



CARDINAL NEWMAN  
CATHOLIC SCHOOL

*November 2017*

Reviewed: *Achievement &  
Standards Committee*

Date of Next Review:  
*November 2018*

**Assessment and  
Reporting Policy**

# CNCS POLICY FOR ASSESSMENT AND REPORTING

## The Principles and Aims of Assessment

Assessment should support teaching and learning by identifying what students already know and can do and how they might move on and improve their knowledge, understanding and skills. Assessment for Learning (AFL) and responsive teaching therefore, should be evident in all lessons.

1. For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress further in their knowledge understanding and skills.
2. For teachers, continual assessment should develop a detailed and precise understanding of the individual needs of students and their strengths and areas for development. Assessment for Learning should feed into meaningful target setting and formative feedback to students.
3. For other staff and governors, assessment information will support an understanding of the current and potential student outcomes in terms of attainment and progress.
4. For parents/carers, assessment information will support an understanding of their child's progress and provide specific advice on how best to support their child in order to make the best progress.

## The Assessment Process

The assessing of students' progress is an ongoing process and gathers evidence from a variety of sources. **Formative assessment** is used daily in every lesson to evaluate student's knowledge and understanding and to tailor teaching accordingly. Good formative assessment ranges from the probing question put to a student as they think something through; quick recap questions at the opening of a lesson; scrutiny of the work of students; right through to formal tests. Formative assessment is intended to inform teaching and learning. **Summative assessment** is the use of standardised tasks or tests which enables teachers and teams to evaluate how much a student has learned at the end of a teaching period. All subjects use standardised summative assessment once a term with all year groups, for example: end of term/year exams, short end of topic or unit tests, reviews for students with SEN and disabilities.

Following the removal of National Curriculum levels from Key Stage 3 we have now adopted a new assessment structure that focuses on assessment of the specific content of the school's curriculum. This allows us to communicate assessment information in direct and specific relation to the curriculum studied in each term. Discussion about progress is focused on the subject specific learning in direct terms and not in the abstract terms of the old National Curriculum levels.

Subject leaders and Key Stage 3 curriculum leaders are responsible for leading their teaching teams to define the knowledge and skills that are characteristic of each Progress Pathway. Each term the specific curriculum is mapped out so that standardised summative assessment tasks are used to support judgements on the progress pathways that each student is working on, at each progress check. This data is entered into SIMS for each Progress Check for every year group once a term. When the Current Assessment is below the Progress Pathway the student has been assessed as underachieving. Current assessment in line with the progress pathway indicates average progress and we are aiming for the majority of students to make more than expected progress and therefore to strive to progress above the entry Progress Pathway.

### **How are the outcomes (the data) from the Assessment and Tracking Process used?**

The primary use of all the knowledge gained from assessment is for class teachers and subject leaders to modify and adapt their teaching and curriculum design to ensure the needs of present and future cohorts of students are met.

The tracking of student progress requires one data input per student per term. In KS3 this is recorded as a current assessment of a Progress Pathway. In KS4 and 5 it is recorded in terms of a GCSE or A level grade. This data allows us to track student progress across the curriculum and intervene when we see significant underachievement across a range of subjects.

This data also alerts us to underachievement in specific cohorts such as disadvantaged students and prior attainment groups.

### **This data is also reported to Parents/Carers**

Each student receives a full written report annually; in addition, the results of the above mentioned 'Progress Checks' are reported to parents/carers twice a year. The Progress Check Report shows the current assessment as a pathway or a GCSE/A level grade in each subject; as well as their attendance and their attitude to learning. Parents/carers have the opportunity to discuss their child's progress at the annual Parent Teacher Consultation evening for each year group.

