



Assessment, Recording and Reporting Policy.

The Welsh Government's Publication of 'A curriculum for Wales – a curriculum for life' written following Professor Donaldson's 'Successful Futures' report establish that the four core purposes of the curriculum and teaching in general are to produce and develop young people who are;

- Ambitious and capable learners
- Enterprising and creative contributors to society.
- Ethical, informed citizens
- Healthy, confident individuals

These purposes are to be the 'starting point for all decisions on the content and experiences developed as part of the curriculum. More than that, they are designed to influence how practitioners plan, teach and assess.' (*A curriculum for Wales.*)

The Assessment, Recording and Reporting policy operating within Llangatwg school is designed to fulfil the requirements of both Formative and Summative assessment and to have these fundamental principles at the forefront of its thinking. Effective Assessment can be regarded as bridging the gap between Teaching and Learning (Dylan William).

Summative Assessment is the assessment of learning, and is important in providing information about pupil progress. Each pupil is assessed against a target level at the end of Key Stage 3 or target grade at the end of Key Stage 4. The target is based on prior attainment. Pupils are tracked every term and in Key Stage 4 predicted grades for end of Key Stage are given at various points throughout the year. Our targets aim to be aspirational.

Pupil progress reports are issued to pupils and parents after each data collection. The data collection also identifies underachievement and constructive discussions can take place between pupil, parent and staff.

Summative Assessment involves the moderation of work at Key Stages 2 & 3 and also the end of Key Stage 3 when levels for each National Curriculum subject are finalised.

Every pupil in Key Stage 3 is assessed against the National Literacy, Numeracy and Digital Competency Framework.

Formative assessment or 'Assessment for Learning' provides clear guidance to pupils about how they are able to achieve their targets. AFL principles are embedded in the teaching and learning process in Llangatwg School and include;

- the sharing of success criteria;
- understanding clearly what they are trying to learn, and what is expected of them;
- effective feedback about the quality of their work and what they can do to make it better;
- questioning which checks understanding but which also develops successful, ambitious learning;
- peer and self-assessment developed as ways of encouraging pupils to take greater responsibility for their own learning;
- given advice about how to go about making improvements;
- involved in deciding what needs to be done next, and who can give them help if they need it.

Our approach to assessment, therefore, attempts to address these two principles in a way that:

- complies with all statutory assessment requirements at both key stages;
- integrates assessment into the learning process;
- identifies individual learning needs;
- records learners' academic performance and level of effort;
- records learners' personal and social development;
- informs learners, parents and teachers clearly and comprehensively about a learner's level of achievement;
- records what the same learner needs to do in order to improve;
- is applied consistently between and within subjects areas;
- is based on a variety of assessment techniques;
- allows learners to be involved in the assessment process;
- is motivational for learners;
- records attendance;
- assists in the identification of underachievement;
- involves parents;
- is manageable, effective and efficient;
- includes a system of quality control.

Learners should clearly understand how their work is to be assessed, so that they are more likely to know what is expected of them and determine realistic and achievable targets for themselves.

Assessments should highlight strengths and weaknesses, but should emphasise positive achievement. They should be designed to encourage pupils to aim for higher standards and to plan for the next stage of learning.

At Key Stage 4, subject records must be supported by appropriate samples of learners' work for the purposes of moderation.

The tasks, skills or work to be used to indicate a level descriptor should be made very clear to learners. Learners must know what they have to do in order to achieve a level of attainment.

Each subject should identify and collate sample evidence which illustrates the range of attainment within their subject and which exemplifies the collective understanding of National Curriculum standards for each attainment target. The portfolio should contain work from learners across different classes at Key Stage 3, with all departmental members contributing to its development.

Each portfolio should: -

- be drawn mainly from Year 9 classes but may contain work from years 7 and 8 to reflect teaching and assessment across the department;
- show performance at levels 3-7 and for core subjects show work at either level 2, 8 or EP;
- at each level, cover all attainment targets.

Regular internal standardisation / moderation meetings will take place to ensure the consistent application of levels to pupils work.

Subject Leaders will be responsible for the general maintenance of such portfolios.

KS2 / KS3 Transition

Core subject staff from Llangatwg will regularly meet up with Year 6 teachers from our partner primaries to look at standardisation / moderation in the core subjects. Samples of learners work will be gathered by each sector and through consultation, an agreed level awarded. This increases the reliability of teacher assessment and the flow of data between both sectors. It also ensures a common understanding of levels within the cluster.

