Barnhill
COMMUNITY HIGH SCHOOL

Assessment, Reporting & Recording Policy

2022-23

MIDDLESEX LEARNING PARTNERSHIP

Approved by:	LGB
Date:	February 2023
Next review due by:	February 2026

Assessment is an integral part of our curriculum intent planning and is interdependent with the teaching and learning implementation. It plays a fundamental role in driving improvement in progress and attainment levels for our students. We believe that effective assessment provides information for teachers to adapt teaching and learning, make appropriate provision, enabling students to make progress through the curriculum. Feedback to students on their learning is regular and consistent, so each student understands what they need to do to improve, how to make progress through the curriculum maximising their potential and together, achieving their best.

Vision

Barnhill is firmly committed to ensuring that all students make outstanding progress from their respective starting points when they join our school. Their performance is tracked and monitored throughout their time here by teachers at all levels. Our assessment builds resilience and fosters a culture of improvement, where students aspire and leave with the wisdom, knowledge and skillset to achieve, irrespective of their backgrounds. This is based on a manageable and powerful system which informs students, teachers and parents/carers of their progress through the curriculum and empowers students to take ownership through continuous reflection on their learning.

The main objectives for assessment are:

- Assessment should have a positive impact on student's learning, promoting their progress, by ensuring they know what they have to do to make improvements.
- Assessment provides the means by which teachers can determine how best to respond to a students' individual learning needs, plan and adapt lessons to ensure appropriate provision is made for all students to achieve their best in curriculum areas
- To assess the skills and content taught through the curriculum, and used effectively to ensure curriculum adaptations are made appropriately to improve student outcomes
- Assessment should encourage students to review, reflect and redraft their work
- Assessment should be based on a clear criterion, shared with students

What is Assessment?

Assessment is one of the most powerful educational tools for promoting effective learning but it must be used intelligently. There is no evidence to suggest that increasing the amount of testing, without feedback and reflection will enhance learning. Instead, the focus must to be on upskilling and supporting teachers to use assessment as part of Teaching and Learning, in ways that will help to raise students' achievement. Assessment is generally referred to as activities undertaken by teachers and students to assess themselves and provides information to be used as feedback to inform curriculum adaptation. Assessment for learning (AfL, also known as Formative Assessment) is a snapshot of the learning that has taken place at a given point in time, where the evidence is used to adapt teaching activities to meet the needs of the learners in the classroom. (Black and William, 2004).

Formative Assessment

All staff include Assessment for Learning (AfL) strategies in lessons to enhance the learning outcomes for students. AfL is the process of seeking and interpreting evidence for use by learners and their teachers to understand the learning that has been processed in the moment and what future learning needs to take place. Checking for understanding is an integral part of teaching and using this to adapt your lessons is crucial to ensure students are making progress.

Summative Assessment

In addition to AfL (formative assessment) teachers use summative assessment. This is to evaluate students' learning at the end of an instructional unit, by comparing itself against a standard or benchmark. Examples of summative assessments are tests, exams, presentations, projects, booklets, oral presentations etc. Results from summative assessments will be used in a formal capacity and recorded as part of the AR&R calendar. (See AR&R calendar).

Characteristics of Assessments that promote learning are:

- It is embedded into Teaching and Learning and informs the implementation and curriculum adaptation
- It aims to provide students with skills and strategies for taking the next steps in their learning to make appropriate progress
- It involves sharing learning intentions/outcomes/objectives with students
- It aims to help students to know and recognise the standards that they are aiming to achieve
- It involves students actively participating in peer and self-assessment
- It is used to provide feedback, which enables students to understand their next steps and how to take them in order to improve
- It involves teachers reviewing and reflecting on assessment data and adapting their teaching and/or curriculum
- It involves students reviewing and reflecting on assessment data and identifying their next steps to improve
- It is underpinned by a belief and confidence that every student can improve

Additionally, assessments should be:

➢ Accurate, so they assess what is intended to be assessed as part of the curriculum covered

➢ Replicable across the cohort of students

➢ Generalisable to the cohort, easy to compare and draw valid and robust conclusions from

Marking and Feedback

Marking and Feedback is one of the most constructive tools that a teacher can use to empower students and aid their learning; it further impacts their own teaching. Outstanding marking, feedback and DIRT (Dedicated Improved Reflection Time) is an integral aspect of Teaching and Learning here at Barnhill Community High School, supporting students to make Outstanding progress after formative and summative assessments. Success criteria is an essential element of student's learning, so students know what they are being assessed against and what they need to do to make improvements. Feedback should always be Specific, Measurable, Achievable, Realistic and Timely (SMART), with an emphasis on the use of positive language and challenge. Additionally, there is a colour code for teacher feedback (green pen), self and peer assessment and redrafting of work (DIRT), which enables students to identify clearly what their areas of development are and their next steps. The feedback staff provide for students should be thought provoking and engage them in a dialogue with their teacher, encouraging them to take responsibility for their learning and progress. Equally, the students play a fundamental role in their own progress through reflection and are expected to engage fully in student/teacher dialogue by responding to teacher comments, questions and/or tasks as well as developing their capacity as self and peer assessors, crucially important for their progress.