### **The Roles and Responsibilities of the Senior Leadership Team and Data Manager**

1. To undertake whole school analysis of school improvement in order to inform and guide curriculum planning, resourcing and whole school intervention programmes.
2. To lead deeper analysis of the progress of cohorts across the school through regular line management meetings.
3. To support subject and Key Stage 3 curriculum leaders to analyse their data using the progress tracker and 4Matrix.
4. To provide accurate predicted/forecast GCSE grades and A level results for all external audiences.
5. To ensure that reports go out to parents/carers on time and contain accurate and informative details.
6. To monitor the quality of written reports and to intervene and support subject leaders if reports are not completed to the standard required or within the agreed timeframe published in the school calendar.
7. To maintain and update the SIMS mark sheets in line with the published assessment schedule in the school calendar.

### **The Roles and Responsibilities of Subject and Key Stage 3 Curriculum Leaders**

1. To ensure there is a full understanding across teams of the standards required for each pathway for each year group and that there is a regular process for standardisation.
2. To support and prepare their teams for each progress check and data entry. This includes having a planned and standardised programme of assessment activities in the Schemes of

Work and a robust moderation and standardisation process that ensures the quality of the progress tracking data.

3. To check the accuracy of each collection of progress data and respond to any anomalies before the Progress Check is reported home to parents/carers.
4. To identify students who are making good progress and acknowledge their achievements, as well as identify students who are experiencing difficulties and put the appropriate interventions and support in place.
5. To present an analysis of progress across all key stages in their Departmental Health Check and Development Plan.
6. To ensure that SIMS mark sheets are completed and kept up-to-date by each teacher in line with the assessment programme in the school calendar.
7. To engage with the SLT line manager to discuss the Action Plan for the students who have been identified as making less than expected progress or cause for concern in terms of attitude to learning or other issues.
8. To monitor the effectiveness of the Action Plan and the interventions at class level.
9. To monitor the quality of written reports to students and to support the teaching team to correct errors within the deadlines of the reporting schedule.

