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## ASSESSMENT DATA & REPORTING POLICY

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**Consulted with JCC?** Yes  No

### **Introduction**

This policy replaces any previous policy and follows the DfE regulations.

**As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We have carefully considered the impact of this policy on equality. The School will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics; race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.**

## **Foreword**

Rooks Heath School is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow and is part of the Tithe Multi-Academy Trust. The policy is subject to review by the School's Trustees and is subject to approval by the Trustees.

Rooks Heath School is fully committed to equality of opportunity for all students. We believe that every student, whatever their ability, has the right to be challenged and so encouraged to develop to his or her full potential.

This policy is formulated by the DHT in charge of Teaching and Learning and DHT in charge of curriculum. The policy is subject to approval by the Trustees of the school.

## **The Rooks Heath Curriculum**

The curriculum at Rooks Heath School is carefully constructed to develop students' understanding of the goals of their learning, the criteria by which they are assessed and their ability to assess their own work. It allows the testing and assessment of students at key points in the learning sequence, and when their teachers judge them to be ready to show their achievement, designed to gradually build on students' successes.

## **Assessment within Schemes of Learning**

At Rooks Heath we make our expectations for learning clear in our Schemes of Learning and learning rubrics. All learning will be built on learning objectives and will take account of the need to assess learners' progress at specific points. During planning, teachers will identify where there are opportunities to gather evidence of learners' attainment in a range of contexts. These assessment-rich opportunities may be pieces of written classwork, homework, individual or group presentations, oral responses, research findings and so on. Regular assessments allow teachers to track progress that students are making and intervene where progress is not as expected. Criteria on which assessments will be made are explicit and shared with students. In some sessions learners themselves, guided by their teachers, will design their own learning objectives and these situations will allow learners to carry out work independently and have a degree of choice in the methods they use or the way in which they present ideas. Rooks Heath will develop students' self-assessment skills and will use learning rather than performance criteria as part of a classroom environment that promotes self-regulated learning.

## **Setting Challenging Outcomes for Students**

Rooks Heath is ambitious for all its students. The most successful students exceed what their prior performance outcomes may indicate for them.

## **Principles of Assessment**

At Rooks Heath School we aim to ensure that teachers, students, parents and carers are equal partners in ensuring that students achieve academically. Staff will be supported by line managers to ensure all staff are aware of the current procedures being used to fulfil the policy. All staff, students, parents and carers are expected and encouraged to support the policy.

## **The Importance of Feedback**

Teacher feedback at Rooks Heath encourages students to have confidence in their ability to take the next steps in their learning and the confidence to do this independently. Constructive commentary enables every student and their parents to know how the child is doing, what they need to do to improve, and how they can support their child and his or her teachers to secure good progress. Teachers' commentary will be linked to learning objectives and indicate the next steps students may make. Because of the importance we place on feedback to learners our learning sessions will allow time for students to reflect and act on the advice given.

We use 'What went well' (WWW) and 'Even better if' (EBI) statements when feeding back to students in exercise books. WWW acknowledges the strengths and what the student has understood/demonstrated well. EBI gives suggestions, examples, practice and next steps for further improvement.

### **Summative assessment and Formative assessment for learning are used at Rooks Heath School.**

Formative assessments are regular short-term checks on the skills, knowledge and understanding students have acquired and any changes needed to the teaching, learning and resourcing to best meet their needs. Formative assessments are used and support learning in preparation for summative assessments.

Summative assessments judge the extent of students' learning of the material. They are conducted to test student knowledge, understanding and skills, after all teaching, learning and formative assessments have been conducted. They are usually conducted in exam conditions at the end of a unit or final topic and usually culminate with a graded outcome. They provide feedback to teachers on what has been learnt well and where there are gaps in knowledge overall. They provide the teacher and student with an indicator of performance, usually against a set of criteria for any allocated grades.

