

PENWORTHAM GIRLS' HIGH SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

(June 2022)

THE MISSION

To prepare
Articulate, Questioning, Tolerant and Independent Women
for the future.

Our Aim, Mission, and Core Values

PGHSuccess:

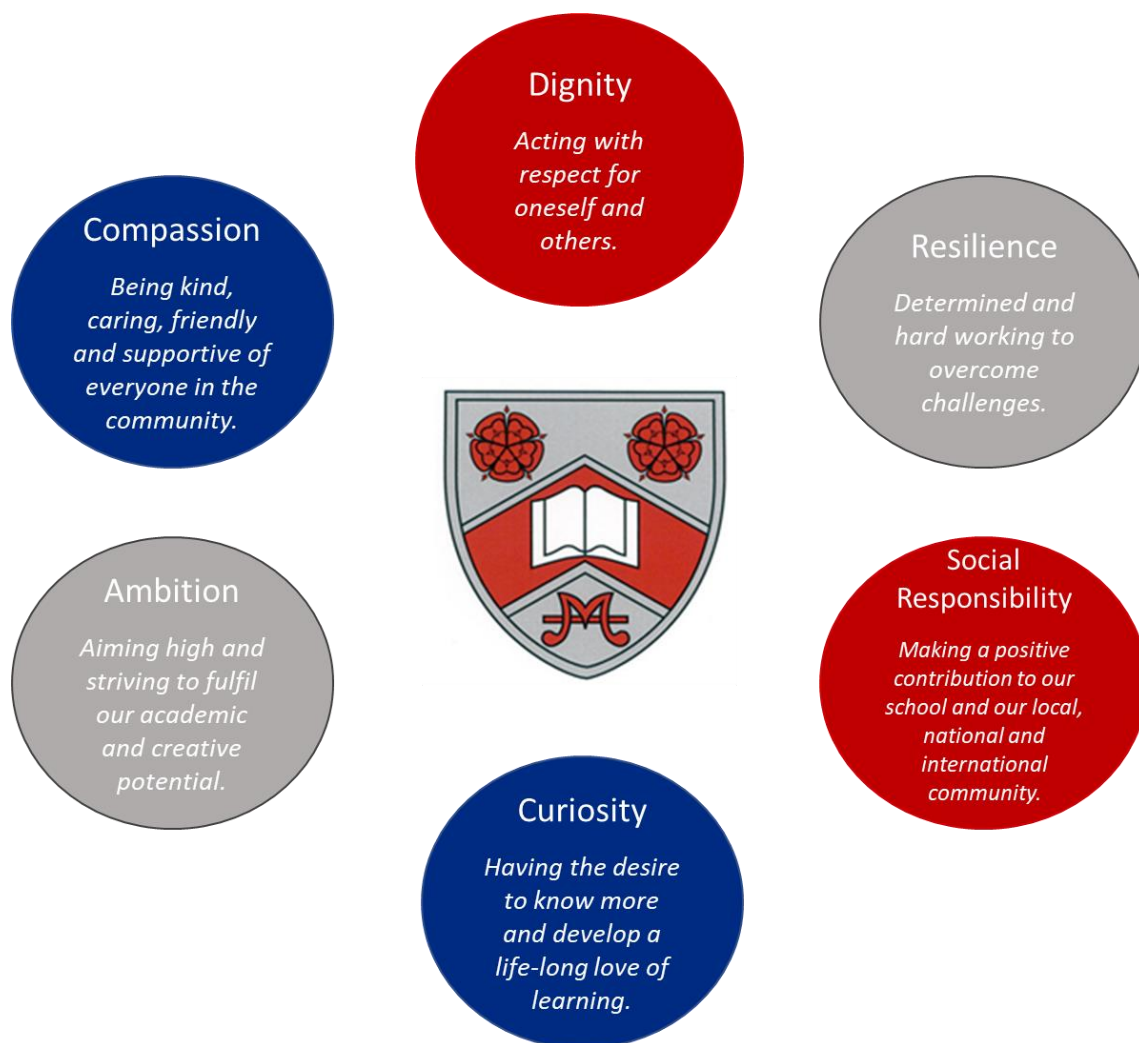
It is our aim to make all our students a PGHSuccess. A pupil becomes a PGHSuccess when they have the knowledge, skills, and personal attributes required to achieve their ambitions; academically, creativity and socially.

