



Assessment Recording Reporting Policy

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Introduction

This document describes the assessment and reporting processes, outcomes and actions that are used at Malet Lambert.

Trustees have oversight of the performance of each school and Local Governing Bodies have a more detailed understanding of the strengths and areas for development for individual schools.

Aim

To ensure efficient monitoring and evaluation of pupil progress using a cycle that collects accurate data in which intervention and school planning can be undertaken. The assessment and reporting cycle should support classroom teachers, Heads of House and Subject Leaders as well as the Senior Leadership Team in improving outcomes across the school.

Leadership

Overall leadership of assessment and reporting within Malet Lambert is the responsibility of the Assistant Headteacher and Deputy Headteacher for Quality of Education. Subject Leaders coordinate day-to-day operation of data collection and forecasting adhering to a Trust Assessment Timeline. Senior leaders review and hold Subject Leaders to account on progress data and subject actions for improvement.

Assessment

Assessment is an integral part of teachers' strategies for managing pupils' learning. It helps identify strengths and weaknesses, it informs pupils and their parents about progress, and it forms the basis for planning future learning. On the basis of regular assessments, pupils and teachers can set appropriate subject specific targets for each learning cycle.

The school records key assessment data centrally in order to support the work of teachers and pupils, to inform parents about their child's progress, and to provide statutory returns to local and national agencies. As policy, the school records a minimum of two data progress cycles per year, all mock exam data for KS4 subjects in addition to Non-Exam Assessment data. Two additional Y11 data input points are also recorded.

Individual teachers and subject departments record more detailed information to support the learning process day-to-day. The school attempts to ensure consistency of centrally recorded information by encouraging moderation procedures. The school data team (comprising the Assistant Headteacher, Deputy Headteacher, Data Manager and Exams Officer) support all middle leaders and teachers with their data recording, analysis and subsequent intervention and actions.

Reporting to parents

Parents are informed of their child's progress formally at two points through the year and have the opportunity to discuss their child's progress at parents' evenings.

This will happen for all year groups with the addition of a Year 9 'Options Evening'. Examination results (both internal and external) are also reported in summary form at appropriate times.

External examinations

The school participates fully in end-of-key-stage 4 examinations set on behalf of national government. In collaboration with the Trust, we agree targets for the results of these external examinations. Further details on examinations can be found in the school curriculum examination policies.

Curriculum Area Responsibility

Within a subject area, responsibility for effective assessment is the responsibility of the Subject Leader. Subject Leaders are responsible for ensuring that appropriate standardisation and moderation is undertaken to allow all members of their department to accurately and consistently assess pupils work.

Heads of House and Senior Leadership Team are additionally responsible for implementing intervention strategies to support underperformance.

Why do we assess?

Assessment of pupils' work serves a number of purposes. It enables us to identify strengths and weaknesses in the teaching and learning process, allowing the sharing of best practice and improvements to be made. It helps us inform pupils about their current level of attainment and helps us set appropriate short and medium term targets for further progress. It helps teachers measure the progress that pupils are making through the school curriculum, and to report this to parents.

Assessment techniques

The school will use a variety of assessment techniques in order to form a judgement about a pupil's current level of attainment and progress and to inform target setting and intervention.

In deciding which assessment techniques are appropriate to a given situation, due consideration will be given to differentiation, formative and summative approaches, pupil involvement, whole-school initiatives (especially literacy and numeracy) and the integration of the assessment with the normal process of teaching and learning.

Marking

Marking assists teachers in monitoring pupil progress. It provides information on which to base the planning of future teaching for individuals and for whole classes. From the pupil's perspective, marking can support their learning by identifying areas for development and improvement. Please refer to the subject specific assessment and feedback policies for details of how each subject area assesses pupils and provides feedback on how to improve.

Target setting

We are no longer issuing individual target grades for pupils as these targets are sometimes perceived as a ceiling and can become demotivating. Instead, we are sharing with pupils their approximate percentage (%) chance of achieving each grade at GCSE based on their KS2 scaled score average. These are shown for pupils in their school report. These 'chances' are based on historical data at a national level and are meant to be used as an approximate guide only as pupils have different strengths and will perform better in some subjects than others. Pupil performance is also affected by a number of factors, such as attendance, attitude to learning and behaviour. If a pupil did not take their SATs tests at primary school and therefore we do not have any KS2 data, we estimate the distribution of grades.

Recording

The school is registered under the General Data Protection Regulation 2018 and has a responsibility to abide by the terms and conditions that this imposes. In particular, information held by the school about pupils on any computer or computer system will be factual or reflect the informed professional judgement of staff at the school. Parents have a right to see, and if necessary challenge, this data.

The school will fulfil its legal requirement to keep a record for each pupil which "must include information on the pupil's academic achievements, other skills and abilities and progress in the school, and this material must be updated each year."