### **When do we assess?**

The assessment calendar provides key points in the year at which the whole school looks at student progress. This influences when teachers decide to conduct summative assessments which they may use to inform data collection points. Formative assessments take place at regular times during a unit of work and may include written tasks, short presentations, vocabulary tests or brief analyses to provide real time assessment of where students are in their progress.

### **What do we assess?**

When we assess students, we are assessing their knowledge, skills and understanding (KSU).

- Knowledge - how much content they have learnt
- Skills - how well they can perform
- Understanding - how well they can apply their learning to unfamiliar contexts and know when to apply their learning.

### **How do we assess?**

Assessments can take the form of written tasks or 'making' activities for a specific duration of time according to the needs of the subject. Some subjects assess a variety of skills and require multiple types of assessments whilst other subjects assess in only one format. For example, in Modern language and English, students are assessed against listening, speaking, reading and writing aptitudes and students will sit exam papers for each skill either in a written test or a practical format to test the aptitude. However, in History or Sociology, students will only be assessed in the written format and may sit one or two exam papers to assess student aptitude in applying their KSU in the subject matter.

### **How do we moderate and standardise assessments?**

Departments are encouraged to use regular intervals to moderate and standardise work. Prior to final data entry collection points, subject teams use a faculty team meeting to moderate work and ensure that there is standardisation of tasks and forms of assessing and applying assessment criteria. All subject teachers will seek further opportunities throughout the year to moderate and standardise assessment activities and may include moderation with teachers from same-subject departments from other partner schools. This

ensures that there is consistency within subject areas and across all teachers within the same department as well as supporting departments to have credible and accurate mark schemes and assessment procedures.

### **How do we record our assessments?**

Teachers use their own mark books to record the outcomes of all summative assessments with grades. Departments also record collective data centrally for the Head of Department and whole school analyses. For small tests, teachers may use percentages or numbers 'out of' a total mark. For exams aligned which are designed to mirror public exams, the examination criteria are applied in the same way as it would be for the actual examinations. This provides students and teachers with a 'realistic' judgement of exam performance and an indicator of key skills gap analysis. Teachers can then use this information to address gaps in key skills with their classes and this to provide high quality guidance so that students can take steps to improve.

### **Tracking Progress**

Each subject teacher is responsible for tracking a students' progress. Students need to have a clear understanding of their target grade. In each subject, students are expected to have their target grade at the front of their book/folder. Equally they need to know how to improve and make steps to reach and exceed their targets. Clear guidance on how to improve will be given by subject teachers. Subject teachers have the responsibility to track the progress of different groups of students including SEND, EAL, most able and Pupil Premium. The data team will be available to support colleagues with data and tracking.

### **Department and Subject Leaders' responsibilities**

Heads of Department / Subject Leaders are responsible for having an overview of student progress at each key stage in their subject. They are expected to check the performance of students in their subjects in comparison to their target grade at each of the three assessment points. Where there is identification of underachievement, Heads of Department are responsible for leading intervention strategies.

### **Monitoring Progress**

Heads of Year are responsible for monitoring the progress of the students in their year group using assessment information from Bromcom and SISRA. They are provided with an assessment of each student's achievement, effort and homework three times a year, enabling the Head of Year to check that students are performing to the best of their ability. The results of each assessment are reported termly to the student and parents via monitoring reports.

**All areas of the school participate in the assessment procedures discussed above. Copies of important assessment data for each year group are stored with the relevant Head of Year and available for analysis in Bromcom or SISRA.**

Form Tutors are responsible for closely monitoring attendance and punctuality and will contact parents, when appropriate, to discuss expectations. Heads of Year, the Assessment Team Leaders and the Attendance Officer will lead and support this process. Equally Form Tutors are expected to monitor homework performance for their tutees and to record on Bromcom any interactions with parents and alert Heads of Year with further concerns.

All colleagues are expected to follow our Assessment Policy and Feedback Policy and Homework Policy. The Senior Leadership Team, including Assistant Headteachers, Heads of Year and Heads of Department will carry out work scrutinies and learning walks as part of a whole school Monitoring, Evaluating & Review (MER) process.

