



Innovation, Aspiration and Excellence

Assessment Recording and Reporting Policy

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School Link	Angela Lancini	
Principal	Michael McCulley	
Chair of Academy Improvement Management (LG) Board	Johanne Thomas	
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Author(s)	Michael McCulley and Angela Lancini	
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1. Day-to-Day Assessment

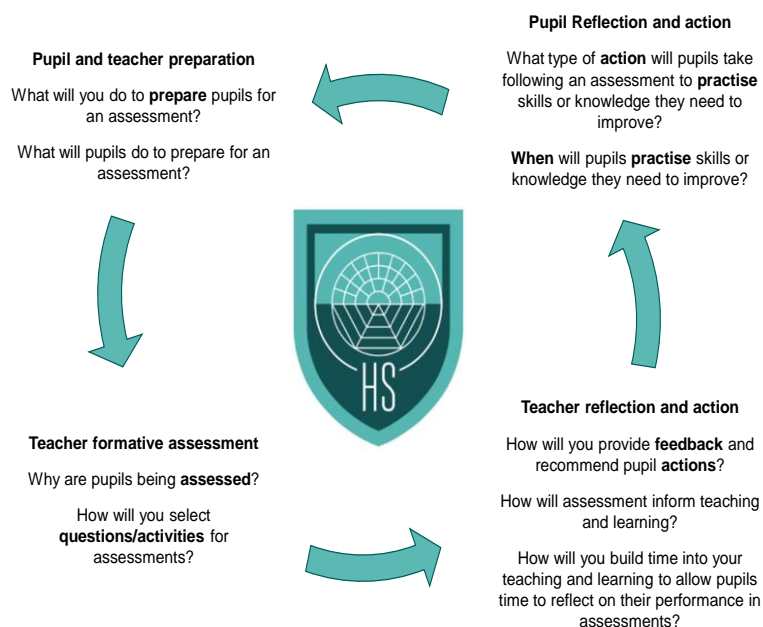
At Houlton School assessment practice is reflective, responsive, dialogic and intended to deepen understanding, knowledge and skills. This policy is underpinned by Dylan William's premise that:

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 William, *Cambridge AfL keynote*

Houlton School has the following practices that take place:



This practice includes:

- 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 NC 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 spaced¹ and interleaved² over time to have the biggest learning impact. Within this process, teachers will adapt the challenge via responsive teaching and AfL 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

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)

systems such as mini whiteboards, multiple choice, 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 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.
- 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 and Formal, Summative Assessments

Each subject will assess pupils' work regularly, giving formal feedback. Pupils should receive feedback at least once every three weeks in core subjects (English, Mathematics, Science) and at least one per half-term in all other areas of the curriculum. Teachers will use their knowledge of pupils' end of KS4 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').

Each pupil will have a minimum expected grade (MEG) and an Aspirational Grade (ASG). Minimum expected grades are based on nationally benchmarked Fischer Family Trust Aspire

(FFT) probability estimates. MEGs are aligned with FFT 20 and ASGs with FFT5, which are highly aspirational and demonstrate the highest expectations of pupils' progress. Pupils will have an end of Year 11 MEG/ASG and an 'end of year' target for each national curriculum year of study. This will 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 will then feed into whole-school data collections via SIMS. Teachers will record pupils' **Current Progress Grades** two times a year in KS3, 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.

Pupils in KS3 will be given a Current Progress Grade of either:

WCP <i>World Class Progress</i>	Making World Class Progress at KS3 and on track to achieve Aspirational Grade (ASG) at KS4 Your child is exceeding across all aspects of the Houlton School Key Stage 3 Programme of Study and is on track to make progress in line with their highly Aspirational Target Grade (top 5% nationally) when progressing to Key Stage 4.
ME <i>Good Progress</i>	Making Good Progress at KS3 and On Track to achieve Minimum Expected Grade (MEG) at KS4 Your child is achieving in line with most of their peers across all aspects of the Houlton School Key Stage 3 Programme of Study and on track to make progress in line with their aspirational Minimum Expected Grade (top 20% nationally) at Key Stage 4.
WTE <i>Average Progress</i>	Making Average Progress at KS3 and Moderately Below Track to achieve Minimum Expected Grade at KS4 Your child is achieving in line with the average for their peers nationally across most aspects of the Houlton School Key Stage 3 Programme of Study; without improved efforts, they may not achieve their ambitious Minimum Expected Grade.
SBE <i>Significant Concern</i>	Making limited Progress and Significantly Below Track to achieve Minimum Expected Grade Your child's progress through Houlton School's Key Stage 3 Programme of Study is limited and they are at risk of attaining grades at Key Stage 4 that are significantly below their potential. Immediate action required.

This data will be reviewed and quality-assured by the relevant subject line manager against pupils' individual MEGs and ASGs. Monitoring of the performance of key groups of pupils will be conducted by both middle and senior leaders via SISRA Analytics to identify and address any areas of underperformance and, where necessary, specific interventions will be put in place.

Progress Grades 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 annually³. At Houlton, pupils will receive **two** summary reports annually throughout the school year. These will include:

Information reported to Parent/carers(s)	Key Stage 3	Key Stage 4	Sixth Form
Progression through KS Programmes of Study and what this indicates in terms of MEG and ASG targets and teachers' professional judgements of likely end of KS4 or KS5 grades	x	x	x
A grade for attitudes to: Classwork, Homework, General Conduct (1 – Exceeding Expectations / 2 – Meeting Expectations / 3 – Requires Improvement / 4 – Significant Underachievement)	x	x	x
Parent/carers(s) Consultation 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, inc. 'mock' results'		x	
A level or equivalent applied qualifications: summative unit/interim test grades towards their qualifications inc. 'mock' results			x

Parent/carers(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.

³ [The Education \(Pupil Information\) \(England\) Regulations 2005](#)