



Policy Statement

on

Assessment and Reporting

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ASSESSMENT AT HINCHINGBROOKE SCHOOL

Introduction

This policy is in place to outline the importance of assessment and reporting as part of good teaching and learning practice. It summarises the key elements of assessment for the school. The Teachers' Standards document recognises the importance of assessment in section 6. Departments will each have their own specific Assessment policies which all members of that team should use.

Purpose of Assessment

Assessment in our school is designed to help teachers, parents and students plan the next steps in their learning. It is also used to track and monitor progress and to provide information to parents.

Formative Assessment

This includes weekly quizzes, homework, in-class discussions, mini-whiteboard work and in-class questioning. Most assessment at Hinchingsbrooke is formative and this happens in the majority of lessons. It is the responsibility of all teachers to build opportunities into lessons to assess how well students are meeting the learning objectives, how well they are progressing in their learning and to develop students' ability to self-assess and peer-assess work against set criteria.

Summative Assessment

This includes mock exams and end-of-topic tests. These more formal assessments should cover as many previously taught topics as possible. This enables students to retrieve previous knowledge and allows teachers to see how much knowledge has been retained. In Key Stage 4 and 5, formal assessment should be carried out in line with the assessment criteria from awarding body specifications. Heads of Department need to consider the validity and reliability of the assessments as well as how to standardise, moderate and grade these. Appendix 1 shows guidance produced for departments to use for mock exams and other summative assessments.

Timing of Assessments

Assessment should take place at regular intervals throughout the year. Each department should create its own assessment schedule so that teachers know when assessments should take place. Results from assessments will be used to create grades that will be used as part of the reporting process.

Uses of Assessment

Teachers use assessment to summarise and analyse attainment and progress for their classes. They use this data to plan the learning for students and classes to ensure they meet or exceed expectations. Leaders analyse data across the school to identify students are making appropriate progress and if not, consider what changes or interventions may be required.

Tracking

All departments have a central record of assessment grades. This record includes information to allow data to be analysed by specific groups (eg gender, EAL). Heads of Department can use this information to identify any specific or general concerns in order to amend teaching and learning plans in the future. It is the responsibility of Heads of Department to ensure that there is appropriate training in assessment for all teaching staff in their department. This will be via departmental handbooks, online resources including exemplar materials, clear guidance for staff and students on how pieces of work are assessed, and assessment practice (including moderation) as a feature of departmental meetings.

Attainment, progress, and attitude to learning data is entered into the school MIS system twice a year (years 7-10) and three times a year (years 11-13) according to the school calendar. Senior staff analyse this data with Heads of Department to identify areas of strength and where further actions are required.

REPORTING AT HINCHINGBROOKE SCHOOL

The progress reports at Hinchingsbrooke will contain the below information. This information gives parents and students information on their academic progress/attainment and also on their attitude to learning.

- Target grade – All year groups
- Attitude to learning grade – All year groups (See appendix 2)
- Progress against target descriptor - Y7-10 only (See appendix 3)
- Predicted grade range - Y10 and 12 only (See appendix 4)
- Predicted grade – Y11 and 13 only (See appendix 4)

Years 7-10 receive two progress reports per year and Year 11-13 receive three. Please see the appendices for more details on each of these.

APPENDIX 1 – ACCURATE ASSESSMENTS

Mock exam papers

- Papers should always represent the actual structure of a paper students will experience in the summer.
- The papers should be the same size (don't shrink them onto A5) and have a similar front cover with the same instructions on them.
- The papers should be the same length as the real papers.
- The papers should have the same proportion of assessment objectives allocated in terms of marks, as the real papers.
- The papers should have the same proportion of difficulty in terms of marks, as the real papers.
- The papers should have the same proportion of other skills asked as in the real papers (eg literacy, SPAG, maths skills, working scientifically skills, etc).
- The papers should have a good range of topic questions covered. Some awarding bodies quote 40% in terms of content covered in exams, but some do not publish a figure for this.
- This is most easily achieved by using a whole past paper.
- If a past paper is split to give two shorter papers, ideally put odd questions on one paper and even questions on the other paper (as most awarding bodies have papers which increase in difficulty).
- Where a paper is shortened, keep as close as possible to the original format of the paper.

Marking

- If possible, standardise marking by meeting and reviewing the mark scheme together before starting marking. Agree what will and what won't be accepted. This avoids inconsistencies during the marking process.
- Check marking is consistent between markers.
- This check could be through moderation of marking, or by allocating questions to markers, or even using a 'seed paper'. A seed paper is a paper which everyone marks, and the Head of Department can then use to see if markers are marking within tolerance.

Grading

- Awarding bodies produce grade boundaries for papers each year.
- These grade boundaries are paper and cohort specific but provide a good guide as to where to start when grading.
- After all marking is completed, put the students in rank order and include the grade boundaries. You then use your professional judgement to move the boundaries slightly up or down depending on your knowledge of the cohort. Not all grade boundaries have to move; the movement may be appropriate at the top end only, for example.

APPENDIX 2 – ATTITUDE TO LEARNING DESCRIPTORS

The report will contain an “Attitude to Learning” (ATL) descriptor. This gives parents and students an indication of the teacher’s view of their attitude to learning covering aspects such as behaviour, organisation and effort. There are five different descriptors (see below). Teachers choose the descriptor that in their view is the ‘best fit’ for the student, based on the student’s typical behaviour.