Our Mission is:

To help our students to achieve their version of PGHSuccess, we have set ourselves the mission of *'preparing articulate, questioning, tolerant and independent women for the future'*, as we believe that these qualities which are central to success in our modern society.

Our Core Values:

In order to achieve our mission statement, our policies and actions are guided by six core values. These core values are interwoven throughout all we do in school, including forming the basis of our pastoral care.



Related Policies and Documentation

- The ARR Calendar
- The PGHS Excellent lesson
- Pupil Premium Strategy
- Single page summary for Parents
- Student planners
- Monitoring report template / marksheet

1.0 Policy Rationale

This policy has been designed to meet the Outstanding criteria in the Education Inspection Framework, 2019:

Assessment helps students to embed knowledge and use it fluently and assists teachers in producing clear next steps for students.

Quality of Education p 45: School Inspection Handbook

Inspectors are looking to see that a school's assessment system supports the students' journeys through the curriculum. Therefore, the key reason for all assessment is to ensure that teaching and learning are working well and that children are benefiting from a deep and rich education

Sean Harford, National Director for Education at Ofsted)

2.0 Principles of Effective Assessment and Feedback

- Assessments are a key part of the learning process, enabling students to embed and apply knowledge.
- Assessment should be viewed as a constant ongoing activity, rather than the outcome of one-off milestone tasks.
- Assessments should focus on checking the understanding of the most useful / powerful knowledge.
- Effective feedback can take many forms, this will vary according to the task and intended outcome.
- Feedback is a priority; students must be given the time to reflect on and respond to feedback.
- Feedback should be tailored to the needs of the individual/group.

2.1 Assessment and feedback will:

Promote effective learning by:

- embedding knowledge and giving students the opportunity to use it fluently.
- assisting teachers in identifying next steps.
- providing regular opportunities for students to respond to teacher feedback.
- developing students' metacognition, making them more responsible for their own learning.
- making sure that all students know how much progress they have made and what they need to do to improve further.
- providing the flexibility for individual subjects to strategically plan assessment to reflect their unique disciplines.
- emphasising ongoing, low-stakes, formative assessment, thereby avoiding a summative bias.

Guarantee an equivalence of experience for all students by:

- establishing a minimum entitlement for all students across all subjects.
- ensuring that all students are treated equitably.
- creating a system that is easy for students to understand.

Support teachers and leaders in the management of their workload by:

- ensuring all assessments are relevant, sharply focused upon helping our students to know more, do more and remember more.
- ensuring non-contact teacher time is used to maximise student progress and outcomes.
- ensuring that all the data collected is meaningful and supports future progress.
- enabling subject leads, and SLT, to be able to monitor and evaluate the effectiveness of assessment and feedback efficiently.

3.0 Characteristics of Effective Assessment and Feedback at PGHS

Low stakes assessment, such as questioning and retrieval practice, should form a key component of all lessons.

All subjects should plan regular assessment tasks to check the understanding of core content (substantive knowledge) and to allow the practice of key skills (disciplinary knowledge). These assessments should reflect the subject's curriculum journey rather than the school's termly calendar (except for whole school summative assessments in Year 9 and KS4).

The rationale for each assessment task should be outlined on the unit overview ('Brick sheet'). This document should explain the choice of assessment and the component / composite knowledge it is designed to assess. These documents should be stored, along with exemplar work from students' assessments, in the subject's Curriculum Folder.

- Any assessment which is formative should be referred to as a '**Knowledge Check**'.
- Any assessment which is summative should be referred to as a '**Learning Review**'.

3.1 Knowledge Checks

At Key Stage 3, teachers will identify and design tasks within their curriculum that serve as a Knowledge Check of curriculum components and where necessary, composites. These tasks will be colour coded to indicate the security of a student's knowledge and understanding; as either:

Developing
Secure
Excelling

At Key Stage 4, teachers should also identify and design tasks that will assess students' understanding of curriculum components. Students will be provided with feedback that clearly indicates:

What Went Well (WWW) and
Not Yet

This feedback must be based upon specific examination board criteria.

