



# **The Thomas Adams School**

## **Policy Statement**

# **Assessment, Recording and Reporting**

**Valid from September 2020**

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## 1. Introduction

### Grading

Grading in KS5: Students will be graded A\*-E in A level subjects.

Grading in years 7-11: Students will be graded 9-1 in subjects linked to GCSE course specifications where appropriate.

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and learning and lies at the heart of promoting pupils' education. It should provide information that is clear, reliable and free from bias (*The commission on assessment without levels (CoAwL) – final report*).

This policy covers assessment throughout Key Stages 3 – 5. References are made to 'pupil' during the documentation, but are equally applicable to the Key Stage 5 'student'.

There are three main forms of assessment that are used at Thomas Adams/Adams Sixth Form:

1. In-school **formative assessment** – used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor their teaching accordingly
2. In-school **summative assessments** – enabling schools to evaluate how much a pupil has learned at the end of a teaching period in the report these are labelled as Common Assessments (CA)
3. Nationally-standardised summative assessment – used by the Government to hold schools to account (KS2 tests, GCSEs, BTECs, A-levels etc.)

In addition to this assessment policy, please refer to the whole school marking policy, which details the arrangements for marking classwork and homework.

## 2. Reporting on A2L

Thomas Adams School and Adams Sixth Form believe that a child's attitude to learning is a key indicator of his/her attitude to school/sixth form, work and likely future progress. This is especially important in a child's early years of secondary school, where parents will be keen to know that their child is making progress, behaving in lessons and completing classwork and homework to the very best of his/her ability, regardless of any attainment data.

At each tracking point (TP) teachers will report on attitude to learning as well as academic progress.

The 'Attitude to Learning' expectations are a list of 10 expectations that we believe are fair for all students to be following whilst a member of Thomas Adams School. The expectations should act as a guide of minimum standards. These will be reported home three times a year for each student.

This data will also enable head of years to be able to focus intervention and behaviour strategies to groups of individuals appropriately.

The 10 learning expectations are as follows with an inclusion of 'Remote Learning' for 2020 academic year in the event of any partial remote learning due to the current Covid-19 pandemic.

**The 'Learning Expectations' for KS3 & 4 are:**

1. Be on time to all lessons.
2. Be ready to learn in correct school uniform and equipped for the lesson.
3. Act upon feedback to improve your work and seek advice when you need it.
4. Respond to questions in lesson and contribute when you can.
5. Try your best in all lessons, all of the time.
6. Never disrupt the learning of others with poor behaviour.
7. Complete all of your classwork and home learning with excellent presentation and hand in on time.
8. Respect everyone and everything within the school community.
9. Attend compulsory support sessions.
10. Remote learning tasks are completed to a good standard within the time allocated.

A2L scores should help you to closely pinpoint where any issues may be occurring. They should be regarded as a key indicator of your child's attitude to school, work and likely future progress. These will usually be the first columns that we look at when mentoring pupils, before any reference is made to targets.

The 3 codes that staff will use to show how they feel about your child's attitude to learning in their subject. Students should always be aiming to get an 'ME' code on their report at least.

If a child receives an 'NY', the report will also highlight which of the learning expectations the teacher thinks needs to be worked on. This should provide parents with a substantial amount of information to have informed useful discussions at home.

A2L Key	EE	Exceeding Expectations	You are exceeding our learning expectations in the lessons.
	ME	Meeting Expectations	You are meeting all of our learning expectations.
	NY	Not yet Meeting Expectations	You are not yet meeting all of our learning expectations.

**Learning Expectations for KS5 students**

As students reach KS5 we expect a more independent approach to learning and attitude. With this in mind, students in KS5 are expected to follow a mature version of expectations, outlined below;

1. Engagement in class discussion/debate of course content in an attempt to understand key topics.
2. Ability to work independently to undertake wider reading and research of key topics.
3. Working collaboratively with peers on project-based work.
4. Timely submission of independent learning tasks and coursework to a good standard, showing evidence of engagement in the course.

5. Following and acting upon staff feedback in order to amend marked work, in line with exam board specifications.
6. Engagement with ongoing consolidation and revision of course content.

These will be reported home in a similar way to KS4. If a student is not meeting one of the 6 learning expectations then their teacher will highlight this using the NY, and then using the 'x' symbol to indicate which of the expectations need more work.

