DANE COURT GRAMMAR SCHOOL

ASSESSMENT & REPORTING PROCEDURES

September 2017

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Assessment and Reporting Procedures

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DANE COURT ASSESSMENT POLICY

1.   Rationale

Successful schools understand how to use their data to make practical changes in the classroom. They peel away the overall school figures to identify pockets of underachievement within their school and identify the pupils and cohorts at risk of underachievement in the future.[1]

The setting of a target or looking at data alone does not raise standards. Staff working with individual students does that. They manage it through a combination of optimism and persistence, praise and cajoling where necessary. They create good-humoured and inspiring learning environments. They challenge students and use a variety of teaching and learning approaches. They treat students as individuals and keep parents centrally involved. Their assessments are regular, frequent, informative and supportive; they remind students what it is they need to know and what they need to do to improve.[2]

As such, at Dane Court Grammar School, assessment is used to ensure that each student achieves their academic potential through all stages of the school.

Teachers need to know how effective they are being in imparting knowledge and developing their students' skills.

Parents have the right to know how well their children are progressing and developing.

Future employers, other educational establishments and further educational centres need to be aware of the personal and academic qualities of our students.

Assessment is, therefore, at the heart of everything we do.

2.   Purpose

The aims of assessment are to:

2.1   Accurately identify and track the progress of students in the school.

2.2   Highlight strengths and weaknesses in students' learning with strategies to manage them.

2.3   Provide reliable and credible information to support progression in learning.

2.4   Actively involve students in the assessment process.

2.5   Ensure that assessments are based on clear and shared criteria.

2.6   Ensure that assessment is rigorous and valid.

2.7   Provide parents with clear and helpful information on their child's progress.

2.8   Provide the school with data upon which school, subject, and student performance can be evaluated.

2.9   Ensure that all students, regardless of background, are able to make excellent progress.

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[1] Smoking out underachievement DfE
[2] Adapted from "The Numbers Game" – K. Hedger &D. Jesson

3. Guidelines

3.1 Assessment at Dane Court is:

a. Formative – This is an on-going process in which the positive achievements of a student can be recognised, discussed and recorded. It is used by teachers to plan the next appropriate stage of learning.

b. Diagnostic – This form of assessment identifies learning difficulties and is used to give feedback to students on how to improve.

c. Summative – This provides a picture of the overall achievement of a student at the end of a particular stage/phase/year, etc. It allows teachers to make overall judgements based upon evidence gathered through formative assessments over an extended period of learning.

d. Evaluative – This gives teachers feedback on the effectiveness of their teaching methods.

3.2 Departmental handbooks contain schemes of work which set out the units of work to be taught in each subject during the key stages. Schemes of work should identify learning objectives, assessment opportunities and strategies, activities, and resources.

3.3 Departmental policy documents identify how the assessment will be monitored within departments.

3.4 Subject documentation should also indicate continuity, progression and differentiation.

3.5 Learning objectives are shared with students at the start of each lesson either verbally or written. In this way, students are helped to understand what they are to learn, how they are to learn it, how their work will be judged, how they are progressing, and how they are to improve.

3.6 Assessment opportunities include the following:

- Questioning during lessons, especially at the end, to find out what has been learned
- Observation of students, particularly in practical and oral subjects
- Student self-assessment
- Verbal feedback to students on progress
- Peer assessment
- Marking of students' work
- End of unit tests
- Formal examinations

3.7 Details of students' attainment and effort (classroom learning, classroom behaviour and homework) are recorded three times a year in KS3 and 10 times across each of KS4 and KS5.

3.8   Reporting to parents will take place as indicated on the assessment schedule. Parents will receive one written report each year and at least one consultation with subject teachers. There will also be one meeting with mentors each year for students in Years 7-12. These meetings will enable all parties to review progress and discuss strategies for the next stage of the student's education.

3.9   Departments arrange opportunities for the moderation of work across each year group.

3.10   Heads of Department are responsible for ensuring assessment of students' work within subjects is appropriate and accurate.

4.   Future

As we move away from levels of progress we need to devise an in-house system to ensure that the data we produce is still valid. Using FFT Aspire as a baseline grading system we can begin to incorporate our own methods for arriving at minimum target grades. This is a work in progress but hopefully will begin for the Year 7 cohort starting in September 2016.

5.   Conclusion

The aim of the assessment and recording is to ensure that each student reaches their full potential. The whole area of assessment recording and reporting are inextricably linked with each other and with target setting and mentoring at all levels. Consequently, procedures are monitored to ensure that systems and documentation are relevant, appropriate and effective.

