

Assessment and Reporting Policy

Approved: January 2018

Review: Autumn 2020

Rationale

Assessment is an integral part of teaching and learning and its purpose is to help each student achieve her full potential as a learner. Assessment must be approached in a positive light, giving pupils the opportunity to shine, challenging them to stretch their knowledge, skills, understanding and promoting their self-esteem. The purpose of this policy is to create a shared understanding among staff, students and parents of the principles of effective assessment and to encourage the implementation of a process of agreed standardised assessment in each department. Therefore, each department's assessment arrangements should reflect the spirit and principles expressed in this policy.

Aims

The aim of TGGs is to provide an environment that fosters academic achievement, personal development and caring attitudes. We believe this can best be achieved by developing **effective, self-directed learners**. The assessment policy will provide a framework for monitoring students' progress – this in turn will help to empower students and parents.

Particulars

- To ensure that assessment is an essential and integral part of the learning and teaching process, clearly referenced in the schemes of work of all departments.
- To ensure that the outcomes of assessment inform future planning, leading to an improvement in learning and teaching.
- To identify the progress of each student through a range of assessment methods.
- To identify student weaknesses and to take remedial action through agreed learning and teaching strategies in each department.
- To track the progress of each student through the central recording of the results of regular standardised 'Key Assessed Work' tasks in each subject.
- To provide parents with information about the performance of students on a regular basis.
- To identify students underperforming across a range of subjects at an early stage and to take appropriate remedial action including pastoral and academic support mentoring.

Key Assessments (known as KAWs)

Responsibilities and Guiding Principles

It is the responsibility of the Heads of Department to ensure that the following is happening in their subjects: -

1. A sufficient number of KAW pieces are being assessed to allow the progress of all students to be monitored and to ensure that the data is sufficiently reliable. The KAWs should never be a random piece of work – the students should know they are coming; they should be prepared for them; and the importance of them should be clear to the students and staff. The number of KAW assignments must fit in with the school's policy below. The only exception to this is subjects in the Technology carousel in Key Stage 3.
2. The feedback on these KAW is detailed and personal – this can be through written comment and ticks/crosses, green pen work or class feedback. The key criteria for KAWs is this: does the feedback allow enough each student to be able to specify their strengths and areas of focus in the future?

Particulars

- All Key Assessment Work will be assessed and the students offered detailed feedback on the next steps and targets.
- Departments should set a minimum number of Key Assessments per academic year according to contact time. At A Level, the minimum number is 6 a year and a mock examination, although many departments set closer to 20. At Key Stage 3 and 4, the following applies:

No of lessons per fortnight	
4+	5 KAW + one examination
3	4 KAW +one examination
2	3 KAW +one examination

- Key Assessments should be spread evenly throughout the year,
- A minimum of one KAW must be completed since the last data monitoring point.
- Departments may decide whether KAW will be class or homework, or a combination of the two.
- KAW should not be extra to current subject provision, but instead be selected pieces of work on which more detailed reflection and feedback will be given.
- The work should be worthwhile and should demonstrate the student's ability in a subject, over a range of knowledge and skills.
- Staff may continue to set other work alongside and around KAW according to the Homework Policy.
- Staff should use unnamed exemplar material wherever possible to show good practice.
- KAW should be standardised within departments.
- Students can take KAW work home to help them reflect on their work, but if this is the case, the teacher should keep evidence of one student's work to provide evidence of the use of the Assessment Policy in the classroom. Best practice, if possible, is for KAW work to be kept in the classroom.

- Additional time and coloured paper will be given to all students who require them for KAWs, as shown through their SEND assessments. Staff are aware of students with special educational needs through their work on the internal monitoring C.I.M. sheet. This is also true for all examinations. Students who have additional time should have the following experience: -
 - ✓ They are ideally given that time for KAWs – this may mean using the Study-Centre if the work is completed under timed conditions;
 - ✓ Under exceptional circumstances, if students who are entitled to extra-time are not given it, then the marking must take this into account, and the student must be informed how the marking has been adjusted accordingly. However, this is only when the ideal scenario of extra-time simply cannot be offered.

Examinations

- Students in years 8-11 will sit internal examinations in each subject formally, once per year. Internal timetables will be put on the school website. Parents will be formally notified of results of internal examinations.
- Students in Year 7 also sit examinations in their subjects, but these are done less formally – they take place in classrooms. Results are sent to parents
- Students in year 11 and 13 will sit external examinations during May and June of each year. External timetables will be put on the school website.
- Students in years 12 will sit A Level mock examinations during April each year. External timetables will be put on the school website. If a student achieves a D grade or lower, then she has to re-sit the examination later in the term. Students are predicted grades one grade above their mock grade for UCAS – again, if students would like the chance to be predicted higher grades, then they need to re-sit the internal mock later in the summer term of Year 12.

