



STONE LODGE
SCHOOL

Assessment, Reporting and Recording Policy

Date Agreed with Governors	February 2024
Date to be reviewed	January 2025

Monitoring, Evaluation and Review

The Governing Body will review this policy at least annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.



Introduction

The purpose of this policy is to promote and monitor the progress of students at Stone Lodge School through a comprehensive assessment and reporting system that records data on a centralised system and provides feedback on learning and progress using a consistent, understandable approach. Our school's Assessment, Recording and Reporting system enables management information to be analysed and reports produced for a variety of audiences.

It is fundamental to our mission that we are open and clear when making judgements about students' learning and progress. We believe that students and parents have an entitlement to assessment information through a precise, informative and understandable reporting system. This information should strike the right balance for students and parents on how well they are learning the curriculum, what targets and support are required, what an individual's attainment is and how comparable this is to other children with similar starting points.

We believe that praise, reward and encouragement are as important as constructive criticism. To this end, recognition and rewards are awarded for worthwhile effort and endeavour, whether part of the formal curriculum or not.

Principles

There are a number of principles upon which the philosophy of the ARR Policy is founded. These are:

- Assessment in all subject areas will be undertaken according to a common approach, which recognises effort, presentation, progress and literacy.
- Two full reports will be issued to parents each year, one at the mid-point in the year and one at the end-point in the year.
- There will be at least one parents evening each year for every year group, falling at a different time to the two full reports, giving an additional point of detailed insight into the students learning journey for that year.
- There will be interim assessments for all years at least four times a year in most subjects.
- Teachers will analyse the knowledge and skills using a EPIN rating: positive (secure); inconsistent (not embedded), and; negative ((not yet grasped) and meet with leaders to shape their curriculum plans around securing any knowledge or skills that has not been secured at the right level first time around.
- GCSE and Vocational qualifications will be taken by students in Year 11 and 6th Form.
- Regular student attendance checks will be made.

Interim assessment should be made and recorded by all staff and kept by the Middle Leader with responsibility for that subject area. Specific assessment data is also recorded on the school MIS in order to enable the school to monitor, evaluate and set targets for individual students and groups of students.

Assessment

There are two systems of assessment running simultaneously for students at the School.

1.1 - Formative Marking

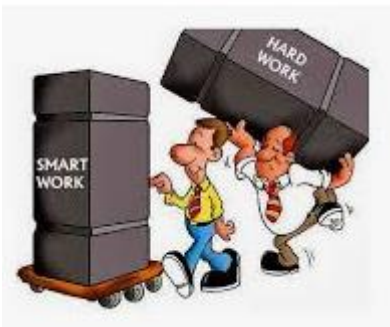
Feedback is amongst the most impactful and cost effective to accelerate student progress and reduce achievement gaps with vulnerable groups. (Sutton Trust EFF)

Feedback must be:

Meaningful
Manageable
Motivating

Teachers should only write in a student's book if it is going to impact on progress.

The more immediate the feedback the greater the impact. The school has adopted a more responsive feedback approach to ensure that teachers understand where students are at any given point in time to adapt their lesson accordingly to enhance the progress made by students.



Teachers regularly check students' understanding of the curriculum systematically using a variety of formative assessment techniques through implementation of the curriculum. They are provided with regular training to implement these effective methods and techniques as detailed in the Teaching & Learning Handbook that includes low stakes testing and a relentless focus on questioning to consistently review the acquisition of knowledge. Teachers

identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate the effectiveness of teaching, and plan future lessons that includes adjusting seating and curriculum plans. Leaders strive to embed a culture of systematic formative assessment through a relentless drive on delivery of high-quality training on effective methods and techniques of formative assessment to maximise the impact of curriculum delivery. Formative Assessment does not require a grade as the focus is on positive actionable feedback to help motivate students to “close the gap” between their current and potential attainment.

1.2 -Quality assurance and professional development

Middle and Senior leaders will quality assure feedback and provide appropriate support within our JPD Coaching process. These sessions will focus around key formative assessment strategies including effective questioning, self and peer assessment, use of success criteria as well as hinge questions and exit tickets.

2.1 - Our Summative Assessment Approach

The expected progress for all students in the school, regardless of ability, is based on making better than national expected progress and this is based on KS2 English and Maths SATs scores to create target grades using FFT20. For year groups where SATs scores were not acquired the school uses baseline data from CATs test conducted early in year 7 to formulate FFT20 targets that students can be assessed against.

Parents of students in KS4 and above will be able to track the progress their son/daughter makes each year by comparing the working at grade in each subject, with the GCSE Target Grade indicated on the students' report based on FFT20 data. This will be shared with parents on reports so they can see how this GCSE grade should improve as they move closer towards sitting their final exam. This triangulation allows parents to see current performance and likely future progress towards the GCSE target.

At Stone Lodge School, we believe that it is unrealistic to attempt to use early assessments in KS3 as a tool to predict the GCSE success of a student who is 4/5 years away from taking these exams. Nor do we believe it is helpful to award a current grade using 1-9 GCSE grading when they are so far from being prepared for these exams. Doing this can cause students to 'take their foot off of the gas' due to achieving relatively high grades, or become demotivated early on due to struggling to score on the 1-9 GCSE scale because they are so far from these exams.

