



Assessment, Recording and Reporting Policy

At Queen Elizabeth's Grammar, Alford the named persons with responsibility for Safeguarding are:

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SLT	All SLT

Approved by: SLT & Headteacher
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Queen Elizabeth's Grammar, Alford

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1. INTRODUCTION

2. Assessment complements and assists teaching and learning. This policy outlines the purpose, nature and management of assessment, recording and reporting in our school.
3. The school policy fulfils statutory obligations and has been drawn up in consultation with staff and governors.
4. The implementation of this policy is the responsibility of all teaching staff, and Subject Leaders should ensure that all staff are aware of its implications for their own subject area.
5. The policy will be reviewed on a 4-year cycle.

THE NATURE OF ASSESSMENT

1. Assessment is an integral part of teaching and learning. It serves three main purposes:
 - diagnostic – provides information about pupils' strengths and weaknesses
 - summative – provides information about levels of attainment
 - formative – provides information about pupils' progress and identifies next steps that pupils should take to further their learning
2. Where possible, teacher assessments are made on the basis of normal classroom activities. Assessment (and oral feedback) should be an integral part of day-to-day teaching.
3. The assessing of pupils' abilities should be carried out in a supportive way, highlighting success and achievement as well as areas of weakness which may require additional support.
4. The SENDCo/Specialist Assessor will give guidance regarding any necessary modifications to assessment procedures for individual pupils.
5. When reporting formally to parents, use will be made of regular assessment as well as examination performance.

ENTITLEMENT

1. At KS3, summative assessment should be against the school's assessment bands. In order to obtain as high a level as possible of consistency amongst staff, moderation should occur within departmental areas. Subject Leaders are encouraged to develop a portfolio to assist in matching examples of pupils' work to the relevant bands.
2. The school will report to parents the pupil's teacher-assessed bands.

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A Selective Academy



3. Cognitive Ability Tests (CATs) will be set for all pupils in Y7 and this information will be used to assist in target setting and value-added analysis.
4. In KS3, targets for the end of the key stage will be set at the start of term 3 (January) in Y7 and reviewed in October for Y8. Projected attainment bands will be given termly in all subjects, along with Attitude to Learning (AtL) grades which are subdivided into Attitude in Class (AiC) and Attitude to Home Learning (AtHL). At the end of year 8 in reports, projected performance and target band (all sub-divided into pass, merit, distinction) will be given.
5. In KS4 and KS5, targets for the end of the key stage will be set in January of Y9 and November of Y12 and reviewed at the same time for Y10 and Y13. Projected and AtL grades will be given termly throughout the key stage.
6. Provisional targets will be set by staff in Y7, based on KS2 performance, CATs and benchmarking. These may be raised (but not lowered) by subject staff.
7. Projected bands/grades should indicate the end of key stage result expected if the candidate continues to work at present levels. At each assessment of projected bands/grades, departments will have access to collated data of pupils' performance in all subjects via the intranet and SISRA.
8. Subject staff should draw attention to targets and projected bands/grades with pupils at each assessment window. An email will go to parents and pupils to inform them at each release date. In the week following each data release, form tutors will use morning registration time in the computer rooms to review the grades (one year group each day).
9. Y11, Y12 and Y13 students will take 'mock' examinations in all subjects with a terminal examination component. This also applies to Y10 for RS only.
10. Students will be entered for all examination subjects studied at KS4, unless there are special circumstances or needs.
11. Appropriate feedback will be given following internal examinations and examination papers returned to pupils (within two weeks of them taking the examination).
12. All external examination results will be available to students on the designated date from the examination boards.

IMPLEMENTATION PROCEDURES

1. Schemes of work should clearly identify National Curriculum and/or Specification requirements.
2. Schemes of Work should contain expected methods of teacher assessment and differentiation.

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A Selective Academy



3. Where differentiated assessment procedures apply, as in entry for different tiers in GCSE, decisions should be made well in advance and only with SLT approval. They must be approved by SLT prior to discussion with pupils (and, where appropriate, parents).
4. Departments should retain evidence to support teacher assessment throughout each key stage. This will include records of marks awarded and, where appropriate, samples of work. It is essential that pupil records are transferred when there is a temporary or permanent change of teacher within a key stage.
5. Departments should ensure consistency in teacher assessment through regular discussion of assessment criteria at departmental meetings.
6. Pupils are involved in a half-yearly review of work and draw up targets and agreed action to be taken, which they complete on the interim reports with guidance from tutors and Heads of Lower/Middle/Upper School.

