



Windsor Park CE Middle School

Learning for Life

"Teach me good judgement and knowledge"

Psalm 119:66

Assessment Recording & Reporting Protocol

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Date of issue: March 2022
Review cycle: Spring 2

Respect ∞ *Resilience* ∞ *Responsibility*

OUR VISION

Learning for Life

“Teach me good judgement and knowledge”

Psalms 119:66

As a Church of England school and a founding partner in the Uttoxeter Learning Trust community, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms and encourage pupils and staff to live life in all its glory and flourish.

OUR MISSION

- 1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.*
- 2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.*
- 3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: ‘teach me good judgement and knowledge’ Psalm 119:66*
- 4. Foster respect for all God’s children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.*
- 5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.*
- 6. Care deeply about our pupils’ and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.*
- 7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.*
- 8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.*
- 9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.*

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RATIONALE

At Windsor Park CE Middle School we are committed to the use of assessment to help students achieve high standards, to make good progress from the time they arrive to the time they leave, and ultimately to become autonomous, lifelong learners.

Assessment should therefore:

- be an integral part of the planning of teaching and learning
- focus on how, as well as what, students learn
- be a key professional skill for teachers
- take account of the issue of student motivation
- involve students in their own learning
- help teachers to focus on and give students constructive advice on the next steps in their learning
- recognise the full range of achievements of all learners

Assessment should support high achievement:

- The progress made by students should be closely monitored and action taken when progress falls below our expectations.
- Access to assessment information should allow monitoring to take place with ease.
- Teachers should be able to use assessment information to build up a profile of both groups and individuals which informs the learning activities they plan and the expectations they have.
- Assessment profiles should be used at the point of transfer between schools to minimise the adverse effect of a change of school.
- Attainment and progress should be regularly reported to parents.
- Targets (individual student and whole school) should be set to support improvements in standards.
- Parents and students should be involved in a dialogue with teachers and tutors about their learning, assessment and progress
- The development of assessment schemes, planned learning activities and assessment practice should be an important element of CPD. Performance management should involve the use of assessment data to inform discussions about teacher effectiveness.

Assessment and the Student

The school believes that assessment should be seen as something which is helpful and in which students have a part to play, as deemed appropriate by the teacher.

It should be sensitive to the difference in ages and abilities, and to those with particular learning difficulties. It should avoid, gender, racial and social bias.

Assessment for the student must:-

- have a formative purpose which is continuous and should motivate children by building upon strengths and overcoming weaknesses. Students should feel that the task is worth

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doing and that it increases their knowledge and understanding. Students should be made aware of what is expected of them and the parameters of any assessment task.

and/or

- have a summative purpose which informs themselves and their parents about achievement and progress. It should guide future choices of action.

Assessment and Teachers

The school believes that teachers have a central role in the assessment of students. The importance of the professional judgement of teachers should be neither underrated nor undervalued.

The school ensures that teachers undergo regular in-service training through peer support and outside agencies, as well as routine internal moderation, which gives teachers the necessary competence to fulfil this role confidently and thereby ensure public confidence in their professional judgement.

Teachers have a responsibility to guarantee that their assessments are valid and reliable and to provide relevant information to those who have a right and a need to know what is happening.

We operate a whole school approach to assessment in which the policy and practices of an individual teacher and department are in line with those of the institution as a whole. These policies and actions are kept under continual review.

The Practice of Assessment

We recognise that assessment takes a variety of forms and can be day to day, periodic or transitional.

Day to day assessment

1. Lessons are objective led and the assessment of learning outcomes is planned. Students are made aware of lesson objectives, the teachers' expectations, and how different learning relates to the bigger picture. Each department has long and medium term plans from which teachers plan for the needs of the students in each group.
2. Assessment is planned to enable teachers to evaluate whether students have achieved the learning objective. This will include a range of methods: eg informal observation, questioning, plenary activities which require students to demonstrate new learning, traffic lighting etc.
4. Students are involved in their own learning and assessment by the sharing of assessment criteria through planned self-assessment and peer assessment activities.
5. Next steps are identified and used to direct further development.

Periodic and Transitional Assessment without Levels: 0- 9 Point Scale.

A student's learning is measured against key assessment criteria taken from the National Curriculum. Following the DFE's decision to remove levels to measure attainment and progress,

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schools within the Uttoxeter Pyramid adopted the 0-9 Point Scale (copy attached at Annex A). The system is based on the principle established by Focus Education.

At the start of each academic year all students start on 0, as they study the age related expectations they move along the scale. The points on the Scale relate to a student's developing understanding (0-3 WTS 4-6 EXS 7-9 GDS). Students are set an end of year target along with interim measures – their Flight Path. Each data capture is used to identify progress against these targets.