Aims of Marking and Feedback:
- It is student centered and serves as a pathway to advance student progress and outcomes and achieve their best
- To enable and empower students to understand areas of strength and how to make improvements to progress further
- To encourage dialogue between student and teacher, with students taking accountability of their learning, through designated time for students to reflect and improve - Dedicated Improved Reflection Time (DIRT in green pen)
- To support the crucial process of the development of students as peer and self-assessors; enabling them to understand the requirements to make further progress

At Barnhill Community School, we pride ourselves on our consistent yet personalised approach to T & L and Marking & Feedback. We believe there should not be a 'one size fits all' model, where we strive to take a balanced approach of consistency and autonomy across curriculum areas. Each curriculum area creates their own marking policy, which is underpinned by the key principles of our whole school Marking and Feedback

expectations (see Marking and Feedback Policy). A blended approach to the use of exercise books and online platforms is used for student work, marking and feedback and is personalised and challenging, based upon the curriculum areas and the demands of the courses.

Recording

Data is recorded no more than three times across the academic year, with additional data uploaded onto our MIS, as per the requirement of each department. Summative assessments are moderated through systematic and robust processes across all departments. Consequently, data is relevant, valid, manageable and proportionate for all stakeholders. All data recorded is used to identify whether classes or students are on track and appropriate provision is planned and implemented to improve student outcomes.

Key Stage Four & Five – Year 10-13

Summative assessments will take place regularly across all curriculum areas, as per the subject, hours studied and topics covered. This involves at least two summative assessments across theacademic year, which will inform the two data entry points for each student. The outcomes of these assessments are recorded on Go 4 Schools – our Management Information System (MIS). Where possible, these assessments will take place in the school halls with a planned schedule (Pre-Professional Exams (PPEs), to help students familiarise themselves with the exams process thus,be best prepared for their final Professional ExternalExaminations; GCSEs, A Levels and Applied exams (as appropriate). Students in year 10-13 will be awarded a grade from 9-1 for these summative assessments and for Applied subjects, they are awarded a Pass, Merit or Distinction.

Data recorded from PPEs (reported to parents and students) includes the following:

PPE Grade (Pre-Professional Exam). This may also appear as the CAG.	The assessment grade based upon mostly one summative assessment, given at one point in time. But may also include outcomes from previous significant assessments (dependent on subject).
PG (Predicted Grade)	This is the holistic grade indicating the flightpath of the learner by the end of the course in the final exam. This grade takes into account all previous assessments and classwork.
Target Grade	This is the target grade students are expected to achieve. For KS4: It is based on KS2 data with aspirational goal of 1.8+ For KS5: It is calculatedusing their GCSE results.

Additionally, target grades are also uploaded and reported to parents and students. These grades are generated using Key Stage 2 end of Year 6 assessments and or MidYIS (cognitive and aptitude tests) and are purposefully aspirational, used to foster ambition within our students and achievableto aspire them to be the best they can be.

Key Stage Three – Year 7-9

A broad, balanced and rich three year Key Stage 3 curriculum allows us to focus entirely on the building of skills in each curriculum area. We recognise that students are more than just a number and exposure to rich and diverse learning experiences, with an emphasis on the learning journey, means we do not assess students using number grades.

The curriculum is a progression model and as a result we are focused on formative targets and grades; students should be able to tell you exactly which parts of the curriculum they do or don't understand and how to improve further. Every curriculum area has divided their KS3 curriculum into a series of skills/topics, assessing each student against these, receiving one of the following grades:

Mastered	Secure	Developing		Emerging
Student has demonstrated a comprehensive and deep understanding of the unit	Student has demonstrated good and secure understanding of the unit	Student has demonstrated a good understanding of parts of the unit		Student has demonstrated a limited understanding of the unit

Curriculum areas have the autonomy and accountability to decide how these skills/topics are assessed and how frequently they are assessed. These grades are not static and can change numerous times throughout the year. The system is set up so that all students have an opportunity to improve or demonstrate improvement in a skill/topic via reassessment opportunities which form part of the curriculum. At three points across the year, a "snapshot" of the current assessments is taken to provide an indication of progress and a point of reflection for students, staff and parents.