2. MARKING POLICY

- OGSU grades should be awarded in the context of the teaching group.
- 'Best fit' should be used to determine the grade awarded.
- Subject Leaders should provide exemplars for each grade to use within their department. This should aid consistency of marking within each department.
- Meaningful written feedback should be given regularly to note positive achievement and give a clear indication to individual pupils of how they can improve their work further. This should include praise, be diagnostic, give specific information linked to the task, give questions which should be answered via use of purple pen and therefore indicate areas for improvement. Written English policy should be closely applied in these sections.
- When the teacher is marking work, class work and Home Learning will be marked and returned to pupils as soon as possible and **always** within 2 weeks. The depth of marking should relate to the nature of the task set. Some items may just be checked for completion.
- From Y7 onwards, the standard of work should be regularly (at least termly and more frequently for core subjects at KS3) related to Assessment Bands, GCSE and A Level grades.

The following grade descriptors should be used for the marking of classwork and Home Learning:

OUTSTANDING

- All tasks set completed successfully
- Care taken with presentation of work
- Detailed answers
- Very good level of understanding shown
- Where appropriate, additional research has been carried out and/or original ideas are presented

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A Selective Academy



GOOD

- Majority of tasks are completed successfully
- Clearly presented work with evidence of care and thought
- Good understanding shown
- Attention to detail

SATISFACTORY

- Tasks are generally attempted with a reasonable level of success
- Presentation is legible and fulfils minimum expectation
- Basic understanding shown

UNSATISFACTORY

- Inadequate number of tasks attempted
- Lack of evidence of understanding
- Presentation is poor, with little evidence of care and thought

N.B. If a 'U' grade is given, the pupil will be expected to re-do the work. If it appears that inadequate time has been spent on Home Learning, then the work can be considered not completed and the Home Learning policy followed.

2.1 Home Learning should be set as per the Home Learning timetable and marked promptly to provide regular feedback for pupils. The Home Learning policy must be followed.

2.3 The Written English policy and Whole School Literacy Policy must be followed.

2.4 Merits should be given for commendable effort and/or attainment.

2.5 Subject Leaders should carry out regular work scrutiny to ensure the above requirements are met, and the Senior Leadership Team will carry out three checks per year.

3 WORK SCRUTINY – GUIDANCE FOR SLT AND SLS

When looking at pupils' books and other work, including electronic work, you should check on the following:

- 3.1 Home Learning is being set as per timetable and is marked regularly (at least every fortnight).
- 3.2 Meaningful written feedback is given.
- 3.3 The Written English Policy and Whole School Literacy Policy are being followed.

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A Selective Academy



- 3.4 The school grading system is being used (OGSU).
- 3.5 Ample evidence that pupils are responding to advice given, using purple pens.
- 3.6 The use of merit stickers is evident.
- 3.7 There is no graffiti on or in exercise books, rough books and student planners (for Y7 & Y8).
- 3.8 Work is dated.
- 3.9 Titles are underlined with a pencil and ruler.
- 3.10 Correction fluid is not being used.

The SL should speak to the subject teacher regarding any concerns and, if whole school policies are not being followed, the SL should arrange further checks within the next 2 weeks. Notes on the work scrutiny should be forwarded to the Assistant Headteacher (Teaching & Learning).

The headteacher must be informed of any major concerns as soon as possible and notified of action being taken.

4 RECORD KEEPING

- 4.1 Summary records will be kept for each pupil electronically in the form of their projected and AtL grades, interim and end of year reports.
- 4.2 Each teacher will keep records of progress for pupils in their teaching groups.
- 4.3 Samples of work will provide evidence to support teachers' records.
- 4.4 VR/NVR scores, KS2, KS3, CATs and Standardised Reading Scores, together with individual pupils' projected bands/grades and targets will be available on the intranet.

5 REPORTING

- 5.1 There are four types of information issued to parents:
 - Attitude to Learning (AtL) grades
 - Targets and Projected Bands/Grades
 - Interim reports
 - End of Year reports (including KS3 Assessment Bands for Year 8)
- 5.2 Interim reports give OGSU grades for the 2 AtL strands. Examination performance is also reported with the corresponding KS3 band/GCSE /AS/A2 grade and projected and target bands or grades. Year averages will **not** be shown for examinations.