Each department should ensure a timely response between curriculum delivery and feedback. Examples of types of feedback:

- Whole class feedback sheets
- WWW/ Not Yet grids
- Verbal feedback
- Written comments

On average, the frequency of teacher written feedback should be:

Key Stage 3: <ul style="list-style-type: none">• core subjects once per fortnight• other subjects twice per half term	Key stage 4: <ul style="list-style-type: none">• core subjects once per fortnight• options subjects once per fortnight
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To summarise, **Knowledge Checks** should:

- be regular
- remain low stakes
- enable students to apply their knowledge and improve their fluency
- focus on the most powerful knowledge and common misconceptions
- have clear success criteria, ensuring accurate assessment of performance between teachers, classes, and over time
- aim to identifying knowledge security, informing next steps and identifying if any adaptive teaching is necessary
- have a provision for the least able students to demonstrate their knowledge
- include qualitative feedback and an MRI task (see section 3.2)
- Key stage 3: be colour coded: **Developing**, **Secure**, **Excelling**
- Key stage 4: be judged: WWW / Not Yet against exam specification criteria.

Knowledge checks do not need to:

- be based on a composite task, it often proves more effect to target component knowledge
- last for entire lessons
- be in the form of a traditional test or essay
- involve revision

3.2 MRI (My Response Is) Tasks

Following a Knowledge Check, teachers will set an MRI task, providing guidance to students on how to take the next step in their learning journey i.e. tackling a misconception, deepening their level of understanding, or mastering a key skill. MRI tasks must be linked to the learning outcomes and success criteria of the original knowledge check.

The setting and completion of MRI tasks should be viewed as a priority by both teachers and students but must not come at the expense of curriculum delivery. Teachers are encouraged to use formats which reduce workload and the time expended upon them, but primarily they must ensure there is a positive impact upon what students know and remember.

Students complete MRI tasks in green pen.

To summarise, **MRI tasks** must:

- be teacher guided with the appropriate support and challenge
- tackle common errors, misconceptions, and gaps in understanding
- focus on the most important knowledge

The provision of feedback and the implementation of **MRI tasks** should not:

- include every aspect of the original assessment
- be high stakes
- include the correction of every error
- be completed independently
- take up time that compromises future curriculum delivery

3.3 Using Assessment to Adapt the Curriculum

Where an assessment identifies a common misunderstanding, the teacher should pause to reteach the content and adapt the original curriculum plan. Teachers should liaise with their subject leads to devise a slimmed down curriculum that allows for content to be re-taught yet still enables the students to access the next related topic. Likewise, where a group has demonstrated an aptitude for the content, the teacher should look for opportunities to incorporate additional stretch and challenge in future lessons.

NB: Teachers and Curriculum Leaders need to make professional judgements regarding the opportunity cost of re-teaching challenging content.

3.4 Learning Reviews

Learning reviews should be completed as part of the regular assessment cycle. These assessments should allow for standardisation across a year group and should occur roughly **every 12 weeks**.

Learning Reviews must:

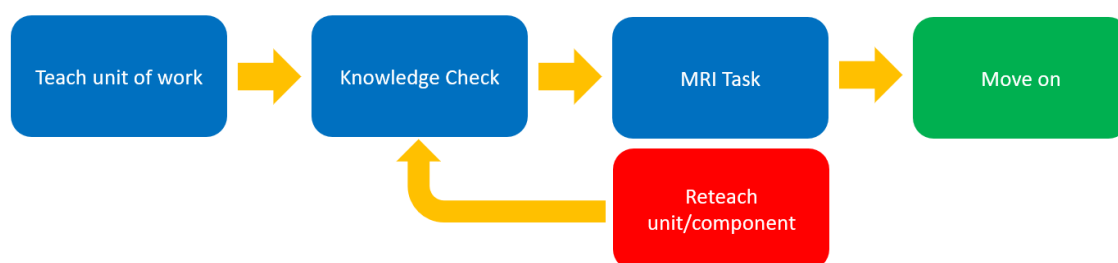
- reflect the 'Big Picture' of the curriculum journey so far
- assess what is known and has been remembered
- be appropriately challenging
- be used for data gathering purposes, recorded by class teachers in mark books or department spreadsheets.
- be used to identify individuals for interventions
- be used to standardise across year groups
- be marked by the teacher
- have a score and/or grade (KS4 only)
- cover sufficient curriculum content to allow valid judgements
- be adapted for the least able students to be able to demonstrate their knowledge

