



SOUTH MOLTON
COMMUNITY COLLEGE
— supporting success —

Assessment & Recording Policy

This policy should be read in conjunction with the
'SMCC Reporting Policy'
and the 'SMCC Life after Levels' document

Adopted by the Governing Body

Rationale

Assessment is a part of everyday teaching and learning in the classroom. Through assessment teachers find out about their pupils' capabilities, strengths and weaknesses and achievements. The knowledge gained then informs pupils, parents and outside agencies, and helps in the process of evaluating the quality of teaching and learning. Assessment also ensures that lessons are designed or adapted to meet the needs of the learners, whether this be as a whole class, group or individual basis.

The aims of the whole school policy are:

- a) To maximise the performance of all pupils by agreed assessment, feedback and target setting in line with statutory requirements.
- b) To inform parents and other appropriate bodies.
- c) To involve pupils in their own assessment and target setting.

Assessment Calendar

Each academic year an assessment calendar will be produced, after consultation with colleagues. The calendar will give specific dates for reporting points, scheduled internal assessments points, scheduled external assessments, scheduled internal book monitoring, parents' consultation evenings and pupil mentoring sessions. These dates will also be programmed into our electronic pupil tracking system in Sims.

Teacher access to the system is through appropriate windows of opportunity for teachers to input the required data, the data will then be locked down after the window has been closed. Colleagues will have appropriate levels of access to the system, in order that they can analyse the performance of pupils at any point, classroom teachers can access their classes, Head of department have departmental access, Head of Year have year group access and Senior Staff have whole school access.

The annual calendar provides the opportunity to prepare for assessment points well in advance. Assessment points are spread throughout the year, after due consideration, of the needs for regular reporting for pupils & parents and teacher workload.

Scheduled Reporting points (the specific dates can be found in the appropriate assessment calendar and may vary from one academic year to the next)

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Year Group	Progress point	Written report	Other reporting	Parental consultation Evening	Pupil Mentoring	Formal book monitoring	Internal assessment weeks / mocks
7	3	1		1	1	1	1
8	3	1		1	1	1	1
9	2	1	End of Ks	1	1	1	1
10	3	1		1	1	1	1
11	2	2	GCSE results	1	1	1	1

There are four internal assessment points per annum for most year groups, a written report and two progress points (the exceptions being Years 9 and 11, where summative test/examination reporting takes place).

The pupil's current progress indicated by the letter A, O or B, indicating progress in the subject area.

- **A** indicates that the student is performing above target level.
- **O** indicates that the student is on course to achieve his or her target.
- **B** indicates that the student is working below the target set or underachieving.

These are also RAG rated

The level of effort a pupil is making in their subject using a 1-4 grading system.

- **1** indicates Outstanding effort.
- **2** indicates Generally works well, some room for improvement.
- **3** indicates A more determined effort required.
- **4** indicates Makes very little effort

The commitment to homework and self study

- **1** indicates Tasks set are always completed on time and to the best of the pupil's ability
- **2** indicates Generally tasks are completed on time and to the best of the pupil's ability
- **3** indicates Tasks set are only sometimes completed on time or are not to the best of the pupil's ability
- **4** indicates Tasks set are rarely completed on time and/or are not to the best of the pupil's ability

The three assessment points are reported to parents and parental involvement and feedback is encouraged as follows:

One Progress Point *will be linked to a parental consultation evening.*

Another Progress Point *will be linked to a pupil mentoring session which parents may attend.*

The Full Written Report *has a parental feedback form included.*

Common Grading Systems

Key Stage 3

It is thought inappropriate to have a common grading system in respective subject areas in the curriculum. In some subjects letter grades (A, B, C etc.) are appropriate, in others numerical grading is best. Each department must decide which system to use. These must be recorded in teachers' mark-books, and departmental databases.

A pupil's performance must be recorded over KS3, at the scheduled assessment points, in the whole school electronic pupil tracking system Sims and this is then transferred into our analysis package SISRA.

Commonality within the school comes on reporting to parents using end of key stage targets and progress made towards these (the afore mentioned A,O,B system) and final attainment levels at the end of the key stage. These assessments reflect the 'best fit' performance of the pupil in relation to their targets.

Since the removal of the National Curriculum Levels 3-8, the College has decided upon a '1-9 flight-path assessment regime. Details of which can be found in a separate document 'SMCC Life After Levels'.

Pupil Attainment Targets for the end of key stage 3 will be set in Year 7 and will be based on information from CATS, FFT, prior attainment at KS2 and individual subject teacher assessments (professional judgement). These targets remain unchanged throughout the key stage, unless there are exceptional circumstances and alterations will only be made in full consultation with the Vice Principal responsible for attainment.

