



Assessment and Reporting Policy 2019 – 2020

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1. Introduction

Our mission at Abbeyfield is to create lifelong learners who are reflective, hardworking, independent and resilient. Our Students represent our core values and through assessment, we take an aspirational approach to supporting our Students to achieve their potential.

Every student at Abbeyfield School should leave our school with multiple options, whether these be through further education or entering the world of work with qualifications that will give them every chance to be successful in life. Good progress in every lesson is a pre-requisite to life at Abbeyfield and improving Students' attitude to learning is a daily mission.

Progress of Students at all levels is of the utmost importance to us at Abbeyfield. We track progress through Years 7 – 13 and use both formative and summative assessment to accurately give feedback on how to improve and progress further. We operate our DSME curriculum through Key Stage 3 (Years 7 – 9). This is designed to prepare Students well with the skills and knowledge required for their GCSE's which are assessed on a 1-9 grading system. Upon completion of Key Stage 4 we offer a wide range of both A-Level and vocational courses to those who select our Sixth Form, and these are assessed through A* - E or Dist* - Pass.

At regular times throughout the year, we report home to Parents/carers and ensure that both attainment and progress is closely discussed. Furthermore, we hold Tutor Evenings and Parents' Evenings to give staff the opportunity to meet face to face with both Students and their Parents/carers. Throughout this process, we ensure effective 2-way communication links are formed so that we can all support each and every student.

2. Principles of assessment

At Abbeyfield, our assessment approach is clear:

- Assessment should always serve a purpose
- Assessment should support learners and be differentiated where appropriate
- Learners needs comes first – where exam access is required, this will always be provided
- Teaching and learning is at the heart of everything we do, good classroom practice supports effective assessment
- Professional and timely feedback will be used to support and drive progress
- Various forms of assessment including both formative and summative are well planned and again, support the learning

3. Assessment approaches

At Abbeyfield School, we see assessment as an integral part of teaching and learning, and it is heavily linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Professional and timely feedback in books for both their classwork and homework provides Students with indications as to how to improve. We operate a straightforward system that has been instilled in our formative assessment methods:

WWW: "What Went Well". Positive reinforcement on every single assessment, no matter the outcome is incredibly important. These are student specific and relate to 1 or more aspects of the work that the member of staff has been impressed with.

EBI: "Even Better if". This could take the form of an extension question, or a suggestion as to how to improve. Either way, these comments are SMART and specific to each student.

MRI: "My response is". We use DIRT time in lessons (Directed response time) for Students to respond to the marking. This is in depth and allows Students an opportunity to improve their answers, rewrite an aspect of their work or answer an additional question posed under "EBI".

Formative assessment will be used to assess knowledge, skills and understanding. As above, marking and feedback is one aspect of formative assessment that we use. In class feedback and verbal feedback is regularly used in lessons to support learning and provide feedback.

Questioning is a powerful method to enable the student to show an understanding, verbalise an answer and for the member of staff to draw out response that build upon each other.

The role of the Students is key in all of this. We want to build resilient learners who are confident even when making mistakes. Our Students want to receive feedback and are always looking to improve. This culture / ethos is something we are proud of and an aspect of our teaching and learning which continues to improve.

3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Abbeyfield, we use purposeful summative assessment to accurately provide information on levels of achievement and attainment thus allowing us to allocate resources for intervention and ensure that progress is maintained throughout a student's time here at Abbeyfield.

Key Stage 3 Students have end of topic assessments, these are graded against our DSME curriculum and progress maps (explained later in the policy). They also complete end of year assessments, which highlight progress made throughout the year, these also support the transition to the next Year and allows staff to plan for differentiation effectively.

In Key stage 4, we run formal mock exams for Year 11 in November and March. The March window however has more flexibility and allows us to focus on a core element of the GCSE if needed and not the entire paper. Furthermore, the student's welfare is at the forefront of everything we do, we are acutely aware that Students are under more pressure to perform. At Abbeyfield, we ensure that throughout the whole process we support the Students welfare, this might be in the form of a focused approach (as above) for Mock 2, or pre exam mock walkthroughs or having staff on hand to discuss each exam and calm Students nerves.

Any Students with special needs or disabilities will of course be supported through the exam access and our SENCo will lead the application process for additional provision through these times. Supported by the exams officer and the assistant head for assessment and reporting, dispensation claims and remarks are also carefully handled but in a transparent way to ensure Parents and carers are part of the process too.