Formal Assessment

Students undertake a range of summative assessments (tests) across the curriculum during the academic year. These may be at the end of a unit of work or teaching year. In addition, the following are undertaken by students whilst attending the school:

<u>Year 6</u>	SATs	Standard Attainment Tasks, nationally prescribed tests for 11 year olds in English and mathematics. In science the tests are undertaken by a random sample of schools. If selected, schools are notified in mid-February. As a norm, end of KS2 levels are based on teacher assessment.
<u>Year 8</u>	Middle/High	Middle schools in the Uttoxeter pyramid undertake a number of common assessment transfer activities throughout Y7/Y8 in English, mathematics and science.

Students in all year groups are also assessed in English and maths using the on-line GL Assessments. These are taken by Y5 students during the autumn term to provide a baseline. Students in all year groups take the next level of the test at the end of the summer term in order to identify progress. The results enable the comparison of individual and cohort performance with national standardised figures.

Target Setting Rationale

Targets are set using the data from the previous Key Stage for reading, writing and maths. These targets are then moderated by Lead Teachers and the Senior Leadership Team using a range of other data including:

- GL assessment data
- Fischer Family Trust
- CAT data and teacher judgements.

Targets are increased, if needed, once additional data has been taken into account. KS3 targets are reviewed using both KS1 and 2 scores, taking the most challenging target produced using both data sets. In addition, we use the RADY methodology for target setting for Pupil Premium students, making their targets more challenging to give them the best chance of making accelerated progress.

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Key Stage 1 Outcome vs Decimal Target (for use with the 2018 year 5 cohort onwards)

GDS (greater depth) .7

EXS (expected standard) .6

WTS (working towards standard) .5

BLW (below standard) .4

Recording

The school recognises that the keeping of records allows teachers to:-

- Track students' progress in order to support teaching and learning. The records may be academic and/or pastoral and inform the teacher of what is required for the next stage;
- make judgements about student performances which are valid and reliable. Academic judgement will be determined by on-going teacher assessment, and periodically determining the level at which the student is working, using the 'best fit' model of the subject attainment descriptors;
- justify the professional judgements made about students to interested individuals and bodies;
- standardise professional judgements so that individual teachers' appreciation of the value of the standard required is secure;
- generate evidence for moderation, particularly when teaching groups are being organised, or at the point of transfer from one phase of schooling to another.

What is recorded?

Teachers keep records of marked work, test percentages, grades on the 0-9 Point Scale, and homework completed. These are usually recorded on a day to day or informal basis.

Teachers must also record, in line with departmental expectations, data which will inform judgements against the 0-9 point scale. This is linked to the National Curriculum expectations and specific to the age of the student. The data allows for a developing picture of learning and the positioning of the students on the 0-9 Point Scale at the data collect points.

In addition to departmental data, permanent records about students' attainment in all subjects is collected and recorded in the school's administration system - SIMS. In addition to attainment, for each subject marks are given for attitudes to learning. This data regularly collected and reviewed.

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The attainment data is used to generate documentation that shows the progress of individuals and groups against their milestones. This documentation facilitates the identification of students who are falling behind and directs interventions.

Records of student's performances in other formal assessments including Reading Ages and Spelling Ages are stored centrally on SIMS.

Education Health and Care Plans/Statements of Special Educational Needs are shared with staff by the SEND Co-ordinator.

At the start of each academic year, each student is set an end of year target in each subject. This is based on Key Stage 1 attainment for students in Years 5 and 6 and Key Stage 2/Key Stage 1 performance for students in Years 7 and 8 (whichever is most challenging).

Reporting

Statutory Requirements

Schools must send parents at least one written report every school year and notify them as to the arrangements for discussion of those reports. Schools must also send end of Key Stage data to parents; we do this using the government's recommended format.

The pattern of reporting to parents

The following shows the current pattern of reporting to parents over the academic year:-

- Parents' evenings – A minimum of one per year for each year group.
- A written report – At the end of each term.
 - Using the 0-9 Point Scale this give the student's current attainment; their target at that point in the year; the cohort average attainment (maths, English, science); and end of year target.

Less formal arrangements also exist for parents to meet with teachers to discuss their child's schooling; parents are encouraged to seek further information and clarification on a needs basis. The parents/carers of PP students may be invited to receive feedback more regularly as part of our mission to drive the progress of these students. SEN students with statements require a statutory annual review where the provision of their statement/EHC is assessed. These meetings are arranged between both parties and relevant external agencies at mutually agreeable times.

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Annex A: 0-9 Point Scale

9	Exceptionally confident and shows exceptional ability for their age.
8	Demonstrates a comprehensive understanding of all concepts and skills in a unit of work.
7	Grasps the main concepts and skills in a unit of work and can apply to new contexts.
6	Meeting 95 - 100% of expectations
5	Meeting 80 - 95% of expectations
4	Meeting 60 – 80% of expectations.
3	Meeting 40 - 60% of expectations
2	Meeting 20 - 40% of expectations.
1	Meeting 10 - 20% of expectations
0	Meeting < 10% of expectations

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