



GREATFIELDS SCHOOL

Assessment, Recording and Reporting Policy

Approved by SLT:

Date: October 2021

Approved by Local Governing Board:

Date: October 2021

Next Review Date: September 2024



Partnership Learning



Purpose:

To develop an assessment system which supports teaching and learning and which helps move students' learning forward.

Key principles:

1. Assessment should be an integral part of teaching and learning, not an extra.
2. Internal assessment data should not be used as part of the performance management process.
3. Assessment should be primarily used to check for misconceptions and gaps in students' knowledge, and therefore drive planning going forwards.
4. High quality assessment will accurately monitor students' progress and learning over time.
5. Students need to the opportunity to access and recall knowledge over a long period of time.
6. Parents/carers should receive useful information regarding their child's progress
7. To ensure that staff workload is considered at all times.

1. Baseline Assessments

All students are set challenging targets based on their KS2 data/baseline assessments (appendix 1).

2. Formative Assessments

School wide, teachers are expected to provide detailed written feedback to students once each half term. In addition students will receive regular feedback during lesson time via live marking which is embedded within lessons in order to identify misconceptions in real time.

We use pink highlighter to highlight misconceptions and green highlight to indicate correct work (**Pink for Rethink, Green for Go**).

We use a range of checks for learning techniques within lessons in order to assess whole class understanding and gaps in students' knowledge. This then drives the course of the lessons thereafter.

We do not give grades or count numbers of marks for students. We want students to engage positively with the feedback and focus on the actual things they need to do better, rather than obsess about a number or grade.

Heads of Departments have autonomy of their own subject's marking policy and have edited the policy to fit their own subject where appropriate.

3. Summative Tracking Assessments

There will be three Tracking Assessments per year, dates can be found on the academic calendar.

Summative Assessments at KS4:

These Tracking Assessments will be marked and all students given a **GCSE Projected Grade**. A projected grade should be what the teacher thinks that the student will attain at the end of year 11 if they continue to produce work of this standard.





These grades should not be based solely on the piece of work marked for that tracking assessment, but should take into account prior assessment of classwork and independent learning.

The grade is a Projected Grade, so teachers and departments will need to use their professional judgement when assigning these grades. Heads of department will need to think carefully about their grade boundaries.

Summative Assessments at KS3:

In academic subjects which include English, Maths, Science, Languages and Humanities, tracking assessments will be marked and all students given a **GCSE Projected Grade** as they are at KS4.

The predicted grade given for a student is then compared to their target grade from a student's KS2 data (see appendix 1), and their progress is ranked as:

Emerging (2 or More Grades Below Target)

Developing (1 Grade Below Target)

Growing (On Target)

Maturing (Above Target)

In practical subjects which includes Performing Arts, Computing, Food, Art and PE tracking assessments are marked using a progress scale for each subject. This scale is referred to as a growth scale, where students are classed as:

Emerging (A concern in this subject)

Developing (Needing to improve)

Growing (Making good progress)

Maturing (Making excellent progress)

We do not give grades in practical subjects at KS3.

4. Moderation process

A moderation process must take place after the Tracking Assessments have been marked and before data is entered into the system. Tracking Assessments should be moderated within the department during directed time. Heads of Department must also ensure that external moderation takes place at least twice a year to validate the department's internal judgements.

5. Responding to Teacher Feedback: DIRT

Once work has been marked, students are given an entire lesson to make corrections to their work called 'DIRT' (Directed, Improvement and Redrafting Time).





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In this lesson students are given back their piece of work and make their own corrections to it using green pen. Students will then complete a new similar piece of work to apply their corrections and make further progress. An example of how DIRT may look in a student book is given below, from a science lesson and English lesson. Each department has their own template which students use to complete DIRT.

6. Data entry

After each Tracking Assessment staff will enter the following data for each student on SIMS:

Student	E x c e l l e n t G o o d N e e d t o I m p r o v e	P r o g r e s s g r a d e

Staff will record on SIMS a comment for the quality of students' independent learning.

Staff will also write a projected grade or progress score for a student in their subject, based on their TA result and teacher judgment.

Heads of department check the accuracy of predicted grades before the data entry deadline closes.

7. Independent Learning

Staff will record 'Excellent', 'Good' or 'Need to Improve' for students' independent learning. Staff use the guidance below when making their decision.

- Excellent - All pieces of IL have completed that term to a high standard.
- Good - Most pieces of IL have been completed that term (they may have missed one), or the standard of work completed is OK but could be of higher quality sometimes.
- Need to Improve - Two or more pieces have been missed this term or the standard of work being completed is not to an acceptable standard.

8. Reporting to parents

Interim reports will be sent to parents three times a year, reporting progress after each Tracking Assessment. Reports are emailed home as well as a paper copy being given to students. The reports will contain the following information:

KS3 (appendix 1)

- Attendance
- Independent learning
- Progress

KS4 (appendix 2)

- Attendance





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- Target grade (this is the same for all subjects)
- Independent learning
- Predicted grade





Appendix I

Report template for KS3



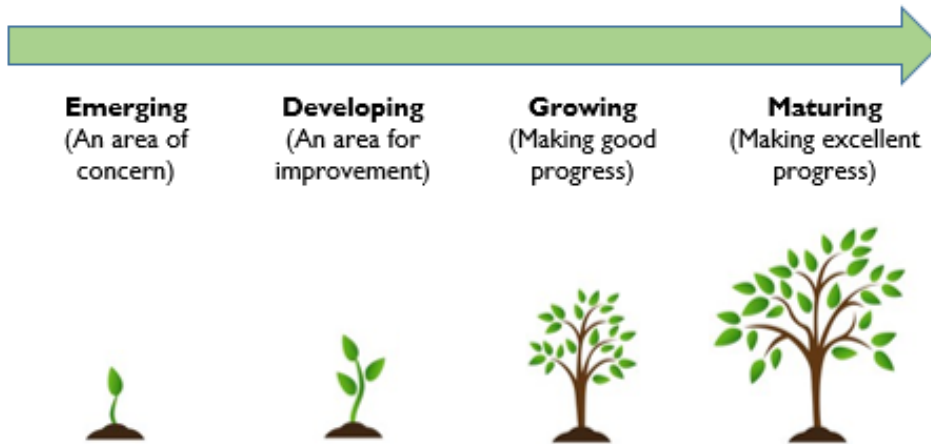
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Greatfields School
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Tracking Assessment Three Progress Report

Student Name:
Form: 7Kangethe
Attendance: 98%

Progress Scale:



Subject	Progress	Independent Learning
English	Emerging	Needs to Improve
Maths	Developing	Good
Science	Emerging	Needs to Improve
Spanish	Growing	Good
History	Growing	Good
Geography	Growing	Good
Art	Growing	Needs to Improve
PE	Maturing	Excellent
Computing	Maturing	Excellent
Music	Developing	Good
Dance	Emerging	Good
Drama	Developing	Good

Signed: 

Richard Paul
Headteacher





Appendix 3

Report template for KS4



23/01/2023

Tracking Assessment Two Progress Report

Student Name:

Form: 11MA

Attendance: 95.7%

GCSE Target Grade: 7

Subject	Projected Grade	Independent Learning
English Language	8	Excellent
English Literature	7	Excellent
Maths	8	Excellent
Science Biology	8	Excellent
Science Chemistry	8	Excellent
Science Physics	8	Excellent
Spanish	8	Excellent
Geography	8	Excellent
Statistics	8	Excellent

Signed: _____

Richard Paul
Headteacher