Summative assessment is fed into our tracking systems that allow us to accurately track progress over time. This is where the pastoral and academic teams work closely in conjunction with each other to support each and every student throughout their school life whilst setting high expectations to give each student the best possible start in life.

We standardise both Coursework elements and essay answers to ensure that the data we have has real integrity. As discussed later under "training", staff are encouraged to consider the idea of working for an exam board is incredible CPD, this can then be disseminated throughout the team to ensure that through moderation, the grades and predicted grades are accurate.

4. Setting of targets

At Abbeyfield, we use FFT20 targets. If all Students achieve these, it will put us into the top 20% of schools in the country. These aspirational targets are set in Year 7 and convert Key Stage 2 prior attainment data into predictions of what the top 20% of Students at that entry point achieve at the end of Year 11.

Staff have been given autonomy to increase targets and moderate them up, in order to ensure that each and every student has an aspirational target. These are communicated to Students at the start of the year and regularly reviewed throughout the year to inform both the student and Parents how the progress is matching up against their end of Year target. Using T+, T and T- ensures that data tracking and predictions are always measured to aspirational targets and allows the member of staff to allocate interventions that are both timely, well planned and effective.

5. Assessment at Key Stage 3 - Abbeyfield School

At Abbeyfield, we have developed a 'Mastery Curriculum' at Key Stage 3. We assess Students' progress throughout the key stage using a bespoke assessment system that clearly informs us about what our Students can do. This curriculum has been mapped in line with government expectations and uses a robust assessment procedure to monitor progress.

The intention with the curriculum is to map Students learning from Year 7-9 to ensure Students are stretched and challenged and ready to start a package of GCSE courses at the end of year 9. The curriculum has a much stronger focus on developing skills in learners as well as ensuring mastery of key knowledge in all subjects.

To assess Students accurately against key skills and knowledge we have introduced the language of:

- Developing
- Secure
- Mastery
- Excel

This language is key to creating a system that supports the assessment of work and conversations between teacher and pupil about a student's competency with relation to the identified key skills and knowledge for a particular unit within a subject. The intention is not to simply create a tracking system but to facilitate a language that can be used in the classroom with Students. This helps to create a challenging environment in which Students are clear about their competencies with core knowledge and skills.

This system is underpinned using statements (commonly referred to as 'I can' language) which subject areas have created. These will support the assessment process whilst also informing Students of what being secure with a skill looks like and what you need to be able to do in order to master a skill or key topic. By tracking skills and knowledge, we will be able to give a clear and detailed picture of what Students can do & what they understand in each subject area. In order to distinguish between a student at the top end of each criteria we have introduced a "+" sub description. This means that for a student working solidly at a secure level with a couple of mastery criteria achieved they will be assessed as Secure+.

At Abbeyfield, we want Students to be able to progress through each Year group working towards aspirational target grades, which will stand them in good stead for further education and the world of work. The chart below details how a student can progress through each Year and how our assessments in Key Stage 3 match up against GCSE criteria.

Year 7	Year 8	Year 9	KS4 (10 + 11)
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1
Entry Level			

9	Excel
8	
7	
6	
5	Mastery
4	
3	Secure
2	
1	Developing
Entry Level	

9	Excel
8	
7	
6	
5	Mastery
4	
3	Secure
2	
1	Developing
Entry Level	

9	Excel
8	
7	
6	
5	Mastery
4	
3	Secure
2	
1	Developing
Entry Level	

A Mapped Curriculum

In order to assess effectively, subject areas at Abbeyfield School have mapped a new curriculum for Year 7 through to 9. This mapped curriculum ensures that Students are being given the opportunities to develop the key skills and acquire the essential knowledge to prepare them to start a GCSE course at the beginning of Year 10 in any of the subject areas they follow in Year 7.

It is these key skills and knowledge that are assessed against the Secure & Mastery Language. Below you will see examples from English and Computing demonstrating the key milestones Students need to achieve in order to be working at a certain level of achievement.

The emphasis with the new curriculum has been to raise the importance of a skills-based curriculum where Students are being prepared to meet key milestones at the end of academic years and KS3 to prepare them for the potential to study the same subject at GCSE.

Subject areas have identified from the various skills and topics that they need to cover, those that they will use to form the basis of the assessments and to which the language of secure/mastery will be applied.

