



## Innovation, Aspiration and Excellence

### Assessment, Recording and Reporting Policy

<b>Policy &amp; Procedure Number</b>	HS004	
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<b>Category</b>	Assessment, Recording & Reporting	
<b>Authorised By</b>	AIM Board	
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<b>Last revised by</b>	Michael McCulley	Apr 2021
<b>Version</b>	1.3	
<b>Status</b>	Under Review:	
	Approved:	✓
	Adopted:	✓
<b>Issue Date</b>	MAY 2021	
<b>Next Review Date</b>	MAY 2022	
<b>Statutory Policy</b>	✓	
<b>Website</b>	✓	
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## 1. Day-to-Day Assessment

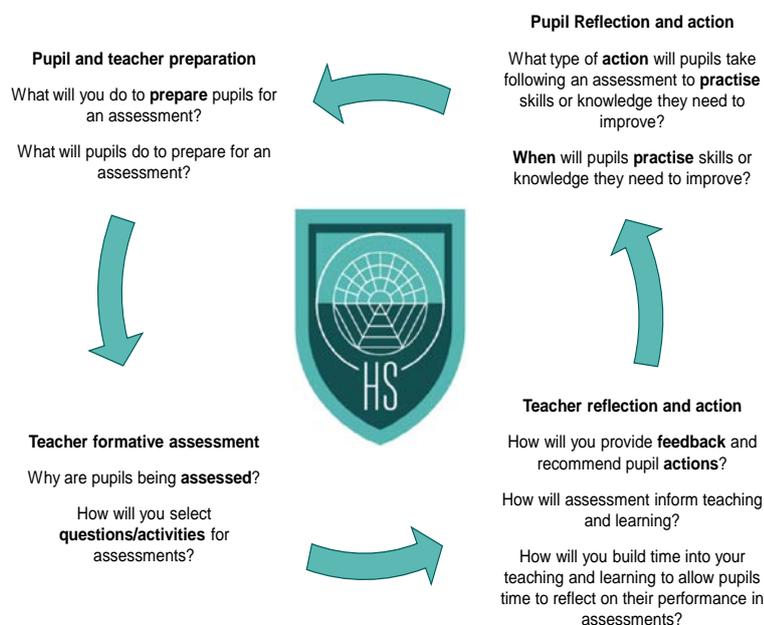
At Houlton School assessment practice is reflective, responsive and intended to deepen understanding, knowledge and skills. This policy is underpinned by Dylan Wiliam's premise that:

*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:



This practice includes:

- Formative and responsive 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 three 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 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 in a range of methods and spaced and interleaved over time to have the biggest learning impact. Within this process, teachers will adapt the challenge to encourage 'flow' through 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, group questioning each other etc. to ensure pupils experience variety. This will involve a variety of classroom response systems such as mini whiteboards, multiple choice, chanting, electronic randomisers and visualisers and regular retrieval practice.
- Pupils will respond to targets 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, encouraging engagement and reflection upon their learning.
- Opportunities for a range of assessment for learning practices, such as 'self' and 'peer' assessment will complement expert feedback from teachers where appropriate.

- The criteria upon which assessment judgements are made will routinely be made accessible and available to pupils as part of ‘display for learning’ 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) 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 graded feedback at least once every two weeks in core subjects (English, Mathematics, Science) and at least one per half-term in all other areas of the curriculum. Teachers will make explicit reference to pupils’ end of year targets whenever key feedback opportunities arise so that they are cognisant of their next steps.

#### **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**, and their **Estimated End of Year Grades** three times a year. This data will be reviewed and quality-assured by the relevant subject line

manager against pupils' individual MEGs and ASGs and where necessary specific interventions will be put in place.

End of year estimates will be communicated with Parent/Carer(s) so that they understand whether their child is on track to meet their targets for that year. 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<sup>1</sup>. At Houlton, pupils will receive **three** summary reports annually (one each school term) throughout the school year. These will include:

Information reported to Parent/carer(s)	Key Stage 3	Key Stage 4	Sixth Form
Progress against MEG and ASG targets and teachers' professional judgements of likely end-of-year 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/carer(s) Consultation Evening at least once/year	x	x	x
Attendance Record benchmarked against national attendance data	x	x	x
The results of summative assessments taken by the pupil	x		

<sup>1</sup> [The Education \(Pupil Information\) \(England\) Regulations 2005](#)

The summative assessment grades achieved in subjects for which the pupil was entered for GCSEs, inc. 'mock' results' x

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A level or equivalent applied qualifications: summative unit/interim test grades towards their qualifications inc. 'mock' results x

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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.