Pupils are made aware of the attainment towards their targets and will be given clear instructions as to how to achieve them.

Revised National Curriculum orders move from level descriptions to a programme of study and 'mastery' of the areas cited. At the prescribed assessment points and finally at the end of key stage 3 teachers will need to judge which areas have been mastered by pupils and which trajectory on the 'flight path' best fits their pupils' attainment.

Departmental schemes of work and major components of assessment should refer to the programme of study and its links to the 'flight path'.

Assessment of Learning (AOL) and Assessment for Learning (AfL) are fully embedded in departmental schemes and teaching and learning ethos of the School.

KEY STAGE 4

In Key Stage 4 it is possible to use a common grading system for the Target Grade by using the grades given in the GCSE examinations. From September 2015 the school will be using a mixture of A*-G and 1-9, dependent on the subject areas, these will all eventually become a 1-9 grading system. These match and extend the 'flight path' model mentioned above and explained in the 'SMCC Life after levels' document. Each department must decide which system to use. These must be recorded in teachers' mark-books, and departmental databases.

A pupil's performance must be recorded over KS4, at the scheduled assessment points, in the whole school electronic pupil tracking system Sims and this is then transferred into our analysis package SISRA.

Commonality within the school comes on reporting to parents using end of key stage targets and progress made towards these (the afore mentioned A,O,B system) and final attainment levels at the end of the key stage. These assessments reflect the actual performance of the pupil in relation to their target grade.

Pupil Targets for the end of key stage 4 will be set at the start of Year 10 and will be based on CATS, KS3 attainment and FFT data and subject teacher assessment & professional judgement. These targets remain unchanged throughout the key stage, unless there are exceptional circumstances and alterations will only be made in full consultation with the Vice Principal responsible for attainment.

Current performance indicators should be, where appropriate, based on coursework, practical examinations as well as on internal tests/examinations.

Major components of assessment should be annotated with the appropriate GCSE Level grade that the work would receive, as well as the percentages or other numerical grades.

Pupils will be made aware of the GCSE levels under consideration during an assessment and their target grade, and, will be given clear instructions as to how to achieve them.

Assessment of Learning (AoL) and Assessment for Learning (AfL) are fully embedded in departmental schemes and teaching and learning ethos of the School.

Recording Progress

Departments must keep a record of individual pupil performance within each year of a key stage to evaluate pupil progress.

The key stage 3 records should be kept centrally in the department so that teachers may consult and update the records when necessary. Mark books will not suffice as a pupil's teachers may change during ks3. Formal assessment points are recorded and analysed centrally, progress support meetings between the Line Manager and Head of Department follow these data collections to discuss trends and patterns that arise and to set targets for improvement.

It is good practice for all departments have assessment portfolios and exemplar learner profiles, which are continually refined and updated. This material is designed to facilitate consistency in the 'flight path' analysis, by providing guidance to both experienced and less experienced teachers. All departments are encouraged to set aside time to discuss assessment and to moderate assessments.

Formal Examinations: The use of continuous assessment, learner profiles and an emphasis on skills acquired in ks3 is supported by formal examinations. (See assessment calendar)

Special Needs: Some pupils recognised by Sweeps (round robins) & the SEN Department will require special arrangements and adaptations when assessments take place. The National Curriculum is designed for use with the maximum range of pupils, including those with Special Educational Needs.

The following are practical suggestions that might be employed to improve the performance and subsequent motivation of SEN pupils.

1. *Additional time for those who carry out tasks slowly*
2. *Use of SEN Department, Support Teachers*
3. *Splitting tests into smaller parts for pupils who can not concentrate for long periods or those who become tired or are emotionally worried by assessments.*
4. *To help them during assessments pupils may use mechanical and technical aids.*
5. *A support teacher might help pupils with reading difficulties by reading out questions/instructions. (Read Write Gold).*
6. *The language and format of assessment materials should be accessible to as wide a range of pupils as possible.*
7. *The use of differentiated tests.*
8. *Pupils with co-ordination problems may need people to write down their answers.*
9. *Pupils with impaired vision might need enlarged copies of assessment materials.*
10. *Pupils with impaired hearing may experience linguistic difficulties and should not be penalised for grammatical errors in otherwise correct responses.*
11. *Pupils who are hospitalised or at home ill might do some assessments under the supervision of their parent. Genuine illness should be taken into account when determining a pupil's attainment.*