### **The Role and Responsibilities of Subject Teachers**

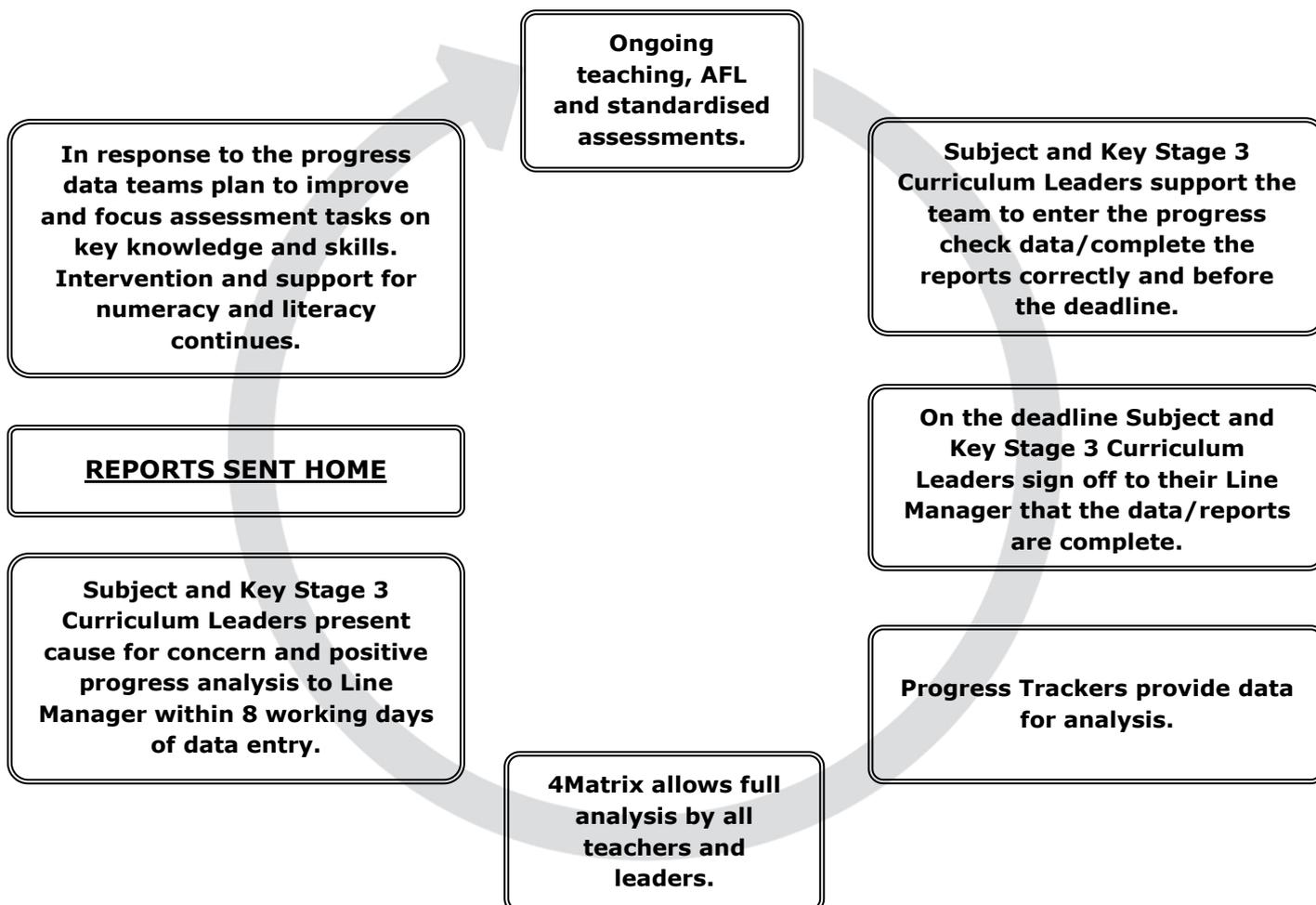
1. To use appropriate and effective AFL strategies in all lessons to build an accurate and precise description of each student's level of understanding, knowledge and skills.
2. To provide all students with clear and precise formative feedback on their strengths and areas for improvement in their knowledge, understanding and skills.
3. To ensure that SIMS mark sheets are completed and all deadlines for data entry are met in line with the assessment programme in the school calendar.
4. To participate fully in the work of the subject team in developing the assessment programme and activities for students.
5. To participate fully in the work of the teaching team in standardisation and moderation activities.
6. To write high quality reports for students in line with the whole school reporting schedule and to check for and correct errors.

### **The Role and Responsibilities of Form Tutors**

1. To share information about progress with members of the tutor group and to engage in mentoring that supports academic progress.

## Appendix 1

### The Assessment and Intervention Cycle



## Appendix 2

### Key Stage 3 Glossary of new terms used for assessment in Key Stage 3

**Progress Pathways:** This is the pathway allocated to a student based purely on Key Stage 2 data. All measures of progress are benchmarked against this data.

**Current Assessment:** This is the assessment of a student's knowledge skills and understanding at the progress check point once each term. We are assessing each student's skill, knowledge and understanding of the precise curriculum content that has been studied that term/since the last progress check.

**KS3 Targets:** Students need to be able to articulate their targets in terms of specific skills or knowledge that they are currently working to improve. Understanding of these targets will come from the formative assessment and feedback comments in the student's daily diet.

**Long Term Targets:** Teachers and students are aiming to make more than expected progress. The target is to move over the 3 years of KS3 on to the pathway above their entry Progress Pathway.

**Newman Target Grade:** This is the GCSE target grade that is set by the school and represents a challenging and aspirational target for students to work towards. Target grades can be raised on request from students, parents and teachers.

## Appendix 3

### Formula used for Progress Pathways

KS2 Scaled Scores	Entry Profile	Related outcomes at GCSE	Data entry code Fine-tuned to upper and lower points.
110/120	Extending	9, 8, 7	X9, X8, X7
100-108	Securing	7, 6, 5	S6, S5
90-98	Developing	5, 4, 3	D4, D3
85-88	Emerging	3, 2, 1	E2, or E1