Progress Checks Effort Grade Descriptors

Classroom Learning	Classroom Behaviour	Homework
3 Beyond Teacher Expectation Student often produces classwork that exceeds the level appropriate to ability.	**3 Excellent** Immediately ready for the lesson to begin. Student always focussed in class.	**3 Beyond Teacher Expectation** Homework always handed in on time. AND Work handed in often exceeds the level appropriate to ability.
2 Meets Teacher Expectation The student usually produces classwork at the level appropriate to ability**.**	**2 Good** Immediately ready for the lesson to begin. The student usually focused in class. Rarely needs a reminder over appropriate behaviour but responds immediately if given.	**2 Meets Teacher Expectation** Homework is usually handed in on time. May miss the occasional deadline but extensions always met. AND Work handed in is appropriate to ability.
1 Below Teacher Expectation Student produces classwork below the level appropriate to ability.	**1 Below Teacher Expectation** Needs regular reminders of appropriate behaviour. OR Responds slowly when reminders are given. OR Sent out of class occasionally.	**1 Below Teacher Expectation** Homework regularly handed in late. OR Extensions missed. OR Work handed in is below the level appropriate to ability.

Attainment Grades Overview

Key Stage 3	GCSE Grades 3 – 9 No fine grading
Key Stage 4	**Year 10 and 11 (except Business in year 11)** GCSE Grades 3 – 9 Fine grading for grades 4 - 8 **Year 11 Business studies** GCSE Grades E – A* Fine grading for grades D - A
Key Stage 5	IB Grades 1 – 7 Fine grading for grades 3 - 7 A-Level grades U – A* BTEC/CTEC grades P, M, D, D* ToK grades A-E

Fine grading scales are used to modify the position within the grade:

		Example
a	Fully secure	6a means the student is certain to achieve a 6 grade
b	Confident	6b means the student is likely to achieve a 6 grade
c	Working towards	6c means a student could achieve a 6 grade but requires further work

Grade descriptors for KS3 and KS4 can be found in the appendices

Minimum Target Grades

This is the attainment grade we expect students to achieve as a minimum. We will take into account whether students achieve this performance indicator in our post-results analysis.

Minimum target grades are generated in Key Stage 3 and 4 using Fischer Family Trust target setting. This uses Key Stage 2 data and the minimum target grade is set using progress made by the top 50% of similar schools in terms of progress. Where KS2 data is not available HODs and teachers will generate a grade based on their knowledge of the student and the course they are studying.

For Key Stage 5, ALIS data is used which is generated from an average GCSE points score.

It is our expectation that all students at Dane Court achieve their minimum target grade at least.

We will be using this national data alongside our own progress checks to see if students are making at least that expected of an average student with their KS2 profile. Students achieving well will receive congratulatory letters. Those currently underperforming will be closely monitored by form mentors, subject staff and the pastoral team in an effort to support students through the course to achieve their potential.

Sample Progress Checks Layout

DANE COURT GRAMMAR SCHOOL

GCSE PROGRESS CHECK

YEAR 11 March

NAME 11B

Mentor

Subject	Performance Indicator	Attainment Grade	Classroom Learning	Classroom Behaviour	Homework
Art	**5**	6c	2	2	2
Biology	**6**	7c	3	3	2
Chemistry	**6**	6a	2	2	2
D & T: Graphics	**6**	6b	2	2	2
English	**6**	**Language**: 6c **Literature**: 5a	3	2	2
German	**5**	5a	2	2	2
History	**6**	5c	2	2	1
Mathematics	**6**	6c	2	2	3
Physics	**6**	6b	2	2	2
Philosophy/ Religious Studies	**7**	7c	2	2	2

Frequency of progress checks

	Number of progress checks
Year 7	3
Year 8	3
Year 9	3
TOTAL KS3	**9**
Year 10	6
Year 11	4
TOTAL KS4	**10**
Year 12	6
Year 13	4
TOTAL KS5	**10**

Nature of Reports

Once per year, a progress check for each student will be issued with an additional mentor and SLT/HOH comment.

The mentor report should give a holistic picture of the student and should be a maximum of 850 characters. Comments could include:

- Participation in extra-curricular activities and other achievements (e.g. sporting achievements; participation in music groups; etc.);
- Participation in, and contribution to, form / house / school activities
- General attitude/behaviour
- Uniform
- Relationship with peers
- (Attendance is already stated on the report, but do comment if you feel that it is appropriate for particular students).
- Personal development throughout the year.
- Academic progress (please be aware that the SLT comment will focus entirely on the data available so consider this when commenting on academic issues.)

