Exmouth Community College

ASSESSMENT WHOLE COLLEGE POLICY

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Policy Written	David Turner
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Assessment at Exmouth Community College is seen as a formative and summative process, in that assessment procedures adopted by all Departments should be made against clearly defined programmes of study and criteria. Learning is at the centre of assessment and we assess our students in order to support them in improving their learning. Assessment is an ongoing and continuous process of monitoring progress and it is important for our students to achieve excellent results in publicly recognised qualifications.

The assessment should be varied and integrated as much as possible within normal good classroom practice. The outcome of assessment should involve dialogue and feedback between student and assessor, culminating in an action plan that addresses shortcomings and provides direction for further progress both for student and teacher.

<u>Audit by Head of Department & Link SLT</u>

1. All Departments should have clear curriculum intention as shown in schemes of work. At Key Stage 3 this should relate to the new National Curriculum programmes of study, Progress Indicators and descriptors. At Key Stage 4 and 5 this should relate to the Qualification Specification.

2. Assessment within a Department should be in context with the Programme of Study or Qualification Specification. Throughout the College, it should address Attainment Targets derived from end of Key Stage 2 attainment in English and Maths, Progress Indicators and curriculum descriptors.

3. Formative assessment procedures will draw on a wide variety of evidence.

4. Assessment procedures will be ongoing in the classroom. There should be a common Department policy and procedures for recording the outcome of assessment.

5. Students should have access to schemes of work in a form that they are able to understand. These could be in the form of 'whole course' or topic or module information packs.

6. All students should be aware of the teacher's expectations in all assessment procedures. They should be aware of and understand the knowledge and skills that are valued and are being assessed in each subject.

7. Students must be involved in dialogue with teachers on matters related to their performance, attainment and rate of progress. Students should be encouraged to participate in self assessment and target setting for improvement.

8. Departments should have procedures to enable students to address shortcomings as shown by assessment outcomes.

9. Parents/Carers should have a statement of curriculum intent in the subject for each Key Stage or Year. At Key Stage 4 and 5 details on how to gain access to the Qualification Specification or a synopsis retained by students is sufficient.

10. Schemes of work should be differentiated to suit the full ability range.

11. Members of the Department should assess to the same standard. The assessment should be reliable across the whole Department and this should be encouraged by regular Departmental moderation.

12. Departments should have a clearly defined recording procedure that is carried out by all members. At Key Stage 3 this should address National Curriculum Progress Indicators and descriptors relating to the level of progress between Key Stage 2 and 4.

13. Departments should have clear 'Records of Attainment' that relate to Progress Indicators at Key Stage 3 and Qualification Specifications at Key Stage 4 and 5 and are reported to parents each term.

14. Reporting criteria should be displayed in all classrooms and communicated clearly to all students.

15. Students should be made aware of criteria used by departments in marking for Effort and 'Attainment' (Progress Indicators in Key Stage 3 or Grade in Key Stage 4).

16. Departments should have manageable procedures for keeping evidence of consistency in awarding Progress Indicators or Grades to students. This should take the form of a portfolio of work exemplifying all levels of progress.

17. Departments should have effective procedures for transferring records of student's progress and attainment to new teachers.

18. Departments should have documentation that is available to new teachers that explains the Department Policy and procedures on assessment, reporting and recording.

19. All members of the Department should apply the College Marking Policy and the Department specific policy.

20. All Departments should have a strategy to ensure progression between Key Stage 2 to Key Stage 3 and Key Stage 3 to Key Stage 4 in order to secure a minimum of three levels of progress between Key Stage 2 and 4.

21. All Departments that group students on ability in Year 7 should be able to justify these initial arrangements on entry to Exmouth and the subsequent procedures for movement of students to faster or slower moving groups.

22. The Head of Department should provide a statistical analysis of any summative assessment to all members of the Department, Link SLT and the appropriate Head of Year using 4Matrix or data from within SIMS.

23. Core and Non-Core subjects across all Key Stages will centrally record on SIMS the Attainment Levels (Key Stage 4 and Post 16) or Progress Indicators (Key Stage 3) of all students termly at a time deemed appropriate.

Guidance for staff on the implementation of the ECC ASSESSMENT POLICY.

Assessment at ECC has a key role in raising the expectations of students and staff concerning individuals progress and performance.
Assessment will follow two main interlinking pathways.

- **Summative assessment** will provide snapshots of individual student performance measured against National criteria across the College and which will be used to set target grades for students that will be reported to parents. Student targets, based on their prior Key Stage 2 performance will be used to set aspirational performance targets for Departments for the end of Key Stage 4. Key Stage 5 targets will be set using the APS from the end of Key Stage 4 with value added to generate a minimum target.

- **Formative assessment** that will be used by teachers and students as an integral part of the learning experience at the College and which will help guide and structure an individual's learning across all areas of the curriculum followed by each student.