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A Selective Academy



- 5.3 Parents' Evenings will be held for all years. In addition, a 'Meet the Tutors' evening will be held in October for parents of Y7 . The latter provides an opportunity for parents to meet with their child's form tutor and discuss any concerns regarding the settling-in period. There will also be talks about relevant issues e.g. use of intranet for Y7 with other evenings for parents of year 9 (introduction to GCSE), Y11 (GCSE revision workshop) and Y12 (introduction to A-level &UCAS)
- 5.4 Subject Leaders must carry out checks of subject reports (by the deadline stated), then reports will be checked by the Head of Lower/Middle/Upper School. The Assistant Headteacher (Curriculum) will conduct a final check and address any concerns raised by Heads of School before the reports are issued.
- 5.5 Detailed guidance notes for completion of reports will be distributed prior to the writing of reports, but please note the following:
- Subjects are selected from a drop-down menu but consistency within a department must be agreed before the reports are started. If you are unsure, please check with your subject leader and/or the Computer Science Department
 - For shared groups, each member of staff is expected to write a separate report unless otherwise approved by the Assistant Headteacher (Curriculum) in exceptional circumstances.
 - If there is no examination performance due to absence, **Abs** should be used. Where no examination is set **N/A** should be used. The % symbol will be automatically included by the software where required.
 - Projected performance refers to the grade or band expected at the end of the key stage. Target bands/grades are aspirational.
 - At KS3 you should refer to 'bands' in the text and at KS4, 'grades'.
 - A blank line must be left between paragraphs.
 - If bank statements are used, please check punctuation and spelling carefully If used, these must not exceed ¼ of the whole report, i.e. 225 characters, and must be consistent across the whole department.
 - A spell-checker is included in the software but, as with all spell checking, the report still needs to be read carefully to check for typing and grammatical errors.
 - For pupils who have changed preferred gender pronouns or names, guidance will appear on the reporting page about which names and pronouns should be used in the written report.

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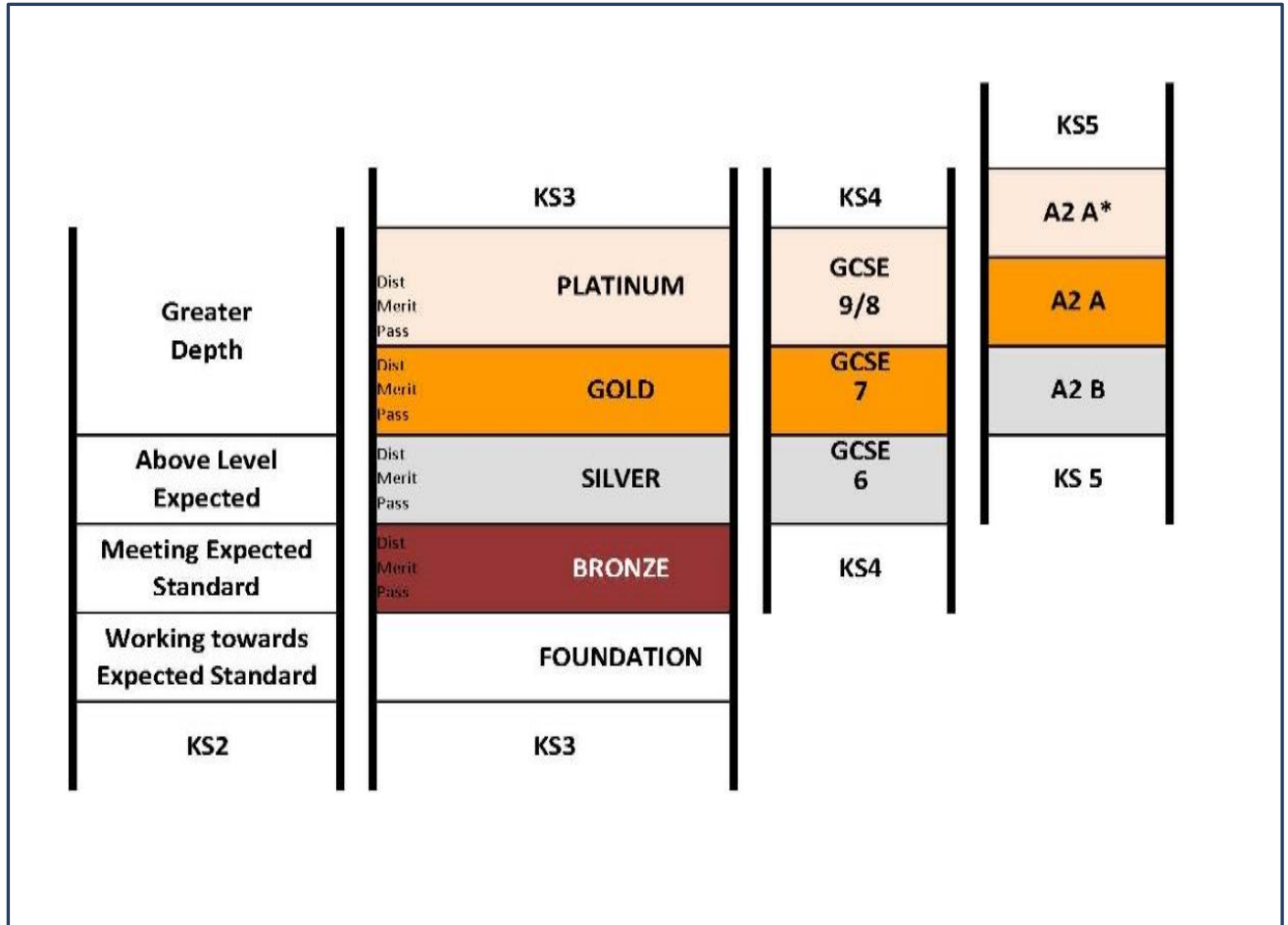