Computing Progress Map: Year 7 – Online Awareness

	Staying Safe	Searching the Web	Respecting Ownership	Evaluating Quality
EXCEL	I can analyse a situation, recognise how or why someone is at risk online and explain what needs to be done about it.	I can synthesis (combine) multiple search results to improve the quality of a search.	I can explain plagiarism and start to avoid it by quoting sources when using online content.	I can use my evaluation to create a fact checked report of my own and quote all my sources allowing my work to be checked.
MASTERY	I can recognise common online scams (phishing, blagging and shouldering) and describe ways to protect against them.	I can carry out more efficient web searches by thoughtfully choosing the keywords or using - to omit results or quotation marks to match phrases exactly.	I can find and use online content that is copyright free or copyrighted and ok for me to use.	I can verify facts in online content using other reliable websites and keep a list of my sources.
SECURE	I can show use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.	I know the difference between a browser and a search engine and can carry out simple web searches to collect online content using a search engine.	I can explain copyright and copyright infringement , list some things that they apply to and describe some ways of using this content legally.	I can recognise facts and opinions in online content and judge how reliable a website is likely to be.
DEVELOPING	I know the importance of communicating safely and respectfully online, and the need for keeping personal information private.	I can find content on the world wide web using a web browser.	I know that some of the things on the world wide web are owned and not free to use.	I can show an awareness for the quality of the online content collected, e.g. by rejecting what is not relevant or too old.

Writing Assessments YEAR 7	AO5a <i>Varying tone and form dependant on audience and purpose</i>	AO5b <i>Effective organisation in written communication</i>	AO6a <i>Effective vocabulary in written communication</i>	AO6b <i>Effective syntax in written communication</i>	AO6c <i>Effective spelling, punctuation and grammar in written communication</i>
EXCEL	I can communicate clearly and effectively My use of tone, style and register are generally matched to purpose, form and audience	My writing is engaging with a range of connected ideas. I use a range of coherent paragraphs with a range of discourse markers. I usually use effective structural features	My vocabulary is clearly chosen for effect and there is successful use of linguistic devices	I can use a variety of sentence forms, increasingly for specific effect	My sentence structure is mostly secure and mostly accurate I use a range of punctuation, mostly with success with mostly controlled grammatical structures My spelling is generally accurate, including complex and irregular words
MASTERY	My communication is mostly successful I create some sustained attempts to match purpose, form and audience; some control of register	I use an increasing variety of linked and relevant ideas I use paragraphs and some discourse markers There is some use of structural features	I select language to create an effect. I can use linguistic devices in my writing	I can use some different sentence forms, increasingly for effect	My sentence construction is fairly secure and accurate at times I use a range of punctuation. I mostly use standard English appropriately with some controlled grammatical structures I spell some more complex words accurately
SECURE	I can communicate with some success I attempt to match purpose, form and audience; attempts to control register	Some of my ideas are linked to the text and relevant I attempt to write in paragraphs, using some discourse markers	I am beginning to vary my vocabulary with some use of linguistic devices	I attempt a variety of sentence forms	Sentence construction is mostly secure and sometimes accurate Some control of different punctuation Some use of Standard English with some control of agreement Some accurate spelling of more complex words
DEVELOPING	I communicate my ideas simply I have simple awareness of purpose, form and audience	I explain one or two relevant ideas, simply linked I use simple structural features, including sporadic paragraphing	I use simple vocabulary and linguistic features	Simple range of sentence forms	Occasional use of sentence demarcation Some evidence of conscious punctuation Occasional use of Standard English with limited control of agreement Accurate basic spelling

6. Assessment at Key Stage 4 - Abbeyfield School

3.1.2 Business ownership

Content	Additional information
<ul style="list-style-type: none"> • Sole traders • Partnerships • Private limited companies (ltd) • Public limited companies (plc) • Not-for-profit organisations 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • understand the different legal structures that businesses adopt • analyse the benefits and drawbacks of each legal structure (including issues such as management and control, sources of finance available, liability and distribution of profits) • understand the concept of limited liability and which legal structures benefit from this • evaluate which legal structure would be most appropriate for a variety of business examples, including new start-up businesses and large established businesses. <p>Students are not expected to have an understanding of the legal process of incorporation.</p>

We offer both GCSE's and Cambridge National / BTEC courses in Key Stage 4. In all of these specification from the exam boards are followed closely. There are areas where staff will elaborate on a certain topic and will link how this knowledge / skill can support a future career and lifestyle choice.

Exam answers are marked using assessment objectives that are defined by the exam board. There are levelled responses for each answer and these are closely linked with each objective set out by the exam board and the course.