Central recording: external data

During a pupil's stay with us, the school collects a number of items of external, or externally moderated data about each child. This data is held centrally on computer and is available to staff in order to inform their work with classes and individuals. This data normally includes:

- Key Stage 2 (KS2) examination/standardised test marks and
- Cognitive Ability Test (CAT) scores (verbal, non-verbal, quantitative)
- Annual standardised Reading Age assessments
- Key Stage 3 and 4 (KS3 and 4) examination results (GCSE, and all other level 2 qualification results)
- FFT data
- New Group Reading Test (NGRT)
- New Group Spelling Test (NGST)
- SISRA Analytics

Central recording: internal data

The school records centrally each child's level of attainment in each subject. The timing of this assessment is such as to inform the Trust Monitoring and Evaluation cycle and termly reports to Directors. Key Stage 3 courses in Year 7 and 8 report in the form of: on, above or below target on the emerging, developing, secure and excelling scale. Year 9 and Key Stage 4 courses are reported in terms of a predicted grade at the end of Year 11. For most pupils and most courses this will be a GCSE 9 - 1 grade but a number of

our pupils take BTEC level 2, Cambridge National Certificates and vocational and other qualifications in which cases the appropriate grading system is applied. Separate grade targeting criteria are applied to these courses depending on the grading system applied.

Two times each year, staff make a judgement about a child's progress over the previous few months, apart from year 11 who receive only two progress reports over the academic year. The following categories are graded: effort, behaviour, homework and controlled assessment where applicable.

Use of centrally recorded data

The data held on each pupil can be collated in many ways. Its primary purpose is to support the work of teachers and pupils by informing the management of each pupil's learning; in particular, increasing use will be made of this data for intervention and pupil progress.

Teaching staff may wish to analyse, or have analysed, the performance of their teaching groups against that of other groups in the school or against national data. Such comparisons may be useful to inform threshold applications or to inform performance management targets. The school provides analysis software through the SISRA website for this purpose and staff are required to monitor their progress data through this programme.

Departmental recording

Each department will keep its own records covering the work done in its subject. This collation will allow the departmental team to build a picture of a child's progress over a number of years, which can inform future work with the pupil. It allows members of the department to compare progress at an individual or class level and to make judgements about the effectiveness of the learning in their classrooms and, for instance, to compare the effectiveness of different teaching approaches to the subject matter. All department data is stored on the school secure servers, SISRA Analytics or within the school's google drive.

Reporting

All reporting is now entered directly onto Arbor marksheets. Subject leaders are responsible for verifying progress data. Reports are generated and e-mailed to parents. Paper copies can be supplied to parents on request; this is led through the House teams. All reports need to be quality assured within the data team before they are distributed.

The school has a responsibility to ensure that this automation of the reporting process does not reduce the quality of the information that it gives to parents. The school will make every effort to make the content of these reports easily understandable to parents and pupils alike.

Meetings with parents

Staff at Malet Lambert will meet with each child's parents at parents evening online. Most parents want a full and accurate picture, even if this can be uncomfortable. We provide the opportunity for parents to ask questions in order to gain a better insight into their child's performance at school. Parental events form part of the school's annual cycle of events and are notified to parents via the school calendar, website, e-mails, social media and letter.

External examinations

The school undertakes external examinations with pupils at a time which is deemed most appropriate for their development. The school, in consultation with the Trust sets target levels for a range of examination key performance indicators each year in addition to measures reported by the DfE:

- Progress8
- Attainment8
- Maths and English Grade 9-5
- Maths and English Grade 9-4
- Ebacc entry
- Ebacc average points per slot
- Ebacc Grade 5+

Key Stage 4

The school provides all pupils with the opportunity to take examinations in the subjects that they have studied during Key Stage 4; indeed, it is our policy that all pupils should undertake such examinations other than in exceptional circumstances.

Statements of entry are sent home to parents, normally in early February, for the GCSE and Certificate of Achievement examinations. Parents are asked to signify their agreement with the entries and any queries are dealt with at this stage. Once the entries are confirmed and sent to the examination boards, parents are asked to pay for any examination that their child misses without good reason.

Monitoring and Evaluation

Monitoring and Evaluation will be done by the following methods:

- Senior Leadership Team, School Improvement Leaders and Middle Leaders
- Floodlight/Spotlights undertaken by Heads of Subject, SLT and Trust Team
- Headteacher Book-sees
- Departmental Book-sees
- Sampling of pupils' views through questionnaire or discussion (Pupil Voice)
- Analysing teacher specific data, in order to share good practice and support development
- Quality of Education
- Quality Assurance Documentation
- Trust School Improvement Review (T-SIR)
- School Improvement Partner Visit
- Governor Links and Visits