The format of teacher records must also enable a subject to maintain learner records over a Key Stage. Measurements of performance must be consistently applied across the subject range.

Recording Learner Progress

A Progress File is a document used to record a learner's academic, social and personal development. At Llangatwg School the Progress File has replaced the more traditional type of school report. It not only records comments made by teachers, but also offers the opportunity for learners and parents to make a contribution.

The Progress File is a summary of a learner's general progress at Llangatwg School.

However, it is only part of the monitoring process. In each subject a detailed report of progress is indicated by a Termly Review. This is contained in the exercise book or file of every learner, for every subject.

A Termly Review indicates progress in a subject by highlighting units or sections of work at regular intervals. It should be examined by parents for a detailed indication of progress in that subject.

All learners will take home two reports per year, forming a comprehensive account of a child's progress throughout the academic year. The comments and grades contained in the Progress File are based on the continuous assessment of a learner's homework, class work, oral and practical work together with test and examination results and an evaluation of the attitude shown by the learner towards their studies.

The Progress File also contains a grade or National Curriculum Level for each subject that shows the target which the learner should be capable of achieving.

Every learner will take with them, when they leave school at the end of Year 11, a Summative Progress File. This will contain a summary of their achievements, both in and out of school, during the previous five years. The File will contain a Personal Reference written by a member of staff chosen by the learner and a Personal Statement written by the learners themselves.

Learners may also include, if they wish, their final reports which include a brief course outline of each subject the pupil studied together with a comment on their achievement in that subject. An account of the learner's work experience will also be included in the file.

There will be space available in the File for the inclusion of any examination certificates. The Progress File will provide a valuable source of information as each learner plans for their future.

Whole School Criteria for Assessment

Sets:

Learners' sets/groups should be recorded on marksheets in order to standardise our approach the following notation should be used:

Mixed Ability = MA

Special Class = S

Set Groups = Indicate which set the learner is in and how many sets there are by using numbers not letters, e.g. Jane Smith 2/3 indicates that Jane is set 2 out of 3 sets.

Attainment

Learner progress is judged by the subject teacher at each reporting stage against the set criteria laid down in each National Curriculum document. Learners are judged to be working towards, or at a level of attainment, after they have demonstrated the particular characteristics of that level.

This assessment will be based on a wide range of evidence ranging from oral responses, through the more traditional written or practical work, to more formal tests or examinations.

Work Characteristics

Learners' work characteristics for whole school assessment include: - Presentation of Work, Homework, Effort, Behaviour and Key Skills. The following lettered codes should be used to grade these work characteristics: -

E = Excellent

G = Good

S = Satisfactory

I = Cause for Concern

The Role of the Subject Teacher

1. Termly Reviews

Termly reviews are a very important element in our Record of Progress. They form the basis of the process for the assessment of all our learners throughout the school.

- Review sheets should be issued to pupils by subject teachers at the beginning of each term. They provide the opportunity to: -
 - outline the aims/content/key ideas/skills etc. involved in the study of a particular term's work.
 - inform learners of what is required of them e.g classwork / homework / written work / practical work / end product / assignment / project / oral work etc.
 - highlight methods of assessment to be used e.g. test / coursework / oral / written / practical.
 - encourage learners to think about what is required of
 - encourage learner self-assessment during a course of study
 - discuss learners' progress/strengths/weaknesses etc.
- Review sheets should be kept by all learners in subject notebooks / files where they are available for updating by learners and for viewing by the subject teacher, form tutor, senior staff and parents if/when required.
- Learners' self-assessment of the term's work should be completed on the review sheet by the end of term. Learners should identify **e.g.** work completed / work missed / work done well / work to be improved / work found difficult etc.

Points of action should also be recorded by the learner following dialogue / discussion / feedback with / from the subject teacher. The review sheet should then be signed and dated by the learner and teacher.

2. Data Collection and Reporting Stages for Years 7, 8, 9, and 10

Subject teachers will need to provide an assessment summary for each learner taught in Years 7, 8, 9, and 10 three times a year as follows:

- **Autumn Term**
 - Marksheets are made available via SIMS to all subject teachers for completion by the stated deadline dates (usually beginning around half-term).
 - On completion marksheets should be checked by subject leaders for completeness and accuracy.
 - Information from marksheets will automatically be transferred to reports for distribution to form tutors.