Marks for this question: AO1 =3 AO2 = 3 AO3 = 6

Level	Description	Marks
4	<p>Developed integrated analysis and evaluation of topics with sustained judgement based on context.</p> <ul style="list-style-type: none"> • An integrated line of reasoning, which is coherent, relevant, with a conclusion with the area which has been impacted on the most has been fully justified. • Interdependent nature of business areas is fully analysed. • Applies knowledge and understanding to the context and successfully draws together several functional areas of business. 	<p>10–12</p> <p>AO3</p> <p>AO3</p> <p>AO2</p>
3	<p>Detailed analysis and evaluation of topics based on the context.</p> <ul style="list-style-type: none"> • A line of reasoning, which is coherent, relevant, with a conclusion that is justified. • Different business areas are analysed independently or the interdependent nature of business areas is partially analysed. • Applies knowledge and understanding to the context and starts to draw together several functional areas of business. 	<p>7–9</p> <p>AO3</p> <p>AO3</p> <p>AO2</p>

GCSE's are graded 1-9 with 9 being the highest. These are the quantitative figures staff will use throughout the Students GCSE and feedback will be provided on how to achieve the next grade and beyond.

Comparatively speaking a "C" at GCSE is now worth a 4/5 with a 5 being referred to as a "strong pass". As of the time of writing this is not subject to any government changes in the foreseeable future. The new GCSE's that are more robust and challenging that have come into effect over the last few years are mapped against this grading structure with only a small minority of Students managing to achieve the higher echelons of grades.

In the BTEC's we deliver the grading system is slightly different. These range from Distinction through to Pass with some of the courses offering a Distinction* overall for excellent marks in the individual units (some of which are externally examined, some internal coursework).

Similarly, Cambridge national courses offer the same criteria however they also have Level 1 grading's if the student fails to achieve the level 2 overall pass mark.

7. Collecting and using data

At Abbeyfield, the data we collect always serves a purpose. Staff produce both interim and full reports at least 3 times a year for every Year group.

Staff and student welfare are at the heart of everything we do. When it comes to collecting data, we have ensured that staff have had the required CPD and understand the rationale behind the data collections we use. Staff are given sufficient time to complete reports and these have been streamlined to ensure that only essential data and comments are required. We strongly believe that every student deserves an individual comment and the full reports support this system.

8. Reporting

Reporting to Parents

At Abbeyfield we include the following information on our reports to Parents/carers:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record
- The number of achievement and behaviour points
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained

We run Tutor Evenings to feedback on pastoral matters such as behaviour, attitude to learning, personal development. These are focussed and student specific designed to triangulate an excellent working relationship between the student, parent and Tutor.

Each year group also has a parent Evenings where subject staff have a set time to talk to the Parents and child regarding the progress being made in that particular subject. Feedback to Parents is always student specific and informative. This is a chance for Parents to pose any subject specific questions face to face with our staff.

Reporting to Governors

The head teachers will report to governors with their termly report. In addition link governors will receive specific reports on certain areas of the school such as Teaching and Learning or Safeguarding.

Reporting to Students

Through our formative assessment strategies students receive feedback on a daily basis which involves responding to feedback.

Through our summative assessment where students receive report cards detailing outcomes

Reporting to the local authority

All statutory information is sent to the local authority and DFE as required.

9. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and consider this alongside the nature of pupils' learning difficulties.

10. Training

Training and supporting staff is key to developing good practice. At Abbeyfield our induction process is really in depth. Staff are given training on all our systems including Sims, Marksheets, and data collection systems. We use 4Matrix as a tracking tool and again, training is provided at regular times to ensure this is being used to its full potential.

Heads of department drive standards through their department meetings, which are frequent and well planned. Within these, we standardise, moderate and upskill staff on how to assess effectively. Feedback is provided to staff throughout the year following book scrutinies and quality assurance procedures.

When reporting windows open, we operate a buddy system to ensure that staff are supported. These reporting windows are opened well in advance and the assistant head in charge of assessment and reporting leads on ensuring all are completed to the highest quality.

At Abbeyfield, we encourage our staff to consider undertaking some exam marking as this has proven to be an excellent CPD tool in the past. Staff are keen to take up this opportunity and as such have a better understanding, particularly at KS4 and KS5, how the assessment criteria are met. This is then disseminated through line management meetings and department meetings to ensure all staff are in the best possible position to teach exam technique.

The school will stay abreast of good practice by ensuring that both the middle and senior leaders attend training throughout the year on good assessment practice such as those supplied by FFT and ALPS.

11. Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

12. Monitoring and Evaluation

The Headteachers will monitor the implementation of this policy and report to the Governing Board on its effectiveness.

The policy will be reviewed by the Board of Governors annually.