

The Blue Coat School Assessment and Reporting Policy

Policy Statement

At Blue Coat we see assessment as integral to teaching and learning and inextricably linked to curriculum design. Carefully constructed assessment enables the classroom teacher to diagnose what students know and understand during lessons/over time and critically provides support through feedback to move the learning on. Assessment and meaningful feedback are also crucial to students who need to be able to master key content and make progress through their various curriculum journeys.

The objectives of this policy are to:

- Provide guidelines on our approach to formative and summative assessment
- Set out our approach to recording summative assessment outcomes and how we report to parents
- Set out how and when assessment practice will be monitored and evaluated.
- Set out the frequency and types of reporting home to parents/carers

Assessment approaches

We use 3 broad overarching forms of assessment: day-to-day in school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Formative assessment takes many forms. It includes directed question and answer sessions that take place verbally in classrooms, written responses and work in books, and recall activities in lessons asking pupils to retrieve prior knowledge. It is an integral and continuous part of the learning process.

The purpose of formative assessment is to enable:

- **Teachers** to identify how pupils are performing on a continuing basis. To identify gaps and misconceptions and to use this information to provide appropriate real time support or extension, evaluate teaching and inform future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

In-school summative assessment

Summative assessment includes end of unit(s) work or topic(s) tests and end of year exams. Assessments ask pupils to recall and apply knowledge and skills learnt from previous units and years of study where appropriate.

The structure and style of summative assessments varies depending on the subject taught and year pupils are in. This reflects the different demands of subject content and the learning journey that pupils are on in different subject areas. Summative assessments are centrally set and standardised in departments.

The purpose of summative assessment is to enable:

- **Teachers** to identify how individual pupils/ cohorts of pupils are performing over a period of time and use this information to provide appropriate support and shape curriculum design.
- **Pupils** to understand how well they have learned and understood a topic(s) or course of work over a period of time. Through appropriate feedback pupils will know and understand what they need to do to improve.
- **Parents** to be informed about their child's progress through the curriculum.
- **Senior leaders** to monitor the performance of pupil cohorts, identify where interventions may be required and to work with subject leads and teachers to ensure pupils are supported to achieve excellent progress.

Nationally standardised summative assessment

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

Nationally standardised summative assessment enables:

- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve excellent progress and attainment

Recording of assessment data

In-school and nationally standardised summative assessment data will be formally recorded on departmental spreadsheets enabling class teachers, subject leads and senior leaders to track and monitor pupil progress both during and at the end of each academic year and support with appropriate interventions where necessary.

Target setting and reporting to parents

At Key Stage 3 (Years 7-9) parents will receive three reports per year:

- In the Autumn term this will be school standards only. Pupils will receive a score for Effort, Behaviour, Homework and Organisation to reflect their attitude to learning in each subject.
- In the Spring and Summer terms this will be school standards alongside a measure of how the pupil is progressing through the subject curriculum. These reports will inform parents of what the pupil knows and understands and what they need to do to improve.

At Key Stage 4 (Years 10-11) parents will receive three reports per year:

- For Year 10 this will be school standards and a current working grade in the Autumn, Spring and Summer terms. Alongside the current grade there will be an indication of whether the pupil is on track to achieve their pupil target grade.
- For Year 11 this will be school standards and a current working grade in the Autumn term and at the end of the Spring term before Easter. Early in the Spring term, pupils will receive a report with school standards and their mock examination results. In all three reports, there will be an indication of whether the pupil is on track to achieve their pupil target grade.

Key Stage 4 target grades are aspirational for all our pupils so that they make outstanding progress, both individually and collectively. We use a combination of Key Stage 2 test results and assessment data from Key Stage 3 to set targets that are challenging and meaningful. Pupils will receive subject specific target grades to reflect their strengths in particular subjects and to ensure that all pupils are challenged to reach their full potential.

At Key Stage 5 (Years 12-13) parents will receive three reports per year:

- For Year 12 this will be school standards and a current working grade in the Autumn and Spring terms. In the summer term pupils will receive a report with school standards and their end of Year 12 'Finals' examination results. In all three reports, there will be an indication of whether the pupil is on track to achieve their pupil target grade.
- For Year 13 this will be school standards and a current working grade in the Autumn term and at the beginning of the Spring term. Late in the Spring term, pupils will receive a report with school standards and their mock examination results. In all three reports, there will be an indication of whether the pupil is on track to achieve their pupil target grade.

Key Stage 5 target grades are set with reference to a pupil's Key Stage 4 attainment profile and are subject specific to reflect their strengths in particular subjects. All targets are challenging and aspirational so that pupils make outstanding progress, both individually and collectively.

Inclusion

We have the same high expectations and aspirations for all pupils at Blue Coat.

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early identification of SEN and any requirements for support and intervention for all pupils including those who struggle with literacy.

We will use meaningful ways of measuring and reporting on wider aspects of progress. This might include communication, social skills, physical development, resilience and independence. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of the pupil's learning difficulties.

Training

Teachers will be kept regularly up to date with evidenced informed approaches to developments in assessment pedagogies and practises through the school's CPD systems and activities associated with the Teaching School Hub.

Teachers will also engage with professional associations, curriculum networks, exam board training sessions and cross school standardisation sessions to help inform their understanding of national benchmarks around standards.

School structures (Q Wednesday afternoon) will be identified for departmental standardisation sessions of work across Key Stage 3 and 4 to ensure consistency across subject departments and clarity around expectations in standards.

Monitoring

The Headteacher and Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through observation of moderation sessions, lesson observations, book scrutiny and data meetings with subject leads.

All teaching staff are expected to read and follow this policy.