It is an expectation that teachers will build into their lessons or homework, dedicated independent reflection time.

## Marking at different Key Stages

All students should have a tracking sheet in their exercise book to indicate progress they are making across the year in their marked work. Teacher marking should be completed in purple pen. Work should be marked with 'WWW' (what went well) and EBI (even better if), with the EBI ideally being a task the students can complete.

- *Purple pens – Teacher marking*
- *Green pens – Student peer assessment*
- *Red pens – Self marking, correction or redrafting*

## Internal Assessment, Monitoring Grades and Reports

The aim of the internal assessments is to inform students, parents, guardians and teachers on how students are progressing and performing academically, as well as indicating their commitment to learning, effort, organisation in completion of homework. Each subject teacher will award a teacher projected grade (TPG), effort and homework score. Teachers will also indicate whether controlled coursework pieces raise any concern and an exam grade during internal exam periods.

Heads of Department / Subject Leaders have a clear role in ensuring grades entered by their team during an assessment drop are **evidence based**. All students are treated equally and the level of work produced by students with the same grade are comparable.

### Target Grade

The target is set from students' prior data, where available, to be achieved by the end of the key stage as follows:

KS3 – based upon KS2 prior attainment with FFT guidance

KS4 – FFT estimates and/or KS2-KS4 expected progress

KS5 – ALPS A Level target. Target grades are generally set high to motivate students to do well. A student achieving a grade 8 or 9 at GCSE will be given a target grade of A\* in a subject they are continuing with at KS5. Targets are reviewed throughout the year and will be increased if the class teacher indicates through their projection that it has been set too low. A student achieving higher than their target grade in their AS exams will also move their target grade up.

### Teacher Predicted Grade - TPG (Most Likely Outcome)

An indicator of achievement will be given by a teacher projected grade in each assessment. This is based on current performance in lessons, tests, homework and coursework tasks or a combination of a number of these. Based on the student's current performance, this grade predicts what grade they are MOST LIKELY to achieve at the end of the key stage. For Year 10 and 11 this will project to the end of KS4 and for Year 12 and 13 this will project to the end of KS5. This grade is the primary means by which the student's progress is tracked and monitored, as their final results are compared to their target grades. As students get closer to their terminal exams, this grade will also be used as a prediction grade for 6<sup>th</sup> Form, Schools and Universities.

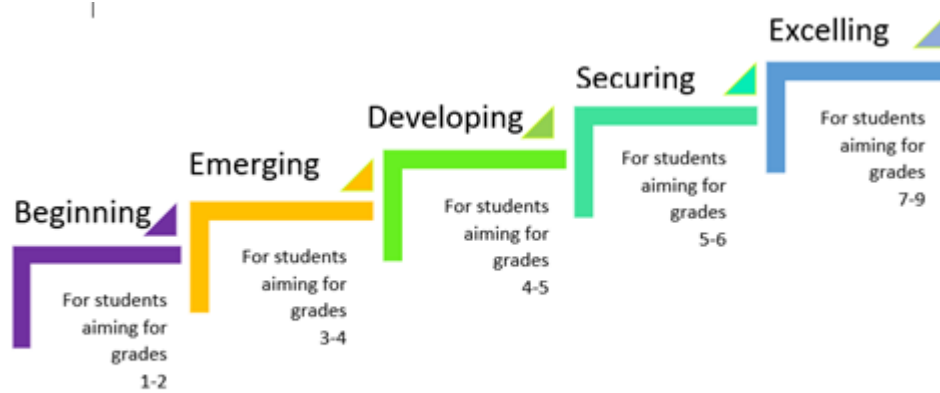
### Monitoring and Grading at Key Stage 3 (Years 7-9)

At Rooks Heath School we monitor students' progress from the start of Year 7 until their GCSEs. In order to measure their progress, students are put on 'flight paths' which maps out their progress from their primary school and helps to indicate the minimum GCSE grade they could achieve when they reach the end of Year 11.

