

# **BRIMSHAM GREEN SCHOOL, A SPECIALIST HUMANITIES COLLEGE**

## **Assessment and Reporting Policy**

This policy sits within the context of the school's self-evaluation framework.

### **A. Aims of Assessment**

Assessment is integral to the teaching and learning process.

Assessment should enable pupils:

- to improve their achievement
- to be involved in their own learning
- to be motivated to achieve their full potential.

Assessment should enable teachers:

- to assess progress and adapt planning as required
- to evaluate their pupils' learning needs
- to ensure that pupils know how to improve the standard of their work
- to evaluate teaching and learning styles and outcomes
- to review and change practice
- to meet statutory requirements.

Reporting of assessment should enable parents:

- to be involved in their child's learning
- to understand and encourage the progress their child is making
- to check their child's progress through KS3 and 4.

### **Assessment for Learning**

Assessment should support learning as well as measure the outcomes. Effective assessment for learning enables pupils to understand how to improve their work by:

- helping them to understand the assessment criteria before an assignment is begun
- telling them what they have done well and what they could improve on
- telling them how to improve their work
- making available examples of work which do meet the criteria so they can see how to improve their own work..
- being part of effective planning
- focusing on how pupils learn
- being central to classroom practice
- recognising all educational achievement.

## Methods of Assessment

### Key stage 3

#### 1. Assessment of pupil progress ( APP)

APP is a structured approach to teacher assessment which enables teachers to make judgements on pupils' progress. It enables teachers to fine tune their understanding of learners' needs and to tailor their planning and teaching by:

- using diagnostic information ie regular marking or test results, in order to improve teaching, learning and therefore pupils' progress
- making reliable judgements related to national standards ie levels.

QCA have published APP materials and guidance for Mathematics, English, Science and ICT. These departments are already working with APP. Guidance for the Foundation subjects will be published during 2010.

#### 2. Key Assessment Tasks

Subjects should use key assessment tasks to measure pupil progress. These may take the form of formal tests but may also be longer pieces of work completed over a period of time. Practical and investigational work will also be used in several subjects. The aims of these assessments are to:

- assess pupils achievement against clear objectives ie success criteria
- raise pupils' awareness of their progress towards their end of key stage targets
- ensure that pupils understand how they can improve their work by using assessment for learning techniques.

The assessments will:-

- be standardised by departments in order to be able to moderate across the year group and ensure a consistent standard
- relate to programmes of study
- be assessed against level descriptions during key stage 3. Subjects should use sub levels to indicate progress, ie. 3A, 4C, 4B, 4A, 5C, 5B, 5A etc
- be an integral part of the learning process
- take place on at least three occasions in each of years 7, 8 and 9.

#### 3. Marking

All departments will use the following system to mark work completed in class or for home learning:

T+ shows the student is working above target  
T shows the student is working on target  
T- shows the student is working below target  
Tx shows the student's work is unacceptable

This system is designed to make sure that work which is not being formally assessed, as above, still allows the learner to know whether they are working at an appropriate level. The T system should be accompanied, on appropriate occasions, and at least twice a year, by a formative comment which enables a student to know how to improve.

#### **Key stage 4**

##### 1. Marking

It should be made clear to pupils what method of assessment is being used. Where coursework is marked pupils should know what grade they have achieved and how they can improve their next piece. It will not be necessary to grade or comment on every piece of work. Schemes of work should make it clear when a particular piece of work is to be assessed and the appropriate grading. This is likely to be comparable with GCSE grades so that pupils are made aware at the start of their course the standards required to achieve a particular grade and how to achieve a higher grade for the next piece of work.

Where pupils are taking alternative courses to GCSE eg entry level or Btec. they must also have the assessment criteria made explicit and the way to improve their work made clear.

Classwork and home learning should be marked on appropriate occasions using the T system outlined above

##### 2. Examinations

There are formal examinations in years 10, 11, 12 and 13. These will normally be assessed numerically and pupils will be given a grade related to the public examination towards which they are working.

#### **D. Targets**

When pupils arrive in year 7 they will be given an end of key stage 3 target level in each subject. All target levels and grades will be aspirational. At the start of each year pupils in key stage 3 and 4 will be given their target level or grade in each subject. These targets will be recorded and given to each pupil to stick into their home learning planners. Teachers may revise this target upwards by informing the Assistant Head, Data. Three times per year pupils will receive a current grade or level. The targets and current grades or levels are defined as follows:

**TARGET** – what we believe a pupil should be aiming towards. This is what they should achieve at the end of the Key Stage through hard work, endeavour and with support and guidance.

**CURRENT** – what a pupil is currently achieving. There are, however, important differences in interpretation between KS3 & 4:

At KS3 the sublevel indicates where the pupil is at that point, based on a recent key assessment task or other piece of work; there are no sublevel descriptors – the LEVEL descriptors are clear, and the c,b,a will indicate how secure a pupil is within that level.

At KS4 the grade shows what the pupil will achieve *if they continue working at their current level*. Since some classes may not yet have covered all the course content it would be irrelevant to give a grade based on what pupils don't yet know, so at KS4 the current grade will indicate what they would get if they kept going at that rate.

### **E. Reporting**

At key stages 3 and 4 parents will receive one written report per year.

This will include:

- a summary report written by tutors
- a written report by each subject teacher
- a current and target grade in each subject
- an attendance summary

On two other occasions parents will receive a review. This will include:

- a target grade
- a current grade
- previous current grades

for each subject.

See the annual reporting schedule for details of when each year group receives their report and reviews.

Agreed by the Governors' Curriculum Committee on February 1<sup>st</sup> 2010