HOULTON SCHOOL

Innovation, Aspiration and Excellence

Assessment Recording and Reporting Policy

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1. Day-to-Day Assessment

At Houlton School assessment practice is reflective, responsive, dialogic and intended to deepen understanding, knowledge and skills. This policy is underpinned by Dylan Wiliam's premise that:

The central idea is that we should use assessment to influence learning and that the teaching should be contingent on what pupils have learned so that, whilst we are teaching, we collect evidence about where the pupils are, to make adjustments to our teaching to better meet our pupils' learning needs and if you are doing assessment for learning, you're doing one of these five things. The five key strategies are:

- *clarifying and understanding learning intentions and criteria for success;*
- *engineering effective classroom discussions, questions and tasks that elicit evidence of learning;*
- *providing feedback that moves learners forward;*
- *activating pupils as instructional resources for each other; and*
- *activating pupils as owners of their own learning.*

Dylan Wiliam, *Cambridge AfL keynote*

Houlton School has the following practices that take place:

- Formative and responsive teacher feedback which is readily understood by pupils; takes account of possible achievements made; and provides next steps to help pupils improve their learning.
- There should be a minimum of two opportunities for formal, summative assessments throughout the year. These should take place before relevant data entry deadlines and data should be entered on SIMS. Summative assessments should chart progress between a pupil's baseline and target grades.

Houlton School's Principles of Effective Practice for Assessment

- Lessons are driven by 'The Big Question', which supports pupils to know and remember more; this is linked to the relevant National Curriculum programme of study, syllabus or specification. Therefore, pupils understand how each lesson is supporting their progression through the key knowledge and understanding for the discipline they are learning.

- Knowledge retrieval should be frequently practised through a range of methods, both spaced[1] and interleaved[2] over time to have the biggest learning impact. Within this process, teachers will adapt the challenge via responsive teaching and Assessment for Learning strategies throughout the planned sequence of learning.
- Questioning and practice are at the heart of effective responsive teaching. Teachers use a **range** of different questioning methods: hinge questions, whole class, individual, cold calling, groups questioning each other etc. to ensure pupils experience variety. This will involve a variety of classroom response systems such as mini whiteboards, multiple choice, think/pair/share, chanting, electronic randomisers and visualisers with regular retrieval practice.
- Pupils will respond to advice given in feedback with their own comments. Where this is written feedback, pupils will be given dedicated improvement and reflection time to respond in detail in green pen, encouraging engagement and reflection upon their learning. Teachers should avoid using green pen when giving pupil feedback to ensure clarity when they are responding to pupils' work.
- Opportunities for a range of assessment for learning practices, such as 'self' and 'peer' assessment, also completed in green pen, will complement expert feedback from teachers where appropriate. The use of mark schemes may be used to support this in KS4 and KS5.
- The success criteria upon which assessment judgements are made will routinely be made accessible and available to pupils, as well as the next steps to success within written and examination preparation work.
- Lessons will encourage pupils to learn through changing the conditions of practice where appropriate so that a variety of assessment methods are used,just as range and variety are important in all aspects of teachers' pedagogy.

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[1] Spaced learning - distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice. (*EEF Cognitive Science Approaches in the Classroom: A Review of the Evidence*, 2021)

[2] Interleaving - switching between different types of problem or different ideas within the same lesson or study session. (*EEF Cognitive Science Approaches in the Classroom: A Review of the Evidence,* 2021)

- Assessments will follow effective modelling, scaffolding and the use of ‘What a Good One Looks Like’ (WaGOLL) or ‘What a Bad One Looks Like’ (WaBOLL) strategies to maximise opportunities for progressions for pupils.

Pupil Targets, Teacher Assessments and Formal, Summative Assessments

Each subject will assess pupils’ work regularly, giving formal feedback.

Key Stage 3:

Pupils will receive feedback at least once every three weeks in core subjects (English, Mathematics, Science) and at least once per half-term in all other areas of the curriculum.

There will be at least 6 internal assessments recorded per subject in each academic year.

Key stage 4:

Pupils will receive feedback at least once every three weeks in all subjects (excluding PSHRE, RS and PE)

There will be at least 9 internal assessments recorded per subject in each academic year.

Key stage 5:

Pupils will receive feedback at least once every three weeks in all subjects.

There will be at least 12 internal assessments recorded per subject in each academic year.

Teachers will use their knowledge of pupils’ end of KS4/5 target grades whenever key feedback opportunities arise so that they are clear of what pupils must know and remember in order to be successful.

How are pupils’ progress targets generated?

Pupils are provided with ambitious targets for each of their subjects. Each pupil will be provided with a range between which they are expected to be making progress, which is linked to their attainment in their end of Key Stage 2 national tests (commonly referred to as ‘SATs’). KS5 pupils will have A-Level target grades calculated using their GCSE APS (average point score).