Summative Assessment

- An **Expected Target Grade** (ETG - *Minimum Expected* in 4Matrix analysis) will be set by the College for students in all their subjects at the start of Key Stage 4. These targets will be generated from the student's prior attainment at Key Stage 2 to reflect a minimum of 3 Levels of Progress by the end of the Key Stage. Departments will review these and set an Aspirational Target grade (ATG) following assessments and classroom work, in agreement with the Deputy Principal and Data and Assessment Manager. If students reach their expected target grade by the end of Year 10, an Aspirational Target Grade (ATG) will be issued at the start of Year 11 reflecting 4 levels of progress.
- NFER CATs and external Progress in English, Maths and Science transition tests will also be used to assess ability level upon entry to the College in Year 7.
- At **KS5** student's prior attainment from the end of KS4 will be used to generate a minimum target grade calculated through the L3 Ready Reckoner. Departments will then be expected to review this and set an Aspirational Target Grade (ATG) to reflect the student's current working level shown in the classroom and from assessments .
- The **Expected Target Grade** (ETG) reflects a grade that would be achieved if a student made the expected 3 levels of progress from their attainment at the end of Key Stage 2 to the end of Key Stage 4 and achieved the national median level/grade for their starting point.
- The **Aspirational Target Grade (ATG)** would be achieved if a student made progress that would put them in the top quartile of students nationally at the end of Key Stage 4 and reflect 4 levels of progress from their starting point in Key Stage 2.
- From 2016 onwards, outcomes at the end of Key Stage 4 will be reflected by the Progress and Attainment 8 levels against national data.
- Heads of Department will ensure that these target grades are made explicit to students and are recorded in the students Homework Diaries and work books.
- Heads of Department will ensure that an assessment grade (Key Stage 4 and 5) or Progress Indicators (Key Stage 3) for each student is produced in time for each terms data collection date. This assessment grade or Progress Indicator will be based on formal assessment of a student's progress based on that terms work and the professional judgement of the teacher.
- Heads of Department will ensure that teachers assessments are moderated within the Department to ensure consistency of assessment across the Department for each Key Stage.
- **At KS3,** Progress Indicators and descriptors will be based on the new National Curriculum (September 2014) and reflect whether students are making the necessary 3 levels of progress from Key Stage 2 to 4.
- **At KS4 & KS5** the assessment levels will be based on the exam board grade descriptors for each subject.

Formative Assessment

- It is the every day assessment of a student's learning demonstrated in each lesson which enables teachers to structure and effectively guide a student's learning.
- It is the pivotal component that supports the College ethos of ensuring learning is a dialogue between student and teacher.
- It is essential for the development of the students to become independent, reflective and effective learners, who are able to act upon feedback from their teachers, and ultimately make progress as successful attainers.
- SLT Department Links, Heads of Department and other teachers with responsibilities for leading and developing teaching and learning in their Departments will monitor the use of formative assessment and the linked teaching methods through lesson observations.

College reporting to parents about student's progress.

- Each term a **progress report** will be sent to parents and carers and made available on-line via SIMS Learning Gateway. This will summarise the progress that has been made

towards the student's target grades and whether their behaviour, attendance and achievement levels are satisfactory or not.

- Once a year, a written report for each subject studied by students will be sent home to parents and carers and made available on-line via SIMS Learning Gateway. This **full report** will summarise progress made in key aspects for success in each subject as well as information on attendance, and clearly defined targets for students to act on in future in order to improve their learning and attainment.
- Heads of Department (with their SLT Link) will ensure teachers in their Department are fully aware and acting on the most current guidance on report writing available in the staff handbook. Heads of Department will sample full reports to ensure consistency and quality report writing.
- Heads of Department will ensure that following each set of progress reports the progress data available is analysed through 4Matrix or SIMS to highlight students who seem to be underachieving or achieving beyond expectations in order to highlight classes where progress is out of line with expectation within their Department.
- Heads of Department will have clearly outlined methods of encouraging and supporting underachieving students and of praising and rewarding students equalling or exceeding their ATGs using E-Praise.
- Heads of Key Stages (*or Deputy Principal i/c of Data and Assessment*) and Heads of Year will ensure the progress data is used to target available support to individual students with a particular focus on vulnerable groups such as Pupil Premium or SEND students.
- Tutors at Key Stage 3 will undertake Academic Mentoring every term with students in their Tutor Group and students will populate the progress page in their Homework Diaries with targets and outcomes.

Set Movement Policy

Heads of Department will be responsible for grouping of pupils on entry to Exmouth Community College using information supplied by Feeder Primary Schools. The grouping structure supported by Key Stage 2 SATS results adopted by each Department should reflect the overall College policy and philosophy. GL Assessment Data in English, Maths and Science will also inform setting throughout Key Stage 3 and upon transition to the College.