- **Spring Term** – Data collection via SIMS

- **Summer Term**
 - Marksheets will be made available early in the Summer Term, via SIMS, so that grades can be entered as and when available.
 - Subject teachers will need to complete the usual assessment summary based on the school criteria and should also include more specific teacher comments relating to pupil progress and achievement.

Subject Teachers' comments should be a reflection of what each learner has achieved in terms of new experiences, skills, attitudes, concepts etc. These comments should be directly related to the course of study followed as set out in Termly reviews.

Examination Results

A box for the examination results appears alongside attainment and effort level.

N.B. The examination result should be treated as **one** element of the school's policy of continuous assessment. It should **not** dominate or be the major focus of subject teachers' comments.

Target Setting

The action / target - setting section should contain subject specific constructive advice on what a learner needs to do in order to improve.

Learners should be given the opportunity to read, discuss and sign their completed teacher assessment sheet.

Marksheets should be completed by subject teachers by the stated deadline dates and checked for completeness and accuracy by subject leaders.

Reporting Stages for Year 11

- **Autumn / Spring Term**
 - Mock examinations are held for Year 11 towards the end of the Autumn Term.
 - Marksheetworks containing teacher comments will need to be completed by the beginning of the Spring Term as outlined in the previous section.

- **Spring / Summer Term**
 - A personal reference for inclusion in the learners' Progress File will be written following guidelines provided during the Spring Term by a member of staff who knows the pupil well.
 - Learners will receive their Progress File during the Summer Term.

The Role of the Form Tutor

Years 7, 8, 9, and 10

- **Autumn Term**

Reports will be distributed to Form Tutors when levels and grades have been transferred from marksheets.

Form Tutors will need to: -

- Direct learners to complete necessary administrative tasks.
- Examine levels/grades for each learner in the form.
- Liaise with Key Stage Leaders regarding whether or not parental contact is required. Reasons for requesting parental contact could include underachievement or cause for concern relating to attendance, behaviour or a combination of these.
- Allow learners the opportunity to examine their reports.

- Send the original report home via the learner in folders.
- Begin interviewing / reviewing with members of you're the using PSE lessons and profiling lessons.

N.B. Target setting should occur as part of the interview/review with each learner. Targets should be stated positively and constructively and recorded both on computer and in the learner's handbook.

- **Summer Term**

Completed Reports will be distributed to form tutors. Form tutors will need to direct learners to complete necessary administration.

When the teacher assessments have been examined carefully for each pupil:

- - Complete Form Tutor's comment.
 - Liaise with the Key Stage Leader whether parental contact is necessary.
- Allow learners the opportunity to examine their teacher assessment sheets carefully. They are to make a comment in the box provided.
- Reports are then completed by Key Stage Leader and a member of the Senior Leadership Team. The report is then sent home with pupils.
- Begin interviewing/reviewing with members of the form using P.S.E. lessons and profiling lessons. Learners should complete their interview record sheets in their planners outlining their strengths, weaknesses etc. Form tutors will need to record dates of interviews as usual.

N.B. Target setting should occur as part of the interview/review with each learner. Targets should be stated positively and constructively and recorded both on computer and in the pupils handbook

Year 11 Form Tutors

There will be one full reporting stage for Year 11 learners following their Mock Examinations at the end of the Autumn Term. This means that Year 11 form tutors will need to complete documentation at the start of the Spring Term. (Please follow guidelines described for form tutors of Years 7 - 10 in their Summer Term).

This reporting stage will be followed by the presentation of the Progress File during the Summer Term. Form tutors will be expected to monitor and assist members of their form in completing Work Experience Statements, Personal Statements and Curriculum Vitaes.

In addition, form tutors will be responsible for writing a Personal Reference for each member of his/her form. Form tutors are actively involved in the presentation of their forms Progress Files during the Summer Term.

Personal and Social Education

Within the structure of the P.S.E. programme lessons will be designated at key times to allow form tutors and learners to complete many of the activities and tasks connected with the Progress Tracking.

The Role of the Key Stage Leader

Years 7, 8, 9 and 10

- **Autumn Term**

Key Stage Leaders should liaise with form tutors regarding learners whose parents need to be contacted. Key Stage Leaders also need to review data concerning the academic progress, behaviour and underachievement of learners in the year.

Year 11

- **Spring Term**

As above. In addition, Key Stage Leaders will be required to write a comment on each learner. These comments should focus on learner attainment relative to potential using base data such as CAT information.

Years 7, 8, 9 and 10

- **Summer Term**

As for Year 11 above.