At Stone Lodge we commit to ensuring that our curriculum in KS3 builds the foundations for the skills required at GCSE and post 16 success, as well as lifelong learning strategies that will help them lead successful lives. We focus on delivering a curriculum with rigorous assessments four times a year, feeding back to students on the knowledge and skills that are:

- *exceptional*- exceptional performance achieved in relation to starting point on the assessment
- *positive* - acquired well based on the test
- *inconsistent* - requires some further development to be secure
- *negative* - needs re-teaching or revisiting as the test shows it has not been learned

In our assessment calendar at KS3 we have 4 x 10-week assessment cycles with:

- 7 weeks of teaching building up to an assessment
- an assessment in week 8
- marking and moderation in week 9, including Question Level Analysis to identify positive, inconsistent and negative learning from the test
- in week 10 we then plan *super teaching weeks* after assessments have been marked

Super teaching weeks are lessons that are delivered after staff have worked together to discuss student weaknesses in learning and planned to address these in week 10

lessons before moving on to more new learning. This helps to ensure students don't fall behind as the year goes on. We believe firmly that in year 7 and 8 this focus on learning rather than performance embeds the right habits for successful learners who, using this growth approach will perform much better as they move into their GCSEs.

At KS4 and 5 two summative assessment points per year group report graded (9-1/GCSE and A*-U/A level) student and year group attainment and progress. A detailed analysis at both department and year group level follows to identify actions for improvements in learning and teaching. Teachers provide detailed actionable feedback to students through a variety of methods as detailed in the Teaching & Learning Handbook so that students make improvements in their learning.

2.2 - Formal Assessments

Students are set challenging targets for each subject according to their KS2 scores. These targets are based on students exceeding national expected progress. Reports profiling student's contributions and progress in individual subjects are produced and sent to parents a minimum of twice a year to enable progress to be monitored. A student's report will be checked by Teachers, Tutors, Heads of Department and Senior Leaders. The information yielded will help the school to place students in the most appropriate groups where subjects are set or banded. On the whole, only in exceptional circumstances would a student move down due to lower than expected performance. However, students who work hard and exceed expectations may move up in subjects where setting occurs, if the senior leaders deem this to be beneficial to the student. It will also be used to plan intervention for students not yet meeting the aspirational potential expected at Stone Lodge.

2.3 - Recording

Summative assessment and (some) formative is recorded centrally by each department. Summative assessment is recorded by teachers in SIMS following completion of a quality assurance process by heads of department to ensure the data is reliable and of high-quality. Heads of department agree with their line manager age-related grades for KS3 using subject grade profiles.

Data entered in Sims automatically identifies students who are Above/On/Below (AOB) target as categorised:

- Above: Above two or more
- On: Within one grade
- Below: Below two or more

2.4 - Responsibilities

Every member of staff has the responsibility of delivering this policy but for guidance, the responsibilities for specific groups can be clustered as follows:

Form Tutor

- To monitor student achievement using the school MIS.
- To be an effective Tutor.

Subject Teachers

- Contribute to the development of faculty strategies to ensure effective assessment.
- Keep accurate records (this includes inputting data onto the school MIS).
- Use assessment to identify the learning needs of individual students.
- Monitor the progress of individual students and micro-populations.
- Use assessments to support professional opinions.
- Be able to respond quickly to demands for information about class or individual student progress.

Middle Leaders

- Ensure the effective interim and summative assessment of students in their area.
- Develop, monitor and change where necessary the methods of assessment, in line with school and National Curriculum requirements.
- Ensure staff are keeping accurate records and carrying out effective assessments.
- Quality assure and control the input of assessment data on the school MIS and departmental assessment tracking sheets.
- Utilise assessment data derived every 10 weeks, to analyse learning of all students. Where underperformance is identified, intervention is to be instigated and its impact reviewed against the data derived from the assessment cycle.

User Guides

Staff will receive training in the use of the school MIS system and specific instructions for each data entry is available from the Deputy Head Teacher responsible for ARR.

Reporting

Two data drops per year group are completed following each summative assessment point to simplify and improve data being collected and analysed, improve analysis of KS3 data in relation to student progress, reduce staff workload, and to ensure standardisation across the trust.

Parents and carers are presented with a clear and simple report of progress and attainment data alongside attendance, punctuality, reward, and behaviour data. Teachers input the following data in SIMS for all students:

- EPIN (Exceptional, Positive, Inconsistent or Negative ratings) for attitudes to learning.
- Working at grade (9-1) in year 10 and 12
- Working at grade (9-1)/Predicted in year 11 and 13

Teachers feedback student attainment and progress to parents and carers at one parents' evening in the year. SEND Review Days feedback attainment and progress three times per year, specifically reviewing the implementation and impact of agreed student action plans on key groups of students.

Teachers of Year 13 students use assessment information to generate and report UCAS predicted grades.

Form tutors report on the personal development of their students in a written report once per year that comments on the student's contribution to form time, house and extra-curricular activities, their character development overtime, and how they embrace and live the school's RIDES values.

Leaders analyse, report and identify key actions to improve student progress and attainment, including progress and attainment of key groups to senior leaders. They review and report on the impact of these key actions to senior leaders
Performance data is reported home at least twice a year but will be presented in a different form for year 10 to 11 to that of KS3.