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A Selective Academy



KS3 Assessment Bands



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A Selective Academy



APPENDIX: ASSESSMENT FOR LEARNING

1. **Assessment for Learning** has been defined as:

'The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'

Definition from 'AFL: 10 Principles' Assessment Reform Group 2002

'When assessment for learning is well established in a classroom, pupils are:

- actively involved in their own learning
- able to judge the success of their work and set and understand targets for improvement
- able to take responsibility for their own progress.'

From 'Pedagogy and Practice: Unit 12 Assessment for Learning'

Assessment for Learning is founded upon the following 10 principles, namely, **assessment for learning:**

- **is part of effective planning**
- **focuses on how pupils learn**
- **is central to classroom practice**
- **is a key professional skill**
- **is sensitive and constructive**
- **fosters motivation**
- **promotes understanding of goals and criteria**
- **helps learners know how to improve**
- **develops the capacity for self (and peer) assessment**
- **recognises educational achievement.**

From 'AFL: 10 Principles' Assessment Reform Group 2002.

The overall purpose of this Whole School Initiative is to increase the motivation of pupils; to ensure they take (some/increasing) responsibility for their own learning and progress; to be certain they understand what is needed to improve; to know they can translate this into practice, resulting in raising achievement.

1.1 **Objective-led lessons**

If pupils are to take responsibility for their own learning and further improvement, they must be clearly aware of the purpose of the lesson and its content – i.e. what they are learning and why and what they should be able to understand/do at the end of the lesson. They can then assess the progress they are making in the context of the objectives.

Objectives and outcomes should be apparent in medium term plans.

There are a variety of ways of ensuring objectives are clear to pupils:

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1.2 Oral feedback

Oral feedback is an immediate, frequent and powerful medium for moving on pupils' learning. It is both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said).

To be effective, it should be specific and positive. When appropriate, via dialogue and questioning, what is needed to improve should be considered and how this improvement may be achieved - i.e. the next steps should be identified and supported.

Oral feedback may be teacher to pupil, pupil to teacher or pupil to pupil.

Opportunities should be taken during lessons for effective oral feedback. Pupils should be engaged, interactive and enthused.

The main purposes of using different types of feedback are to:

- acknowledge what pupils have learned and encourage them to reflect on and extend their learning still further
- recognise that pupils need time to reflect on their learning
- encourage pupils to pose further questions to clarify or develop their own or each other's thinking
- encourage pupils to make the next steps

Teachers' comments should always be

- positive – recognising pupils' efforts and achievements to date
- developmental – offering specific details of ways forward.

1.3 Written feedback

This should relate clearly to the objectives and intended outcomes of the lessons. Written feedback should praise what has been done well, identify what is needed to improve and indicate how the next steps might be taken. The pupil should be involved in the process e.g. by asking questions and inviting further dialogue as a result. Pupils should think through what would make a better response and should not always be told or given 'correct' versions.

Detailed written feedback is required at least once per term and work should be marked with appropriate comments at least fortnightly (see Marking Policy).