Behind every skill/topic is a rubric, detailing what each grade means for that particular skill for that year group. These are shared with students and regularly referenced during lessons, so students know where they are and what specifically they need to do to get to the next level. This also encourages independence as students will be able to immediately see what specifically they can and need to do to make further improvements.

Reporting

Reporting to parents and students is an essential part of assessing, as they both play a crucial role in progress and academic outcomes. Together with teachers, we should triangulate the work being done to ensure the best possible outcomes for our students.
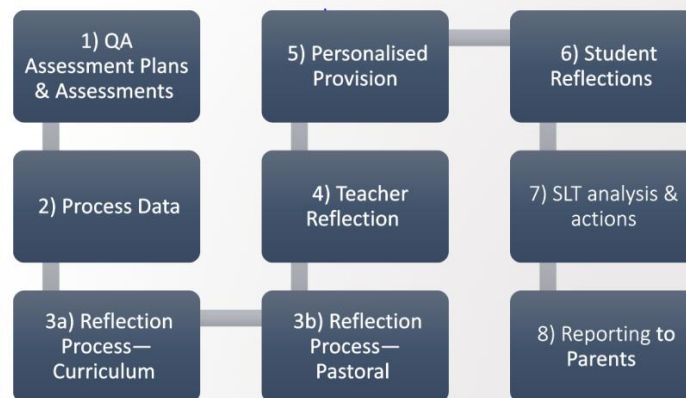
Parents are able to access this data, at any given point during the year, through our MIS, where a personalised login and password is allocated for all parents. There are two official data entry points, where a report is produced. This is in addition to parent consultation evenings, taking place once per year. We encourage our parents to have 'live' conversations with the subject specialists throughout the year to keep abreast of the progress being made and also discuss with the students how they too can support their achievements. Once the data report is uploaded to our MIS, parents are informed of this and encouraged to access the data, which also includes information such as attendance records, attitude towards learning, rewards and sanction scores, all of which helps to build a clear picture of the progress being made in their educational journey. Student's Attitude to Learning scores are recorded three times throughout the year, followed by student reflections.

Students play an equally crucial role with assessments. After each data entry recording, reports are shared with students through their Heads of Year and tutors, where all students have dedicated tutor time to reflect on their progress, celebrate their successes and set SMART targets to improve outcomes further. Both parents and students are asked to discuss the progress, identify what actions need to be taken and how all three stakeholders can work collaboratively to achieve the best possible outcomes for our students.

An internal AR&R calendar is created and published for the school community so that all stakeholders are involved in a transparent process to support the students through their learning journey.

NB: Predicted grades in year 13 will be required for University applications but will be confidential and not given publicly to students and parents.

Assessment, Reporting & Recording Overview

1) QA Assessment Plans & Assessments	5) Personalised Provision	6) Student Reflections
2) Process Data	4) Teacher Reflection	7) SLT analysis & actions
3a) Reflection Process— Curriculum	3b) Reflection Process— Pastoral	8) Reporting to Parents

For an overview of the AR&R Cycle and Data analysis, please see Appendix 1.

Appendix 1: AR&R Cycle of Data analysis and Reflection 2021-22

Year 7-9	Data	SLT presentation	CL/HOY/Teacher/RAL analysis (Main)	Student Reflection	Report home	Accessed on G4S
September	MidYIS	Y	N	N	N	N
November	ATL	Y	HOY	Y	N	Y
November	Snapshot	Y	CL & RAL	Y	Y	Y
February	ATL	Y	HOY	Y	N	Y
March	Snapshot	Y	CL & RAL	Y	Y	Y
May (Only Year 9)	EOY assessments	Y	CL & RAL	Y	Y	Y
June	ATL	Y	HOY	Y	N	Y
July	Snapshot	Y	CL & RAL	Y	Y	Y

Year 10 & 12	Data	SLT presentation	CL/HOY/Teacher/RAL analysis (Main)	Student Reflection	Report home	Accessed on G4S
November	ATL	Y	HOY	Y	N	Y
January	Assessments	Y	CL & RAL	Y	Y	Y
February	ATL	Y	HOY	Y	N	Y
June	Assessments	Y	CL & RAL	Y	Y	Y
June	ATL	Y	HOY	Y	N	Y

Year 11 &13	Data	SLT presentation	CL/HOY/Teacher/RAL analysis (Main)	Student Reflection	Report home	Accessed on G4S
November	ATL	Y	HOY	Y	N	Y
November/ December	Assessments	Y	CL & RAL	Y	Y	Y
February	ATL	Y	HOY	Y	N	Y
March	Assessments	Y	CL & RAL	Y	Y	Y