Assessment Grades

Attainment Grades

From Year 7 to 11, the school uses the 2016 marking scale 1-9.

The school starts with the expectation that all students should be striving to achieve a '7' in each year. A student achieving a 7 in Year 7 will be broadly in line with our expectations. If the student achieves a 7 in Year 8, then the student is making progress, because all departments ensure that the work becomes increasingly more challenging through the years. The grade gives an indication of the GCSE grade a student should attain provided that current progress and attitude to learning are maintained.

It is the teachers' professional judgement to decide what constitutes a Level 7 in each year – it is essentially a grade that says 'This is the quality of work I would expect from a student in Year 7 who is going to go on, given normal circumstances, to achieve at least a Level 7 at GCSE'. This professional judgement should be informed by the fact that each department should set boundaries for these levels consistent with their department's results at the time. So, if a department regularly achieves 80% 7-9 at present, then we would expect that for all KAWs, a similar percentage achieve Levels 7-9, unless in the professional judgement of teachers there has been over or under achievement by a group.

'Attitude to Learning' Grades

Attitude to Learning (ATL) grades are awarded for work in-and-out of the classroom both leading up to a Key Assessment and during one. The school has defined what each of the 4 numbers that can be awarded for 'Attitude to Learning' precisely mean, and some departments have adapted this school-wide definition so that it is relevant to their subject. Summary details on the four levels of 'Attitude to Learning' grades are below.

House Points

T.G.G.S. policy is that House Points should be awarded for attitude to learning rather than based on attainment. Therefore, a student who gets a Level 9 would not automatically get a House- Point, but it is likely that such attainment does come from a good attitude to learning.

In academic work, House Points should be awarded to any student in any year. The criteria for all students is the same: -

- 1 House Point – Excellent effort at work/ commitment on a one-off basis. *EXAMPLES: Very good attitude in lesson/homework*
- 2 House Points – commitment over a longer period OR an unusual level of commitment on a one-off basis. *EXAMPLES: always giving a big effort in all lessons*
- 3 House Points – Exceptional commitment over a length of time. *EXAMPLES: leading learning each lesson over a long period.*

25, 50 and 100 House Points trigger public recognition, including awarding of certificates and letters home.

When staff check the students' Notebooks, they are encouraged to award House Points based on the presentation and level of detail seen. This is made clear on the sticky label that staff place in the Notebooks.

For immediate and tangible recognition, staff are encouraged to write postcards and to send them home with the students. This is in addition to the awarding of House-Points.

Target Grades

We use the following target grades as of 2018: -

Years 7 – 8: the cohort is split into 4 bands of ability based on 11+ and KS2 results. Where the latter is not available, professional judgement of teachers is used. These bands represent Levels 6-9. The students are given the same level for all subjects. When we have data-drops, students' progress is compared both with these targets and by attainment, and these two indicators decide whether or not we consider intervention.

Year 9 -11: Departments are given targets for individuals – their ALPS scores – based on Key Stage 2 data.

Year 12-13: Departments are given targets for individuals – their ALPS scores – based on Key Stage 4 data. Whilst the students may be given different UCAS targets, the school will always use the ALPS score to measure progress in year and retrospectively.

Throughout all our data- drops, the school looks at the progress of individuals, and puts in place any necessary support.

Tracking

Intervention is one of our key strengths and foci, and takes place in the following ways:-

1. Each teacher identifies not only SEND, PP and Disadvantaged students in their classes who may need additional support, but also those students who did not make necessary progress the previous year;
 2. Those students are given additional support from the first day in September by the subject-teacher – this may mean simple things such as placement in the classroom, their work being looked at first, checking their understanding first, etc.
 3. The school has an Assessment Calendar with points in the year when data is collected from staff on KAWs, or comments on 'Attitude to Learning', or both.
3. This data is then collated and the Head of Year with the support of the Assistant Head of Year, Head of School, SEND department. Attendance Office, Head of Intervention analyse:
- The progress of all Disadvantages groups;
 - The progress of all SEND students;
 - The progress of all other individuals

Student Support/Intervention

The axiom 'No deviation without intervention' underpins this work. This process as a whole-school is overseen by the Intervention Lead in liaison with the SLT and Head of Assessment.

Pastoral Intervention

It is the Head of Year's responsibility to decide who mentors which students at each data drop. The Head of School will support the Head of Year in this process.

After the majority of data drops, the Assessment Calendar is designed so that mentoring takes place of all students; this is undertaken by their Tutors, Head and Assistant Head of Years. With students in Year 11 and 13, members of SLT support this process. This is then followed by Parents' Evenings. In the Upper School, the order is reversed; Parents' Evenings feed into mentoring which is then lead more by the students.