The following should act as a useful checklist for developing constructive feedback:

- focuses on the learning objectives selectively
- confirms that pupils are on the right track
- stimulates the correction of errors or improvement of a piece of work
- scaffolds or supports pupils' next steps
- provides opportunities for pupils to think things through for themselves
- comments on progress over a number of attempts
- avoids comparisons with other pupils

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- provides pupils with the opportunity to respond (using purple pens)

1.4 Questioning and dialogue

Effective questioning and responses are critical to encouraging and sustaining meaningful learning. A variety of approaches should be adopted to maintain stimulus and motivation. There should be evidence that all pupils are involved; that the teacher is **not** always the dominant force; dialogue at times is basketball rather than ping-pong; dialogue builds on earlier responses; pupils are prepared to take risks; adequate think time is given to elicit longer, considered, higher-order responses. Such questioning and dialogue should be an increasing part of everyday lessons within the AfL framework.

1.4.1 Creating a climate where pupils feel safe to make mistakes: This is very important if pupils are going to build the confidence to speculate and take risks. Some teachers use small whiteboards for pupils' answers to simple questions. All pupils write the answer at the same time and hold it up so that the teacher can see. This avoids making pupils feel vulnerable. It is important that pupils' contributions are listened to and taken seriously by both the teacher and the class. You should model this by ensuring that you make appropriate responses to contributions and are not critical. It is also important that you do not allow the class to ridicule wrong answers. Boys in particular do not like to be shown to be wrong.

1.4.2 Using a 'no-hands' rule: This tactic can contribute to creating a supporting classroom climate. It ensures that all pupils are likely to be asked for a response and makes the questioning process more inclusive. If you only ever ask people with their hands up, it limits who is included and can leave some pupils disengaged from the process. The 'no-hands' tactic also lets you direct questions where you want and to pitch a question at the appropriate level to extend the pupil you are asking. If you are asking conscripts rather than volunteers, you need to have a range of back-up strategies if the pupil is unable to answer. Such strategies could include allowing them to seek help from a friend.

1.4.3 Probing: When pupils respond to a question, probes are useful follow-ups and can be used to seek more information, to clarify responses or to get pupils to extend their answers. Questions such as 'Can you tell me more about that?' or 'What do you think the next step would be?' are probes that can move pupils' thinking forward.

1.4.4 Telling pupils the big question in advance: This helps to reinforce the main ideas and concepts and gives pupils time to prepare for the question as they work through the lesson. You could also provide signals to help pupils recognise the range of possible responses to the question being asked and to help them to select the most appropriate one.

1.4.5 Building-in wait time: Research suggests that if the teacher waits about 3 seconds, both before a pupil answers a question and also before speaking after the answer, there are substantial benefits in the classroom. It is likely to:

- encourage longer answers
- encourage a greater number and variety of responses
- encourage more confidence and 'risk-taking'
- encourage pupils to ask questions in return

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1.4.6 Allowing time for collaboration before answering: Asking pairs of pupils to consider the question for a set period of time before seeking answers leads to more thoughtful and considered answers. It can also promote engagement by giving pupils a very immediate context for their work.

1.4.7 Placing a minimum requirement on the answer: Saying something like 'Do not answer this in less than 15 words.' will begin to produce longer responses.

1.4.8 Checklist for questioning

- Everyone is engaged with the dialogue
- Teacher talk does not over-dominate the dialogue
- Pattern of dialogue is 'basketball' where possible rather than just 'ping-pong'
- The dialogue is reciprocal, i.e. pupils respond to and build on what others have said
- Pupil contributions are well developed, e.g. at least a few sentences in length, and include subject vocabulary
- Pupils are willing to take risks, e.g. being prepared to verbalise partially formed thinking
- Pupils are willing to challenge and see the value in challenging each other's ideas in a constructive way
- Pupils demonstrate higher levels of thinking, e.g. analysis, synthesis, prediction or evaluation
- Pupils reprocess their thinking as a result of the dialogue and thus improve their own learning.

1.5 Peer- and self-assessment

When pupils can accurately assess the quality of another's answer or their own answer, they can then identify what strengths and weaknesses are apparent and what is needed to improve. Thus, they can support each other to take the next steps or identify for themselves what is needed to improve and then action this.

For effective peer- and self-assessment, it is essential that pupils

- understand what the objectives and outcomes are
- can interpret a mark scheme (written in user-friendly terms and/or discussed so that understanding is clear)
- can recognise when the desired outcomes have been achieved and the extent to which they have been achieved
- work in a positive and supportive atmosphere
- ultimately assess their own progress via opportunities offered in lessons and learn more effectively and independently

Key requirements in developing these skills:

- Expected learning outcomes must be explicit and transparent to pupils
- Pupils need to be able to identify when they have met some or all of the success criteria
- Pupils need to be taught the skills of collaboration in peer assessment
- Pupils need to be able to assess their own progress to become more independent learners

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