Set movement is an important outcome of ongoing formative assessment. For students moving to faster moving sets, it provides both reward and motivation. For those moving to a slower moving set, it should not be seen as a punishment, but an action that is taken from an informed position to provide the most suitable learning environment for an individual student.

Students and parents should be aware from the onset that set movements are a regular feature of supporting and advancing the learning strategy at Exmouth Community College.

All Departments that are involved in setting will consider all students in a Year Group on three occasions during each year. These times will be in the College Calendar and will be towards the end of each term.

Confirmed movement of students must not take place until a letter has been sent to the parent/carers and the Data and Assessment Manager has been informed. This letter will inform the parent of the proposed move, the reasons, and give them the opportunity to discuss the matter with the teachers that propose the move if they so wish.

- The sending of the letter will be the responsibility of the Head of Department.
- Note this will apply to students moving to faster as well as slower moving groups.

For National Curriculum subjects the following consequence of set movement will need to be taken into consideration by the Head of Department.

- The new teacher will need to have the previous teacher's record of attainment and any evidence that goes with it.

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- In addition, the new teacher must be aware of prior progress made and schemes of work that may have been missed as a result of this move and need addressing.

Information on SIMS has to be updated immediately by the Data and Assessment Team.

A duplicate e-copy of the set movement letter should be emailed via SIMS to the Head of Year and the Communication Log updated within SIMS to ensure it is filed on the student's records.

<u>Other Important Considerations:</u>

All Departments should consider carefully the evidence and procedures that are used in determining set movements. It is important that each Department has in its handbook the Departmental Policy that is to be used by its members when considering movement.

Please check with the Head of Year before students or parents/carers are informed of movement. There may be personal reasons that make the move inappropriate at that time.

Please remind your Department that students should have been warned (sensitively) that they are **likely to move to a slower moving group and that any report to parents/carers should reflect a causing for concern in the rate of progress. If a report indicates 'Satisfactory', no movement must take place.**

Heads of Department are strongly advised to closely monitor set lists within SIMS and checking them every term. It is crucial that all set lists in SIMS are accurate at all times as they are used in Exams and all Assessment matters and will also result in e-registers being inaccurate.

<u>Outlining staff responsibilities – GCE and GCSE Controlled Assessment</u>.

- *Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ Regulations and awarding bodies' subject-specific instructions.*
- *At the start of the academic year, begin coordinating with Heads of Department/subject to schedule Controlled Assessments. (It is advisable that Controlled Assessments be spread throughout the academic years within Key Stage 4).*
- *Map overall resource management requirements for the year. As part of this resolve:*
  - *clashes/ problems over the timing or operation of Controlled Assessments.*
  - *issues arising from the need for particular facilities (rooms, IT networks, time out of College etc.)*
- *Ensure that all staff involved have a calendar of events and that all Controlled Assessments are included in the Exams and Assessment Column of the Whole College Calendar.*
- *Create, publish and update an internal appeals policy for Controlled Assessments.*
- *Decide on the awarding body and specification for a particular GCSE.*
- *All Controlled Assessment units will be submitted at the end of the exam series or course at the time of certification.*
- *Standardize internally the marking of all teachers involved in assessing an internally assessed component.*
- *Ensure that individual teachers understand their responsibilities with regard to controlled assessment.*
- *Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.*
- *Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.*
- *Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting Controlled Assessments.*
- *Understand and comply with the awarding body specification for conducting Controlled Assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.*

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- *Supply to the Exams Office details of all unit codes for Controlled Assessments.*
- *Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.*
- *Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.*
- *Ensure that students and supervising teachers sign authentication forms on completion of an assessment.*
- *Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Exams Office to the awarding body when required, keeping a record of the marks awarded.*
- *Retain candidates' work securely between assessment sessions (if more than one).*
- *Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre.*
- *Ask the appropriate Special Educational Needs Coordinator (SENCO) for any assistance required for the administration and management of Access Arrangements.*
- *Enter students for individual units, whether assessed by Controlled Assessment, external exam or on-screen test, before the deadline for final entries.*
- *Enter students' 'cash-in' codes for the terminal exam series.*
- *Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.*
- *Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.*
- *On the few occasions where Controlled Assessment cannot be conducted in the classroom, arrange suitable accommodation where Controlled Assessment can be carried out, at the direction of the Senior Leadership Team.*
- *Ensure Access Arrangements have been applied for through the SEND Department in conjunction with the Exams Office.*
- *Work with teaching staff to ensure requirements for support staff are met.*

This policy should be read in conjunction with the Equality Policy. No one will unlawfully be disadvantaged on the grounds of age, race or ethnicity, disability, gender and marital status, gender identity, sexual orientation, religion or belief under the operation of this policy.