Pupils in KS3 will have a Knowledge Target Level of either:

Target Knowledge Level Year 8 Target Knowledge Levels are based on pupils' scores in their end of Key Stage 2 Standard Assessment Tests (SATs).	
Complex	COMP
Developmental	DEV
Core	CORE
Foundational	FOUND

In Years 10 and 11, each pupil will have a target, which is based on nationally benchmarked Fischer Family Trust Aspire (FFT) probability estimates. Houlton School KS4 targets are aligned with FFT, which are aspirational and demonstrate high expectations of pupils' progress. Pupils will have an end of Year 11 target grade to allow pupils and teachers to understand how they are progressing and where early interventions may be necessary.

2. Monitoring, Quality Assurance and Progress Data Collection

Teachers will maintain individual department trackers for progress information in their subjects. **These trackers will show 6 assessments for KS3, 9 assessments for KS4 and 12 assessments for KS5 per curriculum area per year.** These will then feed into whole-school data collections via SIMS. Teachers will record pupils' **Current Knowledge Levels and Current Progress Indicator**, using a holistic approach and data from a wide range of assessment, such as knowledge tests, book work, questioning in class and presentations, in addition to more formal assessments that will take place at least twice a year for each year group.

Pupils in KS3 will be given a Current Knowledge Level of either:

Current Knowledge Level	This is based on your child's performance in recent class assessments. These assessments test knowledge and skills from across the Key Stage 3 curriculum, helping us determine how securely they have learned and retained what has been taught.
Complex	Based on assessments completed, your child demonstrates a secure understanding of complex knowledge, concepts and skills across the Key Stage 3 curriculum and can apply this understanding successfully.
Developmental	Based on assessments completed, your child is developing a secure understanding of the more complex knowledge, concepts and skills within the Key Stage 3 curriculum.
Core	Based on assessments completed, your child demonstrates secure understanding of the core knowledge and skills expected within the curriculum.
Foundational	Based on assessments completed, your child has shown an emerging understanding of the knowledge, concepts and skills within the Key Stage 3 curriculum.

Pupils in KS3 will be given a Progress Indicator of either:

Complex Progress	Your child demonstrates highly secure understanding of the knowledge, concepts and skills within the Key Stage 3 programme of study. They can confidently apply their learning to unfamiliar and challenging contexts.
Developmental Progress	Your child demonstrates a secure understanding of the knowledge, concepts and skills within the Key Stage 3 programme of study. They can apply their learning successfully in a range of familiar contexts.
Core Progress	Your child demonstrates a growing understanding of the knowledge, concepts and skills within the Key Stage 3 programme of study. They can apply some aspects of their learning but require support with more complex ideas and tasks.
Foundational Progress	Your child is beginning to develop their understanding of the knowledge, concepts and skills within the Key Stage 3 programme of study. They require regular support to apply their learning and access more complex ideas.

These progress indicators will now be calculated using grade boundaries devised by Heads of Faculty or Subject, to assess how securely pupils have understood basic, core and more complex knowledge, concepts and skills.

Monitoring of the performance of key groups of pupils will be conducted by both middle and senior leaders via SMID to identify and address any areas of underperformance and, where necessary, specific interventions will be put in place.

Progress Indicators will be communicated with Parent/Carer(s) so that they understand whether their child is on track to know and remember sufficient knowledge to meet the challenge of future targets. Where there are specific, individual concerns, teachers will contact home ahead of the formal reporting windows.

3. Formal Reporting to Parent/Carer(s)

Schools are required to formally report pupils' academic progress at the end of each Key Stage, and to report on general progress annually[3]. At Houlton, pupils will receive **two** summary reports annually throughout the school year. These will include:

Information reported to Parent/carer(s)	**Key Stage 3**	**Key Stage 4**	**Sixth Form**
Progression through KS Programmes of Study and what this indicates in terms of Target Knowledge Level (KS3) or target grade (KS4 and 5), alongside teachers' professional judgements of likely end of KS4 or KS5 grades	x	x	x
A grade for attitudes to: Classwork, Homework, General Conduct (1 – Excellent and exceeding expectations / 2 – Good and meeting Expectations / 3 – Below expectations and requires Improvement / 4 – Significant concerns and well below expectations)	x	x	x
Face-to-Face Parent/carer(s) Assessment Review Evening at least once/year	x	x	x
Attendance Record benchmarked against national attendance data	x	x	x
The summative assessment grades achieved in subjects for which the pupil was entered for GCSEs and A Levels inc. 'mock' results		x	x
A level or equivalent applied qualifications: summative unit/ interim test grades towards their qualifications inc. 'mock' results			x

[3]

Parent/carer(s) can, of course, contact the relevant subject teacher by email or telephone in between formal reporting windows should they wish to discuss their child's progress.

The Education (Pupil Information) (England) Regulations 2005