Marking Policy

Rationale

The marking, correction and follow up of the written work of learners lies at the heart of the learning process. Marking is an ongoing act of harnessing the learners' potential by the regular correction of work and by skilled guidance towards the next goal or goals. For teachers, the marking of work for the purpose of enhancing learning, forms a major part of "the daily round and common task."

The principles that underpin the marking policy of the school are that marking should: -

- be positive, constructive and encouraging, aiming to increase the pupil's capacity and readiness to learn;
- identify positive features of a learner's work and also the shortcomings that

- require attention;
- include suggestions about how any shortcomings might be addressed, including targets for future work;

School Policy

The following procedures, consistently applied, should lie at the heart of faculty/subject marking policies.

Frequency - It is essential that work is regularly marked - at least once every 2/3 weeks would be an acceptable frequency. It is always useful for learner, teacher and department monitoring procedures for all work marked to be dated and initialled.

Marks / Grades - The purpose of the marking of the exercise must be clear, whether it is for **effort or attainment**: -

- if it is for effort, the work should be graded E to I. This ties in with the requirements of Progress File and allows for learner work to be graded consistently across the school;
- if it is for attainment, the work should be marked out of 10, with clearly agreed and consistently applied departmental criteria;

Detailed marking – Subjects will need to identify a range of assessment exercises which require detailed marking. These exercises will be a combination of classwork and homework tasks plus routine tests and should be targeted at specific learning objectives. There is no expectation that all work should be marked to this level of detail.

At Key Stage 3 these should be assessed according to National Curriculum guidelines and an appropriate level recorded. At Key Stage 4 they should be assessed according to subject board requirements and an appropriate grade recorded.

Comments - Every piece of work which has been chosen for detailed marking should include appropriate comments on the learner's performance and subject specific advice for future progress. These should be encouraging, positive and constructive, noting praiseworthy points and suggesting means of correcting or improving weaknesses.

Whilst the majority of marking will take place in teacher time, it is advisable to do some marking in the presence of the learner. This is beneficial to the learner and teacher.

Use of Language - All teachers are expected to develop learners' skills in this area under the Common Requirements of the National Curriculum. To this end, it is recommended that the following abbreviations are used on work which is *specifically* assessed for the promotion of accurate spelling, punctuation and grammar:

S or Sp.	-	Spelling mistake
U	-	Work not underlined
G or Gr.	-	An error of grammar
C	-	Capital letter should have been used
NP	-	New paragraph should have been started

[Please refer to Key Skills Policy for further guidelines.]

Learner Correction of Errors - More emphasis needs to be placed on learners' drafting and redrafting work. Work that is of an unsatisfactory standard should be repeated following appropriate advice from the teacher.

This also applies to basic errors of spelling, punctuation and grammar. Errors of this nature need to be clearly indicated for repetition and followed up according to the Key Skills Policy.

Recording of Marks/Grades - The Teacher's Mark Book, in whatever form it takes, continues to be the single most valuable source of information about learner ability and progress. The following basic structure should be applied:

- all work marked should be clearly identified - date of marking, nature of task set etc.;
- marks/grades from different types of assessment should be kept in separate columns - Homework from Classwork from Tests/Exams from Presentational skills etc.;
- a separate section should be used to record the levels and grades awarded to both the results of the range of targeted assessments and the attainment assessment to be written on all learner reports, Interim and end of year;
- space should be allowed for relevant comments alongside each learner's name, e.g. strengths and/or weakness, behaviour, attitude;
- a record of attendance lesson by lesson.

Subjects need to ensure the uniform application of these guidelines through simple but effective monitoring and moderating procedures. Subjects need to develop a system to record key learner attainment data for monitoring learner progress. The application of this marking policy will be to the advantage of all learners and ensure consistency and uniformity of assessment and recording procedures across the school.

Examinations

End of year examinations are held for each year group. Years 7-10 in May with Mock GCSE examinations for Year 11 in December.

Examinations focus on particular skills, and areas of knowledge which provide an extra dimension to understanding pupil's abilities.

However, examinations have not replaced the other assessment strategies that have been employed at Llangatwg School over a long period of time. Examinations are simply another aspect of the whole school assessment policy, used to determine the academic progress of pupils.

Examinations results will be reported to parents alongside other assessment results.