### Flight Paths

A student's Flight Path is an estimate of the range of GCSE grades a student should be working towards for the end of Key Stage 4 (Year 11) which is when they sit their GCSE examinations. Projections based on a

combination of attainment data from primary school (KS2), FFT data and CAT test data. tell us what grades we would expect students to be achieving at GCSE when they sit exams at the end of Year 11, through a series of checkpoints. Teachers have planned the curriculum to reflect the flight path expectations for each student. Students are placed on one of the following Flight Paths:



**The Flight Path for each student is determined** by the Assessment Team using KS2 data and CAT test data on entry in Year 7. Teachers use their professional judgement to provide the right level of challenge for individual students in their subject using departmental guidelines, and these are planned in departmental Schemes of Learning. Students have an assembly in November Year 7, where the flight paths, progress checks and reports are explained to them. Parents are informed of allocated flight paths and progress, at the end of the Autumn Term. Parents receive a monitoring report in the Spring term (and every term thereafter) which will inform them of their child’s progress in relation to their flight path.

#### **Changes to flight paths**

The allocated flight path gives a target range for the student to aim for, so we can judge whether they are on track to meet their targets. If a student falls below their flight path expectation, then we would put support and intervention in place to help the student get back on track. It would only be in exceptional circumstances that a flight path would be lowered. Teachers and subject leaders constantly monitor student performance and should the student’s performance, over time, indicate that the student is consistently performing above their flight path expectations, then it would be changed.

#### **How information about progress is communicated via reports to parents.**

The School will send home three monitoring reports per year to parents in order to track a student’s progress. The report will highlight the subject areas of strength and areas for development. We encourage parents to use these reports as an opportunity to assist with the student’s learning and support us as we work together to achieve the best possible outcomes for your child.

#### **How the flight path model transfers to GCSE targets in KS4.**

At the beginning of Year 10 and following the completion of the options process, the flightpath model is replaced with a specific GCSE target grade per subject. The target grade is based on KS2 data which is used to extrapolate most likely outcomes in the final examinations.

#### **Key Stage 4 GCSEs**

The grades given will range between 1 to 9. The last assessment in Year 11 will represent the GCSE/BTEC predicted grade.

Current Year 10 and 11 will be given projected grades and target grades 1 to 9 in all GCSE reformed subjects.

### **BTEC Qualifications**

BTEC courses are levelled as Distinction\*, Distinction, Merit, Pass. These qualifications can be worth the equivalent of GCSEs. At KS5 some students may do a level 3 extended BTEC diploma which is worth the equivalent of 3 'A Levels at the end of A2.

Foundation students may be awarded EL1, EL2, or EL3, which indicates performance below GCSE grade

### **Key Stage 5**

The last assessment in Year 13 will represent your A Level/ BTEC predicted grade. The AS and A Level grades given will range between A\* to E. If you are doing BTEC courses the student will be awarded a Pass, Merit, Distinction and Distinction\*. **It is important to note a Year 12 student could be awarded an A\* projected grade, as the projection carries to the end of Year 13.**

### **KS5 Skills Review and Performance Reviews**

If a Year 12 or Year 13 student's projected grade is below their target grade the class teacher is required to comment on intervention needed. This comment should outline what the student's weakness are and suggest strategies which the student is to carry out in order to be better equipped to move up to the next grade hopefully before the next assessment point. This will be used by the pastoral team to monitor and mentor students who are underachieving. Heads of Department to quality assure these comments to ensure they are set appropriately and ensure the student is supported in achieving these strategies.

### **Reporting at different key stages**

Our reporting system gives access to termly assessments on each student. Electronic copies of reports will be available to parents and carers through Bromcom.

Students in Years 7 to 10 have three data captures throughout the year. Students in Year 11 have 2 formal data captures with rigorous testing and examining throughout Year 11. All data captures are calendared and for quality assurance, data is checked by the Head of Department and standardised and moderated during departmental time. Each data capture will compare students' progress towards their Flight Path/Target. This allows us to demonstrate progress over time.