Attitude to Learning descriptor	What does it mean?
Excellent	<p><i>A student described as Excellent typically takes responsibility for their learning and demonstrates consistent determination to achieve well. They usually have the following characteristics:</i></p> <ul style="list-style-type: none"> • Always ready to learn, on time to lessons, and organised. • Listens carefully in class to the teacher and other students. • Makes regular and excellent contributions in class. • Submits homework on time and to a high standard. • Determined to succeed. • Always tries their best. • Always responds to feedback given by the teacher when work has been marked.
Good	<p><i>A student described as Good typically takes responsibility for their learning and demonstrates consistent determination to achieve well. They have the following characteristics:</i></p> <ul style="list-style-type: none"> • Regularly ready to learn, on time to lessons and organised. • Listens in class to the teacher and other students. • Contributes to class discussions. • Usually submits homework on time. • Wants to succeed. • Tries hard in most lessons. • Responds to feedback from the teacher.
Acceptable	<p><i>A student with this descriptor is someone who has demonstrated that they can take responsibility for their learning and typically wants to do well but they could improve some aspects of their learning behaviour and achieve even better. They have the following characteristics:</i></p> <ul style="list-style-type: none"> • Mostly on time for lessons with the correct equipment and ready to learn but occasionally not. • Pays attention in class to the teacher and other students most of the time but occasionally off-task. • Listens to the teacher and other students but can be reluctant to contribute to class discussion. • Most of the time, homework is handed in on time. • Tries in all lessons without really pushing

	<p>themselves to do more.</p> <ul style="list-style-type: none"> • Responds positively to feedback from the teacher.
Requires Improvement	<p><i>A student with this descriptor is someone who tries to do the right thing in lessons but there is clear room for improvement in their attitude and learning behaviour. They have the following characteristics:</i></p> <ul style="list-style-type: none"> • Sometimes ready to learn but there are times when they are late and do not have the correct equipment for the lesson. • Listens to the teacher and other students but can on occasion become distracted. • Sometimes answers questions in class / contributes. • Submission of homework is variable, and some tasks have not been handed in. • Tries their best in some lessons but not consistently. • Will read the feedback given by teachers but will not always act on that feedback.
Unacceptable	<p><i>A student with this descriptor is someone whose attitude to learning is a real concern and this is holding them back from achieving as they should. They have the following characteristics:</i></p> <ul style="list-style-type: none"> • Often late for lessons and without the proper equipment for the lesson. • Often does not listen in class; easily distracted. • Can interrupt lessons, hampering the learning of others. • Does not consistently submit homework and/or the homework suggests poor effort. • Often does not apply themselves as they should; lazy. • Often does not respond to feedback given by teachers when work is marked.

APPENDIX 3 – PROGRESS VERSUS TARGET DESCRIPTORS

The Progress Reports which parents and student receive will contain no grades but have a "Progress against target" descriptor. This is to ensure the reports are as simple and easy to understand. There are five descriptors (see below). Teachers will be expected to enter a current working grade into Arbor and these grades will be turned into the respective descriptor via the flightpaths we use. The grades teachers enter will be determined by each teacher based on the formative and summative assessments which have taken place within that subject and teachers will use their professional judgement to ensure these grades are accurate.

Progress against target descriptor	What does it mean?
Significantly exceeding	Means a student is currently progressing to significantly outperform their target.
Exceeding	Means a student is currently on track to outperform their target.
Meeting	Means a student is currently on track to meet their target.
Below	Means a student is currently progressing to not meet their target
Significantly Below	Means a student is currently progressing to significantly underperform, compared with their target.

APPENDIX 4 – GRADE RANGES AND PREDICTED GRADES

The Progress Reports at the end of Year 10 & during Y12 will transition from a description of progress to a grade. This will firstly, be in the form of a grade range which will be used in Y10 and 12. This describes the grade range which teachers feel based on the evidence from assessments that a student will achieve in their actual GCSE/A-Level exams, if they continue to work and achieve as they have been working/achieving so far in the course. At GCSE, the grade range uses the GCSE 9-1 grade system. In Y12, the grade ranges use the letter system, A*-U. Teachers will be expected to enter these grade ranges into Arbor. The grade ranges are:

Y10 Grade Ranges:

- 1-3
- 3-4
- 4-5
- 5-6
- 6-7
- 7-8
- 8-9

BTEC Qualification Ranges:

- U
- L1P-L2P
- L2P-L2M
- L2M-L2D
- L2D-L2D*

Y12 Grade Ranges:

- U
- E/D
- D/C
- C/B
- B/A
- A/A*

In Y11 and 13, a single predicted grade will be reported, instead of a grade range. This is the grade which teachers based on the evidence from assessments that a student will achieve in their actual GCSE/A-Level exams but given as a single fine grade (eg – 8+ or A+), if they continue to work and achieve as they have been working/achieving so far in the course.

In Y11, the GCSE 9-1 system is used. In Y13, the letter system is used, A*-U. Each grade is split into three sub-grades to give you more detail, called a fine grade. In this system '+' is at the top of the grade and close to attaining the grade above; '=' is a secure grade and '-' denotes being insecure within a grade. Thus 8+ is higher than an 8=. Teachers will be expected to enter these grades directly into the school MIS.