Learning Reviews do not:

- have a colour code (KS3)
- have 'WWW' or 'Not Yet' judgements (KS4)
- have an MRI task
- provide qualitative feedback

3.5 Assessment and Feedback Summary

Knowledge Check	Learning Review (and KS4 Progress Checks)
<ul style="list-style-type: none"> • Low stakes • Assess individual components • Ongoing, part of curriculum journey • Qualitative Feedback • MRI task set • No score • KS3: Developing, Secure, Excelling • KS4: 'WWW' or 'Not Yet' 	<ul style="list-style-type: none"> • End of year/term review (to fit in to department curriculum) • Assess 'Big Picture' • Inform setting decisions • Identify students for interventions • Quantitative feedback: grade/score • No MRI task • KS3: No colour code • KS4: No 'WWW' or 'Not Yet'



3.6 Peer and Self-Assessment

Peer and self-assessment are important tools in the teacher toolkit. Teacher staff are encouraged to use a mix of assessment tasks, to maximise the impact of their assessment programmes. NB: All knowledge checks and learning reviews should be teacher reviewed. Students should use a green pen when completing peer / self-marking.

- Peer assessment involves students reflecting on the work of their classmates. Comparing the work of others against success criteria and providing constructive feedback.
- Self-assessment involves students applying success criteria against their own work. Reflecting on the things they got right, and how their work could have been improved. Self-assessment often also requires the individual to reflect on the process taken to complete the task, including the amount of time committed, the techniques applied, and the effort given.

When planning to use self or peer assessment in a lesson, the following steps should be included:

Success criteria

Before setting students off on the activity, the teacher must ensure all learners are clear about the task's intentions. What knowledge should be included and how this should be demonstrated.

Scaffold

To ensure purposeful feedback, provide the group with a scaffold for their findings. Suggest sentence starters to help target their review and structure / evidence their conclusions. Scaffolds should always be provided regardless of whether the feedback is written or given orally.

Model

Before starting the task, model your expectations. Let the students see what 'a good one looks like'. Ensure models utilise the target language and reflect the ability of the class and the targeted powerful knowledge.

Review

Use questioning to check feedback. Address any misconceptions / incorrect judgements. If the quality of feedback provided is below the standard expected, either the knowledge being assessed, or the process of assessment may need to re-taught.

4.0 Additional Requirements

4.1 Exercise Books

In addition to the deep marking of key assessments, 'light' marking of all work must take place.

Light marking may include:

- Guidance on presentation, literacy errors or spellings
- Acknowledgement of a correct or incorrect response (tick/cross)
- Identification of an incomplete task
- Awarding of a medal

Although peer/self-assessment of class work is encouraged, evidence of teacher feedback should be present in accordance with earlier guidelines.

4.2 Homework

Teachers must ensure that homework is checked and marked within an appropriate period of time. Where homework tasks have required considerable commitment from the students, there must be a clear system for ensuring this effort is acknowledged and rewarded. This may take the form of awarding medals or Head's Commendations.

4.3 Communication: Literacy Codes

Routine corrections linked to spelling, punctuation and grammar should be made with the following codes (a maximum of 5 per page):

Sp = spelling mistake

O = Punctuation mistake. Encircle missing or incorrect use of comma, full stop, question, or exclamation mark

WW = Wrong word

MW = Missing Word

FS = Full sentence

C = missing capital letters

H = Handwriting

4.4 External Assessment

GCSE non-examined assessments (NEA) and BTEC portfolio work should be marked as per the relevant examination board mark scheme. However, if it is permitted, 'WWW' and 'Not Yet' can be used on any preparation, to help students to improve their final grade.