Where it is thought that a student needs more immediate intervention, Heads of Year arrange 'Support Meetings'. Detailed information is gathered by the Head of Year from teaching staff, and a meeting takes place with parents with clearly defined goals. This varies depending on the years, and is less rare with the Upper School students who tend to have mentors chosen either by themselves or by senior teachers. All cases are taken on a case-by-case basis.

The SEND department track all SEND individuals and their progress. They offer support to the Head of Year on useful strategies.

The Deputy-Head in charge of PP and FSM students work with the Assistant Heads of Year and Attendance Officer to track the data relating to these students.

Department Intervention

This is ongoing, but is formalised in January each year when all data is looked at for all years, and action plans drawn up for those students causing most concern. These action plans may well include adjustments to the teaching styles, but can also include some of the following:-

- One to one support with older mentor (The Hub);
- Attending subject support sessions;
- Contacting parents;
- Use of study centre and support from other staff – SEND; Cover Supervisors
- Additional resources provided;
- Showing the student the work on SharePoint.

This is by no means all that is offered as most intervention is subject-specific and thus varies.

Identifying Groups or Cohorts in Need of Intervention

This information is supplied by the Assessment Coordinator, brought to a meeting with the Head teacher, Deputy Curriculum Head of Intervention and feeds into action.

Reporting to Parents

Parents are sent two data- drops a year as well as examination results. The second data-drop includes a detailed Tutor report commenting on aspects beyond academic progress. The data-drops include information on both the 'Attitude to learning' and the attainment of the students. In addition, all students have a Parents Evening with subject staff, with Year 7 having an additional Welfare meeting in Term 1.

There are additional evening events related to the curriculum: Year 12 Careers Evening; Year 12 Transition Evening; Year 10 Transition Evening; Year 9 Options' Evening; and Year 6 Transition Evening. There are also two Sixth-Form Open Evenings each year.

Marking Scheme

The 2018 Assessment Scheme and Descriptors for Years 7-11:

Attainment Grades:	Rewards / Sanctions:	Attitude to Learning
9	Rewards at discretion of teacher	<p>1 – Excellent: - A consistently excellent approach to the subject both in and out of school. She tries as hard as she can almost all of the time. You could not ask more of a student at her stage.</p> <p>The student is an excellent learner</p> <p>2 – Good: A consistently good approach and sometimes an excellent one. She tries hard and shows some interest</p> <p><i>The student is an effective learner</i></p> <p>3 - Room for Improvement: Although there are times when the student’s work is impressive, it would be more so if the student addressed areas that need immediate focus</p> <p><i>The student needs to improve several learning skills and will receive intervention</i></p> <p>4 – Unsatisfactory: Although the student can show at times a good attitude, she regularly does not do so and her progress, and sometimes that of other students, is being affected</p> <p>The student is not addressing many learning skills and will receive intervention</p>
8	Rewards at discretion of teacher	
7	Rewards at discretion of teacher	
6	Work to be improved in own time if deemed necessary by teacher	
5↓	Work to be improved in own time if deemed necessary by teacher. Subject intervention will take place.	

The 2018 Assessment Scheme and Descriptors for Years 12-13:

Attainment Grades:	Rewards / Sanctions:	Attitude to Learning
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A*	Rewards at discretion of teacher	<p>1 – Excellent: - A consistently excellent approach to the subject both in and out of school. She tries as hard as she can almost all of the time. You could not ask more of a student at her stage.</p> <p>The student is an excellent learner</p> <p>2 – Good: A consistently good approach and sometimes an excellent one. She tries hard and shows some interest</p> <p><i>The student is an effective learner</i></p> <p>3 - Room for Improvement: Although there are times when the student’s work is impressive, it would be more so if the student addressed areas that need immediate focus</p> <p><i>The student needs to improve several learning skills and will receive intervention</i></p> <p>4 – Unsatisfactory: Although the student can show at times a good attitude, she regularly does not do so and her progress, and sometimes that of other students, is being affected</p> <p>The student is not addressing many learning skills and will receive intervention</p>
A	Rewards at discretion of teacher	
B	Rewards at discretion of teacher	
C	Work to be improved in own time if deemed necessary by teacher	
D/E	Work to be improved in own time if deemed necessary by teacher. Subject intervention will take place.	

Marking Practices:

Regular work (RW):

The expectation is that students do complete the homework set by the teachers. The teachers may choose to mark, monitor, peer-assess or self-assess the work; all work should lead to the KAW which will be assessed in considerable detail. Work will be carried out in Notebooks and sticky labels will be used to monitor progress.

Key Assessed Work (KAW): A* - U at A Level; 1-9 for Key Stage 3 and 4.

When students receive KAW back, it must be clear what they have done well and how they could have improved that work. Staff should provide students with an ‘Attitude to Learning’ Level, an Attainment level and a written comment. The school’s proforma for KAW assessment can be adapted, but should form the basis of the top-sheet. The comment should provide some encouragement, as well as targets for improvements.