### **How the data will be used**

Students making less than expected progress will have the gaps identified so that appropriate intervention can be put in place.

Senior Leadership Team Line Managers will meet regularly with each Head of Department to discuss student progress towards targets and identify students that need support, guidance and/or intervention and booster sessions.

Regular meetings with the Raising Standards Leader/Data Manager/Heads of Year will identify any trend in groups of students and organise relevant intervention strategies where necessary. This will include a meeting with the Intervention/Booster Team.

The Head of Year will identify any trend in groups of students and organise relevant intervention strategies where necessary.

Key Stage 4 students (particularly Y11 students) are given the opportunity to attend masterclasses to aid with revision, should they wish to do so.

## YEARS 7 - 9 Information on Report Grades

Reports include grades on your child's attitude to learning, behaviour and progress.

### Attitude to Learning Grade descriptors

	1	2	3	4	5
<b>Attitude to Learning &amp; Behaviour</b>	Lacks motivation; cannot focus on set tasks. Frequently disrupts the learning of others	Low level of motivation; frequently loses focus. Is occasionally disruptive	Motivation levels fluctuate; goes off task occasionally. Generally well-behaved with just a few 'lapses'	Well-motivated; focusses on most tasks. Always well-behaved	Strongly motivated; fully focused on all tasks. Consistently excellent behaviour. Considerate of others
<b>Homework handed in</b>	Never	Rarely	Sometimes	Usually	Always
<b>Quality of Homework</b>	Unacceptable standard	Unsatisfactory standard	Satisfactory standard	Good standard	Excellent standard

### Progress Grade descriptors

Progress Check	Progress Description compared with Flight Path
<b>Significantly above</b>	Student is making progress far above their Flightpath
<b>In line with or above</b>	Student is making progress in line with their Flightpath, or slightly above their Flightpath
<b>Working towards target</b>	Student is working slightly below their Flightpath
<b>Significantly below</b>	Student is working far below their Flightpath

## YEARS 10 and 11 Information on Report Grades

### Progress /Attainment report grade descriptors

<b>Minimum Target Grade</b>	This is the student's Target grade for each subject – the grade that students should attain at the End of KS4 if they work to their potential. These are based on KS2 data where available.
<b>Current Attainment.</b>	This refers to the GCSE/BTEC grade to specific subject criteria. It is based on the current level of work and is not a predicted grade. The current attainment level is based on the work completed to the date of the report and is therefore only an indication of work in progress.
<b>Mock Grade</b>	This is the GCSE grade that is allocated for a mock examination using the official grade boundaries recommendations for the exam taken. A mock exam is not an external exam, but a paper put together by teachers to allow students to practise exams and use the papers to analyse individual class and student gap analysis for next steps in revision.
<b>TPG Teacher Predicted Grade (called 'KS4 outcomes' in SIMS)</b>	The predicted grade is the teacher's professional judgement of what a student is <b>most likely to achieve</b> based on the student's approach to the subject to date and mock grades. This is the Predicted Grade for the end of Key Stage 4 based on students maintaining current work ethic and rate of progress.

All other *non-GCSE/BTEC* examined subjects are assessed on the Behaviour for Learning grades only. *BTEC & Cambridge Nationals* subjects are awarded in the range of 'working towards' a Pass, Merit or Distinction with U as Unclassified.



### **Analysis of data**

All classroom teachers and instructors of KS4 are expected to analyse their data from TPGs, mocks and actual grades to inform the teaching and planning of their class. Heads of Department will be expected to analyse the data across classes and subjects in their departments to inform curriculum planning and leadership of their department.

#### **In data analysis should focus on these key questions:**

1. Were teacher predictions accurate? If so, how? If not, how could they be more accurate next time?
2. Which classes and individual groups made more/less progress than others and why?
3. How did classes, groups and individuals perform in relation to their targets?

What could increase progress for next time? Use [www.sisraanalytics.com](http://www.sisraanalytics.com)