The SLT/HOH comment will include information about attainment and academic progress throughout the year. These comments will be driven by the data available.

HOH and SLT Report checking rota 2017-18

	NOV			MAR			MAY			JUN			JUN			JUN			JUN	
Form	**Year 11**			**Year 13**			**Year 10**			**Year 12**			**Year 7**			**Year 8**			**Year 9**	
B	SAS	NR		SAS	NR		ATF	NR		RR	NR		RR	NR		SAS	NR		RR	SAS
D	AWW	ET		SLS	ATF		RR	ET		ML	ET		SAS	ET		ATF	ET		ATF	ET
H	AWW	MA		AWW	ML		SAS	MA		AH	MA		SLS	MA		SLS	MA		SLS	MA
N	SLS	KLB		AH	KLB		RR	KLB		AH	KLB		SLS	KLB		AWW	ML		ATF	KLB
S	RR	BF		AH	ML		ATF	BF		ML	BF		ATF	BF		RR	BF		AWW	BF
T	AH	JR		AH	SAS		AWW	JR		AH	JR		AH	JR		AWW	JR		SLS	JR

APPENDIX A – Numeric Grade Descriptors for English language, English literature and mathematics (2017)

ENGLISH LANGUAGE

Grade 8
1.1 Critical reading and comprehension
In relation to a range of texts, to achieve grade 8, candidates will be able to:

- summarise and critically evaluate with detailed and perceptive understanding
- understand and respond with insight to explicit and implicit meanings and viewpoints
- analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure
- substantiate their understanding and opinions with illuminating references to texts and contexts
- make convincing and apt links and comparisons within and between texts

1.2 Writing
To achieve grade 8, candidates will be able to:

- communicate with impact and influence
- produce ambitious, accomplished and effectively-structured texts
- use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact
- spell, punctuate and use grammar accurately so that writing is virtually error-free

Grade 5

2.1 Critical reading and comprehension
In relation to a range of texts, to achieve grade 5, candidates will be able to:

- summarise and evaluate with accuracy and clear understanding
- understand and make valid responses to explicit and implicit meanings and viewpoints
- analyse and evaluate relevant aspects of language, grammar and structure
- support their understanding and opinions with apt references to texts, informed by their wider reading
- make credible links and comparisons between texts

2.2 Writing
To achieve grade 5, candidates will be able to:

- communicate effectively, sustaining the reader's interest
- produce coherent, well-structured and purposeful texts
- vary sentence types and structures and use vocabulary appropriate to purpose and effect
- spell, punctuate and use grammar accurately with occasional errors

Grade 2

3.1 Critical reading and comprehension
In relation to a range of texts, to achieve grade 2, candidates will be able to:

- describe and summarise with some accuracy and understanding
- respond in a straightforward way to most explicit information and viewpoints
- make some relevant comments about language and structure
- support their comments and opinions with some general references
- make straightforward links between texts

3.2 Writing
To achieve grade 2, candidates will be able to:

- communicate simply with some clarity for the reader
- produce texts with basic structures and some awareness of purpose
- show some control over sentence type and structure and use familiar vocabulary to some effect
- spell, punctuate and use grammar with limited accuracy

ENGLISH LITERATURE

Grade 8
In relation to a range of texts, to achieve grade 8, candidates will be able to:

- sustain a convincing, informed personal response to explicit and implicit meanings of texts
- sustain a perceptive critical analysis of the ways in which writers use language, form and structure
- use judicious and well-integrated textual references to develop personal responses
- show perceptive understanding of how contexts shape texts and responses to texts
- make illuminating comparisons between texts

Grade 5
In relation to a range of texts, to achieve grade 5, candidates will be able to:

- develop a generally coherent and engaged response to explicit and implicit meanings of texts
- develop a clear understanding of the ways in which writers use language, form and structure
- use apt textual references to support responses
- use understanding of contexts to inform responses to texts
- make credible comparisons between texts

Grade 2
In relation to a range of texts, to achieve grade 2, candidates will be able to:

- make straightforward comments about explicit meanings of texts
- describe straightforward aspects of language, form or structure
- make general references to obvious details of texts
- show awareness that texts are related to contexts
- make basic links between texts

MATHEMATICS

Grade 8

To achieve grade 8, candidates will be able to:

- perform procedures accurately

- interpret and communicate complex information accurately

- make deductions and inferences and draw conclusions

- construct substantial chains of reasoning, including convincing arguments and formal proofs

- generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes

- make and use connections, which may not be immediately obvious, between different parts of mathematics

- interpret results in the context of the given problem

- critically evaluate methods, arguments, results and the assumptions made

Grade 5

To achieve grade 5, candidates will be able to:

- perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae

- interpret and communicate information effectively

- make deductions, inferences and draw conclusions

- construct chains of reasoning, including arguments

- generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics

- interpret results in the context of the given problem

- evaluate methods and results

Grade 2

To achieve grade 2, candidates will be able to:

- recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures

- interpret and communicate basic information; make deductions and use reasoning to obtain results

- solve problems by translating simple mathematical and non-mathematical problems into mathematical processes

- provide basic evaluation of methods or results

- interpret results in the context of the given problem

Appendix B – Sixth form grade descriptors

In years 12 and 13 we use IB (numeric), A Level grades (alphabetical) and BTEC grades

Level 7 or grade A* or distinction * Excellent performance
Demonstrates: conceptual awareness, insight, knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesise knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Level 5 or Grade C or merit Good performance
Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 3 or Grade E or pass Mediocre performance
Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Level 1 or Grade U Very poor performance
Demonstrates: very limited knowledge and understanding of the subject; almost no organisational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Appendix C

POLICY FOR THE VERIFICATION OF ASSESSMENT AND STANDARDISATION AND MODERATION OF MARKING

INTRODUCTION

1. This policy applies to all taught units delivered at Dane Court . The policy sets out the school's approach to verification of assessment tasks and the standardisation and moderation of marking. The policy should be read in conjunction with the operational guidance above. Verification, standardisation and moderation are the key processes by which the school maintains academic standards by assuring the appropriateness of assessment, and the accuracy of marking and grading decisions. This policy ensures alignment with the IB assessment criteria

2. For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfil the criteria for any particular piece of assessed work. . Feedback to students should be prompt

3. When awarding grades for the IB Diploma Programme, these are awarded for criteria-referenced tasks and translated into final 7 (high)-1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

4. Marking involves the academic judgement of students' submitted assessments against IB criteria and the provision of a mark in accordance with IB policy

5. If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy for guidance

Moderation

This is employed to ensure that academic standards are appropriate, that marking is regulated within agreed norms or against subject specific IB marking criteria. It also ensures that the assessment outcomes for students are fair and reliable. It is undertaken internally. Moderation can be undertaken by teachers reviewing a sample of student work, or by second marking.

Moderation by reviewing a sample of student work –

- The role of the moderator is to check that first marking has been carried out correctly, that mark schemes have been properly applied, and that the total mark is arithmetically correct for a sample of student work. Second marking can be employed if required, especially as a training exercise and   is where a second mark is allocated to a piece of work by a second internal marker. This is a thorough second marking of student work and may be carried out where the second marker does not have access to the marks and comments of the first marker or where the second marker can view the marks and comments of the first marker.

- There will be some variation in standardisation / moderation practice reflecting disciplinary differences and conventions, differences in the assessment tasks and/or assessed materials. All approaches to standardisation / moderation must be reliable and fit for purpose.

Standardisation activities are employed to ensure the consistency of marking in modules where there are multiple markers.

- In standardisation of marking for example, a group of markers all independently mark a sample of pieces of student work and compare and discuss the outcomes in order to establish that all markers are applying the agreed criteria consistently.
- Following the activity, the markers continue to mark student work in the normal way.
- Marking standardisation exercises such as this can be used in addition to moderation/second marking– it is particularly useful as a means of assisting new staff to become familiar with marking standards and conventions

Internal standardization engages us in:

Learning conversations;

a) Teachers and students discuss their interpretations of achievement criteria using evidence.
b) Teachers and students compare samples of work with exemplars.
c) Teachers and students clarify current skills, knowledge and understanding, past improvements and future learning goals.
d) Students receive dependable achievement information to act on.

Teaching conversations;

e) Teachers learn from each other so curriculum and pedagogical content knowledge improves.
f) Professional learning needs can be identified when analyzing the achievement data or through the moderation
g) Classroom teaching and learning programmes can be adjusted to meet student learning needs.
h) Individual and collective student achievement trends become clearer
i) Evidence of learning can be confidently shared.
j) Reliable information is used to make teaching and learning decisions, which helps when communicating with other professional agencies.
k) Dependable information can be discussed with students and parents