### 3. Reporting and Assessment in Years 7 – 9

The system for use with Years 7 – 9 is based upon student 'flight paths'. These flight paths have been designed by each subject and are linked directly to students KS2 results in English and Maths and consequently the progress that the Subject Leader believes is made over the 5 years. For each KS2 scaled score bracket, the flight path is designed to demonstrate the expected progress made over the 5 years leading up to KS4 Exams in Year 11 in that subject.

The flight path 'end point' - the KS4 results in Year 11, has been designed to match the average national expected grade that has been historically achieved with students in the same KS2 grade bracket in each individual subject (in the most recent exam season). For example, if a child has a KS2 scaled score of 4.5, our data software, Sistra Analytics\* indicates what grade nationally students with a 4.5 score achieved in each of their subjects. These are the grades that we would use as a target grade at the end of Year 11 for that student.

The flight path is then tracked back to the start of year 7, with incremental target grades throughout the years, (twice yearly- December and July) allowing us to compare common assessment (CA) grades to the appropriate target grade and consequently accurate measure progress at each tracking point. We will then report home whether your child is 'below', 'near', 'on' or 'above' where we think they should be in that subject. The flight paths are also designed using sub grades to allow for further accuracy, for example 4-,4 and 4+, then 5-,5 and 5+.

**An example of a typical flight path for a Technology is:**

	Year 7		Year 8		Year 9		Year 10		Year 11	
	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2
6	3	4-	4+	5	6	7+	7	8-	8+	9
6	2+	3	4-	4+	5+	6+	7-	7+	8-	8
5.6 - 5.9	2	2+	3-	3+	4+	5+	5+	6	7-	7
5.3 - 5.5	2-	2	2+	3	4-	4+	5-	5+	6-	6
4.9 - 5.2	1+	2-	2	2+	3	4-	4-	4+	5-	5
4.2 - 4.8	1	1+	2-	2	2+	3-	3	3+	4-	4
1.5 - 4.1	-1	1	1	1+	1+	1+	2-	2	2+	3
B	WT1	WT1	-1	-1	1	1	1	1+	2-	2

*This would suggest that a student starting with us in Year 7 with a KS2 scaled score of a 4.2 would be expected to get a grade 4 by the end of year 11 to match the national average for that subject. In Year 9, they would be expected to be working at a grade 2+ and then up to a grade 3 in autumn of year 10 etc.*

#### Common Assessments (CAs)

Throughout the year, students will complete ‘common assessments’ (CA’s). These are internally moderated and graded using the GCSE grading criteria on the most relevant specification. The assessments have been designed to enable students to demonstrate the relevant skills and knowledge of the latest topic and link to a grade in that area of work. It is important to understand that is a reflection on smaller topics and parts of the course and does not equate to a full GCSE grade, it acts as an indicator to show where a student is ‘working at’ in a particular area of the subject.

The CA grades are internally stored and when a ‘Tracking Point’ (TP) window opens, the most recent CA grade is used for the report. That grade is compared against the staggered target grades on the subject’s flight path. This ensures that the grade is not being compared to the end of KS4 target grade only, and in fact a grade that is appropriate for them at the time of year/course. (If a student was in the first half term of Year 10, we wouldn’t be expecting them to be working at their end of year 11 target, so we compare that grade with the Year 10 Autumn target grade) – providing everyone with a clearer picture of progress for that individual at that time of the year.

### Progress Comments

### Fine grading example diagram:

A comment of ‘**Above**’ is populated by the teacher if the most recent common assessment piece is graded at a grade above where a student should be at that time.

A comment of ‘**On**’ is populated by the teacher if the most recent common assessment piece is graded at a grade that is the same grade as the grade on their flight path at that time.

A comment of ‘**Near**’ is populated by the teacher if the most recent common assessment piece is graded at a grade ‘up to 3’ fine grades below where a student should be at that time. For example, if in Common Assessment Piece 1, a student demonstrates working at a grade 3+ and their flight path suggests that they should be working at a grade 4+, then that student is 3 sub grades below where they should be in that subject.

