well-prepared for summative assessments.

Summative assessments should themselves be seen as formative when students or faculty areas use the results to guide their efforts and activities in subsequent courses.

For instance, Curriculum and Subject Leads should use techniques such as Question-Level Analyses (QLAs), examiner and moderator reports, and the Curriculum Forensic Analysis Report (CFAR) to reflect on the outcomes of exam courses and adapt teaching strategies and schemes of learning as a result of lessons learnt.

These techniques can also be applied to periodic assessments, especially those that are designed to imitate summative assessments, such as mock exams or practice controlled assessments/ practical pieces.

Summative assessments at Sydenham School such as this take place in each subject at the end of the academic year, through the end of year exam timetable and the results of this are reported on the end of year report. These assessments follow the same principles as for periodic assessments, including the effective use of monitoring activities.

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### **Record Keeping:**

The school's Management Information System automatically keeps a record of the periodic assessment data that teachers have recorded, alongside target grades and contextual information.

Faculties are responsible for deciding on what other details are recorded in teacher planners or departmental spreadsheets, but this will most likely include homework records, oral contributions and marking records. It is good practice to record details of how students are progressing in their development of key subject skills/ competencies, knowledge and understanding, and to be able to share this information with key staff on request (e.g. SENCO, Learning Mentors, YLCs, SL/CLs etc). Faculties are encouraged to develop their own strategies to track the completion of curriculum objectives for each student through formative and periodic assessment, ahead of the move to Assessment without Levels in September 2016.

Faculties also need to ensure that they have effective systems for transferring assessment data between teachers both during an academic year (e.g. carousel changes, staff timetable changes, student class changes) and between academic years.

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### **Target Setting:**

End of Key Stage 4 Progress Targets are set centrally for all subjects based on Key Stage 2 data. As a school which encourages all students to "aim high", our model is based on students making 4 Levels of progress from KS2 to KS4.

Targets will be set in Year 7 using KS2 test results in Maths and English (or Reading). Where no Key Stage 2 data is available, other sources will be used (e.g. KS2 Teacher Assessments, CATS, reading tests, internal baseline tests etc) in order to estimate a baseline from which the target will be calculated.

The school also sets interim targets for each Track based on an agreed model of likely progress, and compares current attainment with Track targets after each Trackpoint. For Foundation subjects, these interim targets are calculated based on an internal baseline test conducted at the start of the Year 7, and the trajectory towards their End of Key Stage 4 target (4LP from KS2 as above) adjusted to reflect this.

Targets may be reviewed or amended where this is deemed to be appropriate in order to further challenge more able pupils.

Students must be given regular opportunities to reflect on their progress, their strengths and areas for improvement, and to set themselves personal development targets. This should happen frequently as part of lessons, through a range of activities such as peer assessment, self assessment as well as written and oral feedback from the teacher. This is based on the principles of formative assessment (as above), and will be monitored by Subject and Curriculum Leaders.

Tutors should provide regular opportunities for students to reflect on their progress, strengths and areas for improvement across the range of subjects. The planner provides space for students to review their performance each half term, and to set targets for improvement, and tutors should build these activities into their pastoral programme.

Year Learning Co-Ordinators and Heads of Key Stage should carry out regular planner checks and/ or learning walks to ensure that tutors are providing opportunities for students to review their progress through the use of the planner.

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### **Reporting:**

Long and short reports are an important part of how we communicate students' progress to parents/carers.

#### **Short Reports:**

Teachers enter CWALs/ CWAGs/CWANs and effort grades for students periodically four times per year. The school uses this information to produce the short report, which also contains details of a student's attendance, punctuality and achievement points (merits/ demerits).

The assessment section of the school website provides more details on what the short reports show – [www.sydenham.lewisham.sch.uk/assessment](http://www.sydenham.lewisham.sch.uk/assessment)

#### **Full Reports:**

Full Reports are written by teachers once a year for each year group.

Subject Teachers are expected to follow the guidelines in the "Assessment & Reporting Calendar and Guidance" document (see Appendix Two) when writing reports.

Each long report has, in addition, a tutor and YLC report which highlights achievements over the year as well as key areas for improvement.

## **Progress Tracking:**

The formative use of summative assessment is a vital characteristic of assessment for learning. The purpose of assessment data is to impact on students' progress. Used effectively, data can help identify where learning for individual pupils and whole cohorts can be taken forward, where individuals and/or groups are underachieving and where we should be targeting our strategies for improvement.

The school's Management Information System and related analyses will provide staff with the necessary tools to analyse the progress of individuals and groups four times per year. The "Responding to TrackPoint Data" document (see appendix three) provides guidance to staff at different levels of the organization in how to utilize and act upon Tracking data. This analysis feeds in to the self review process at a subject, faculty, year and whole school level, and is a vital part of the line management process.

Most importantly faculties must work to ensure that the data is used to inform planning and target setting for individuals and groups.

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## **New measures / KS3 and assessing without levels – 2015-17:**

The academic year 2015/16 will be a transition year from KS3 levels to a new approach using the new GCSE 1-9 grades.

Initially KS3 levels will still be used in years 7 and 8, and grades in Y9-11, but the GCSE 1-8 system will be reported along-side grades in years 9-11. This will allow all stakeholders to adjust. During the same academic year Subject Leaders will develop the recommended 'assessing without levels' model to suit their subject and syllabus, ready for the academic year 2016/17.

### **List of Appendices to this Policy (located in Data Central/ Assessment Policy):**

Appendix1: Literacy Marking Code

Appendix2: Assessment Dates & Guidance document (updated each year)

Appendix3: Responding to TrackPoint Data document

Appendix4: School Intervention Policy

Appendix5: Gold Standard Parent Presentation →

<http://www.sydenham.lewisham.sch.uk/Mainfolder/Gold-Standard.pdf>

Appendix 6: What Does the Gold Standard Report tell me →

<http://www.sydenham.lewisham.sch.uk/Mainfolder/What-does-the-Gold-Standard-Report-tell-me-v3.pdf>

Appendix 7: How do we calculate the Gold Standard headlines →

<http://www.sydenham.lewisham.sch.uk/Mainfolder/How-do-we-calculate-the-Gold-Standard-Headlines.pdf>

Appendix 8: The Sydenham Rainbow →

<http://www.sydenham.lewisham.sch.uk/Mainfolder/Sydenham-rainbow.pdf>

Appendix 9: Parent Assessment and Reporting Calendar →

<http://www.sydenham.lewisham.sch.uk/Mainfolder/Parent-Assessment-Calendar-2015-16.pdf>

Appendix 10: Strategies for AfL

Appendix 11: Long/ Annual Report Guidelines