TORQUAY GIRLS' GRAMMAR SCHOOL

Teaching and Learning Policy

Approved: January 2018

Review: Autumn 2020

Rationale

The ideal lesson at T.G.G.S. is focused, paced, varied and engaging. We appreciate the value of many traditional teaching methods and we employ them with skill and enthusiasm, but we also believe that lessons are best when pupils are actively involved in a dynamic process of thinking and discovering understanding for themselves.

Teachers should plan lessons that encourage pupils to take an active role in constructing their knowledge, skills, attitudes and understanding. Lessons should include opportunities for pupils to lead discussion, work together and work independently; the teacher should never structure them solely around the delivery of material. It is also important that the teacher plays an important part in guiding and supporting the independent learning of pupils.

Teachers must be familiar with each pupil as an individual, and should record information about each pupil's learning needs and progress where appropriate. Teachers should ensure that each pupil is aware of his or her specific developmental targets and how best to attain them.

Wherever possible, tasks should be differentiated for varied ability levels and learning styles. This does not mean that teachers must set a different task for every pupil, but that in a series of lessons there should be tasks that will allow different degrees of stretch and challenge.

It is essential that pupils also be taught the knowledge and skills required for high performance in examinations. It is an expectation that all staff give specific instruction in the requirements of different assessment types, the essentials of examination technique, and the analysis of past examination performance.

Lesson Expectations

Within the wide range of teaching styles that are appropriate to any subject, all teachers should ensure that their lessons include:

- Opportunities for pupils to speak and respond both to the teacher and to each other;
- Varied presentational styles and activities in order to keep lessons stimulating;
- Differentiated strategies suited to different learning needs;
- Effective use of the resources available including books, handouts, projections, displays, AV and IT equipment, etc.
- Limit the amount of dictation used;
- Allow sufficient time for writing/reading tasks. (If a student requires extra time then it follows that enough time should be given for class tasks);
- Put PowerPoints/resources on to student resources/SharePoint for pre-reading, consolidation and revision;
- Use pale blue background on IWB as standard;
- Be aware of use of colour on IWB as standard;
- Long-term projects should be broken into chunks, with deadlines set for each section;
- Homework should never be set for its own sake, and should always be set with clear instructions, expectations and deadlines;

- Time should be devoted in some lessons to the topic of learning itself, so that pupils learn about appropriate strategies for learning, practice and revision in each subject.

Strategies to Specifically Use with Examination Groups.

T.G.G.S students would be expected to use some or all of the following techniques prior to examinations with the upper School where relevant: -

- Exam feedback lesson with model paragraphs;
- Consolidation tasks of key notes;
- Group activities practising past paper questions;
- Writing frameworks;
- Guided reading;
- Resources on Share Point;
- Green pen editing;
- Focused revision activities.

How Teachers Support SEND Students

- Teachers allow sufficient time for reading tasks;
- Teachers do not talk whilst the reading is taking place.
- Teachers allow time for other tasks. Where this is not practical, 'flipped learning' takes place;
- If students are asked to use overlays instead of having coloured worksheets, then, all worksheets are on white paper, using a sans font.
- All worksheets should be a minimum A4, font size 10.
- When important information is being given, teachers cue this in;
- Teachers set H/W all in one go rather than in bits throughout the lesson.
- Where possible, teachers keep all discussion in the lessons focused on the topic,
- Where possible, teachers use PowerPoints with a light blue background. Dark backgrounds with light writing are unreadable for many with text disturbance.
- Teachers do not put text over pictures.

SEND Students: What TGGs Expects SEND or other students to seek help themselves with

- Use of spelling programme.
- Use of word processing in lessons.
- Use of audio books.
- 1 to 1 support sessions (please specify subjects/staff).
- Use of technology for organisation.
- Use of study timetable.
- Use of graphic organisers for note taking/making.

The Expectations on all Students

Students are expected where relevant to:

- Abide by all aspects of the school's Behaviour Policy.

- Be in the classroom with books ready by the second bell;
- Bring all the right equipment to lessons including books, sheets, equipment, etc;
- To allow the teacher to start the lesson immediately without causing any undue distraction;
- Not to whisper or talk when the teacher or another student are addressing the whole class;
- No eating;
- Students should stay on task in lessons and not talk about other things other than their learning;
- Students must respect the learning process of all students in the room.
- Print PowerPoints/resources from student resources/SharePoint for pre-reading prior to lessons.
- If a student has hearing or eye-sight issues, then she should sit at the front;
- Attend subject support where needed.
- Attend the 'Hub' where needed.

Review:

This policy was revised in January 2018 by D. Halliday, R. Baker and J. Gregory.