5
5-
4+
4
4-
3+
3
3-
2+
2
2-
1+

A comment of ‘**Below**’ is populated by the teacher if the most recent common assessment piece is graded at a grade ‘more than 3’ sub levels below where a student should be at that time. For example, if in Common Assessment Piece 1, a student demonstrates working at a grade 3+ and their flight path suggests that they should be working at a grade 5, then that student is 4 sub grades below where they should be in that subject.

So, using the flight path example above, *Student A* started in with us in Year 7 with a KS2 scaled score of 5.1, in Technology in the Autumn term of Year 8 he would be expected to be working at a grade 2-, if his common assessed piece was graded at a 1 he would be considered near his target as he is 2 fine grades below where he is expected to be. If it was graded at a 2+ he would be considered as working ‘**above**’ his target. It is common for students to fluctuate throughout the year, as they may find themselves better at some topics than others. It is all relevant.

### ***Why don’t we share CA grades with students or parents in KS3?***

It is important that our students strive to achieve their best, we believe that sharing grades can result in students or parents focusing on the grade rather than the progress made. Every student's flight path is different, it is important that students don't worry or get anxious about the actual grade that they have been awarded, more so, that they aim to achieve 'on' or 'above' where they should be individually. We will always share with students whether they are 'Above, On, Near or Below' where they should be and provide them with feedback on what their next steps should be.

#### 4. Reporting and Assessment in KS4

We set G.C.S.E. targets at the start of Year 10. These are generated from reference to FFT Aspire 20 estimates (aiming to be in the 20% of performers nationally) and then tweak using Sisra Analytics to ensure the target grades are the most suitable for each individual student for each individual subject.

Where pupils do not have KS2 scores, FFT estimates are not available. We will use 'best fit' target setting, based upon initial assessments of pupils' English and Maths ability upon entry to Thomas Adams along with Sisra Analytics intelligent software comparing data to the national average for each subject.

Targets will be reviewed annually, when the FFT estimates are revised, based upon the latest G.C.S.E. cohort's results to ensure that all students are at least being targeted to make positive progress.

These 'external targets' will be entered into our Sims tracking sheets. No targets are lowered beyond the 'external targets' set by the school. If a teacher wishes to increase a target for a student, then a consultation will take place with all concerned.

The reason for allowing subject teachers to raise targets further, is echoed by an OFSTED report on the progress of more able children: "Often, targets set for the most able students were too low, which reflected the low ambitions for these students. Targets did not consistently reflect how quickly the most able students can make progress." (*OFSTED: The most able students: an update on progress since June 2013*) Equally, of course, the targets for some lower or middle ability pupils may also not reflect the child's potential, so could be another reason for raising them.

#### Flight Paths in KS4:

The flight paths will remain the same as the flight paths in KS3, the end Target Grade maybe altered to relate to the latest national data. Some subjects that are not taught at KS3 will have a new KS4 only flight path created, this is used for reporting.

An example of GCSE Textile flight path can be found here. (All flight paths are subject to change)

Textiles										
	Year 7		Year 8		Year 9		Year 10		Year 11	
	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2
6							7	8-	8+	9
6							7-	7+	8-	8
5.5 - 5.8							5+	6	7-	7
4.9 - 5.4							5-	5+	6-	6
4.1 - 4.8							4-	4+	5-	5
1.5 - 4							3	3+	4-	4
B							2-	2	2+	3
							1	1+	2-	2

In KS4 we share with students their grades, by this point in their lives they are expected to work towards their targets, being able to see the grade that they are working at will enable them to understand their mark schemes and take more control of their learning. Students are encouraged to look at the next grade or mark boundary within their feedback in order for them to make further progress.

Progress comments are also used at KS4 indicating if a student is Above, On, Near or Below where they should be to achieve their target grade.

## **5. Reporting and Assessment in Years 12 and 13**

A Level targets are being set using the FFT Aspire 20 estimates. Whilst the sixth form currently achieves grades in line with, or just below, national averages for the most part, it is felt that targets should be aspirational, which is why Aspire 50 is not used. In addition, this brings the target setting process in line with the main school. We will not be adjusting any Year 13 targets for 2020 -21 cohort as the 2020 CAG system would not be an accurate reflection of how a student would perform, we will remain using 2019 exam results for security and fairness.