Internal Examinations: Code of Practice

Learners

All learners sitting internal examinations are expected to comply with the following regulations:

- It is the learner's responsibility to know the date, time, place and duration of each examination.
- Learners are responsible for bringing all necessary equipment to each examination.
- Unless there is a revision period prior to the start of the examination, never take any material into the examination room other than writing equipment.
- No sweets or drinks are to be taken into the examination room.
- Learners will be allocated a seat in the examination room by the invigilators and under no circumstances must a learner enter the examination room until instructed to do so by the invigilators.
- Once inside the examination room learners must sit without speaking in their allocated seat, always facing forward.
- The examination is still deemed to be in progress until all scripts have been collected and learners must not speak during this time.
- Any learners detected in unfair practice during an examination will have their paper disqualified immediately.

Staff

- Requests for information about numbers of candidates and duration of examinations should be returned as soon as possible.
- Subject Leaders are responsible for:
 - Producing examination question papers.
 - Ensuring that examination papers, writing paper and any special equipment are taken to the examination rooms at least fifteen minutes prior to the start of an examination.
 - Collecting papers and equipment from the examination rooms at the end of the examination session.
 - Informing the Examination Officer of any special requirements needed for an examination.
- Supervisors should report to the examination room ten minutes before the start of an examination.

- Supervisors are asked to maintain the same discipline inside the examination rooms for internal examinations as for external examinations.
- Anyone detected in unfair practice during an examination should be reported to the respective Faculty Leader.
- Form Teachers should ensure that their learners have made an accurate copy of the examination timetable and know the date, time, place and duration of each examination.

Homework Policy

Homework is seen as an essential part of the school curriculum and integral part of effective assessment and is therefore compulsory for all learners irrespective of age or ability. This belief in the value of homework is based on a number of educational arguments:

- Homework is a vehicle to learning. Practice and drill can be used to reinforce the skills developed within the classroom;
- homework can extend the learning process. Different styles of learning can be adopted in order to compliment the work done within the classroom;
- homework develops within pupils the capacity for further self-study;
- homework extends considerably the time available for learning. Many GCSE courses remain overlong and it is impossible to cover all the required work in the lesson time available;
- individual work done at home is required as part of the assessment process for many GCSE courses. It is unrealistic to expect learners' to be successful at this without a solid foundation being laid in the lower school;
- homework encourages parental interest, involvement and support for learners.

It is for these reasons it is **EXPECTED** that: -

- all learners will complete the homework tasks they are set;
- every subject teacher will set and mark homework on a regular basis.

The nature and amount of homework set will vary and will depend upon the age and ability of the learner as well as the subject being taught. A whole range of activities might be appropriate as homework tasks including:

essay writing, learning work and revising, finding information and problem solving tasks, sketching and drawing, answering questions.

In order to develop the school's policy on homework to provide quality, quantity and balance for all learners, the following process has been agreed: -

- All homework will be marked against agreed criteria;
- there will be a gradual introduction of homework into Year 7 involving the teacher support in developing organising and study skills;
- each subject will develop a range of varied homework tasks in every year group. These will be related to the scheme of work, differentiated and

- developmental;
- these specific homework tasks need also to be challenging, reinforce learning and extend every learner;
- each department will identify a range of meaningful tasks which facilitate progression in learning;
- a subject should select these specifically developed homework tasks for detailed marking in line with the school's marking policy;
- encourage the consistent use of pupil planners.

Learner Diary

The main instrument for operating homework policy in the school is the Learner Diary. Homework is entered by the learners on the relevant subject page. At the end of the first week, and all subsequent weeks, learners must ensure that their parents sign the diary, acknowledging the amount of homework that has been set.

Form teachers monitor entries in the diary during morning registration sessions. This will be simply a matter of scanning the diaries to ensure they have been signed by parents, and initialling the relevant section at the end of the week.

Where a diary has not been signed by parents for a period of two weeks Year Leaders and then Key Stage Leaders must be informed, so that the appropriate action can be taken. This will mean either interviewing the learner or contacting parents, depending on the individual problem.

Subject teachers must ensure that when homework has been set, it is entered in the diary. When subject teachers wish to draw attention to a particular homework, they may record any comments in the diary.

It must be emphasised, however, that there is no expectation for subject teachers to enter comments for a normal homework. The basic expectation lies with the learners. They must enter the homework, do the homework and get their parents to sign the diary on a weekly basis.

Diaries will also be monitored regularly by Key Stage staff.

The diary has been designed to help learners organise their work, and it should be checked regularly by both Form Tutors and parents. When used properly it is extremely useful.