For the 2020-21 Year 12 cohort, targets will be set once FFT estimates are available. If these are likely to be delayed beyond the end of November 2019, we will generate some internal targets to be used in the meantime, based on average G.C.S.E. scores and using Sistra VA estimates using last years' prior attainment.

For students for whom we have no FFT information, targets are set by 'best fit' target setting, looking at the student's prior achievement at G.C.S.E. or equivalent and matching them to similar students.

## **Tracking Progress in KS5**

Similarly, to KS3 & 4, throughout the year, students will complete 'common assessments' (CA's). These are internally moderated and graded using the A Level / BTEC Level 3 grading criteria on the most relevant specification. The assessments have been designed to enable students to demonstrate the relevant skills and knowledge of the latest topic and be awarded a grade in that area of work. It is important to understand that is a reflection on smaller topics and parts of the course and does not equate to a full A level or BTEC grade, it acts as an indicator to show where a student is 'working at' in a particular area of the subject.

The CA grades are internally stored and when a Tracking Point window opens, the most recent CA grade is used for the report. That grade is also compared against the staggered target grades on the subject's flight path, this will ensure that the grade is not being compared to the end of KS5 target grade. (If a student was in the first half term of Year 12, we wouldn't be expecting them to be working at their end of year 13 target, so we compare that grade with the Year 12 Autumn target grade) – providing everyone with a clearer picture of progress for that individual at that time of the year.

## **6. Assessment schedule and using Sims and Parent App**

The current schedule for TPs is as shown below. Each Year group receives one written comment per subject, as well as a Consultation Evening.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>HT1</b>				TP1	TP1	TP1	TP1
<b>HT2</b>	TP1	TP1	TP1		TP2	TP2	TP2
<b>HT3</b>				TP2			TP3
<b>HT4</b>	TP2	TP2	TP2		TP3	TP3	
<b>HT5</b>			TP3	TP3	TP4 (Exit Poll)	TP4	TP4 (Exit Poll)
<b>HT6</b>	TP3	TP3				TP5	

KS3 Tracking Point outlines:

**TP1** November – A2L, Progress Comment

**TP2** March - A2L, Progress Comment

**TP3** May (Y9), June (Y8) and July (Y7) A2L, Progress Comment & Written Report

Year 10

**TP1** November - A2L Only

**TP2** February – A2Ls, Target Grade and Progress comment

**TP3** May – A2Ls, Target Grade and Progress comment alongside written reports

Year 11

**TP1** November - A2L, Target Grade, In Class Assessment Grade

**TP2** December – A2Ls, Target Grade, Mock Exam Grade and Predicted Grade

**TP3** March – A2Ls, Target Grade, Revised Predicted Grade alongside written reports

Year 12

**TP1** October – ‘Settling in’ comment

**TP2** November – A2Ls, Target Grade and Common Assessment Grade (Interim Tests)

**TP3** February – A2Ls, Target Grade, Common Assessment Grade (In Class) and Written Comment

**TP4** April – A2Ls, Target Grade, Common Assessment (In Class Exam Grade)

**TP5** July – A2Ls, Target Grade, June Exam Grade and UCAS Grade

Year 13

**TP1** October – ‘Settling in’ comment

**TP2** November – A2Ls, Target Grade and Common Assessment Grade (In Class Assessments)

**TP3** February – A2Ls, Target Grade, Mock Grade (Jan Mocks), Predicted Grade and Written Comment

When a TP data has been collated, a report is produced and published to parents using the Sims Parent App.

## **APPENDIX**

### **Formative assessment**

Formative assessment can range from probing questions put to pupils as they think something through, quick recap questions at the opening of a lesson, scrutiny of the classwork or homework of pupils, through to formal tests.

When using formative assessment, teachers need to consider the following:

- What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
- How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
- How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?
- How will I ensure my approaches to assessment are inclusive of all abilities?
- How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
- What follow-up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
- Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

### **Summative assessment**

When using summative assessments, we need to consider:

- Who will use the information provided by this assessment?
- Will it give them the information they need for their purposes?
- How will it be used to support broader progress, attainment and outcomes for the pupils?
- How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress?
- How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?
- How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?

## Table of conversions

### Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ <b>STRONG PASS</b>	
④ <b>STANDARD PASS</b>	C
3	D
2	E
1	F
	G
U	U