Departments must cross-moderate internally, ensuring accuracy and consistency in marking. Summative assessment data should be moderated at department meetings, using a sample that covers the ability spectrum. Outcomes from the moderation process should inform the future development of schemes of learning and assessment and should be recorded in the department's Curriculum File.

5.0 Quality Assurance

Key methods:

- Appraisal – review of teacher standards
- Departmental (subject review) and whole-school work scrutiny
- Exercise book compliance checks
- Lesson observations
- Student voice (subject reviews) / student surveys
- Internal moderation exercises
- Accuracy of KS3 reports and GCSE predictions
- Department Curriculum Files

6.0 Recording

Staff are required to record attainment grades on a termly basis in accordance with the calendaring of monitoring report. The results of formal assessments – Progress Checks and March Mocks - are also recorded in Year 11. All grades are recorded in SIMS on a class specific marksheet before being uploaded to SISRA Analytics. SISRA Analytics is used by Senior Leaders and Subject Leads to analyse their submitted data and action plan accordingly.

6.1 KS3 Data Recording

When assessing a student's progress, teachers must decide to what extent the student **knows** and **remembers** the most powerful knowledge identified in the termly subject curriculum statements. Teachers will use one of three grades: **Developing; Secure; Excelling**.

When deciding the grades, teachers must also consider each student's potential using the additional information provided to them in SIMs and on Class Charts. This should help teachers to understand whether a student is underachieving or fulfilling / exceeding their potential.

Data to be considered at KS3 is as follows:

- KS2 SATs. The DFE has defined low, middle and high prior attainment as follows:

	Average scaled score in English reading and maths
Low prior attainers	Below 100
Middle prior attainers	Greater than or equal to 100 but less than 110
High prior attainers	Greater than or equal to 110

- CATS scores
- NGRT Reading and numeracy test results

Teachers are also required to record an Attitude to Learning (ATL) grade for each student, from A to D. ATL grades indicate the pupil's organisation, behaviour, motivation, and effort. ATL scores should correlate with the student's medal record / behaviour score on ClassCharts.

Once submitted by the class teacher, Heads of Department/faculty are required to quality assure both progress and ATL grades prior to them being reported home / uploaded to SISRA Analytics.

6.2 KS4 Data Recording

Attainment predictions in Years 10 and 11 reflect the grading system used by the course being delivered, e.g. 9-1 for GCSEs and Level 2 Distinction* to Level 1 Pass for BTECS. Students will be given their target grades for core subjects prior to selecting their options in Year 9. The remaining target grades will be shared with students at the start of Year 10.

Staff are required to enter two grades on a termly basis, in accordance with the reporting schedule:

- **Current Grade** – This is a holistic estimate of the individual's performance to date. This is the grade their teachers would expect them to attain if they were sitting their final exams during the next half term.
- **Predicted Grade** – This grade attempts to estimate how the individual's future learning will impact on their final performance. This is the grade their teachers expect them to attain when they sit their final exams.

Teachers also provide an ATL grade for each of their students, from A to D (See section 6.1).

Additionally, teachers of Year 11 students are required to subject the grade attained by students in their November Progress Check and March Mock.

Quality assurance is conducted by the Head of Department and Line Managers to ensure all grades awarded are accurate and based on a valid range of evidence. Predicted grades can be compared against the individual's target grade, SPI estimate, and their inter-school residual. Analysis of this data is used by teachers and subject leads to identify students requiring additional support, including those in need of targeted intervention.

7.0 Reporting

In each year group, parents / carers are informed of their daughter's progress three times per year, once per term. On all three occasions an overview monitoring report with attainment and attitude data is provided. Once per year the release of the monitoring report is calendared to coincide with a Progress Evening, and once per year the overview monitor is accompanied by written feedback on attainment and next steps.

Our ARR calendar is carefully planned to ensure:

- parents / carers are kept regularly informed of their child's performance
- sufficient time between reports for judgements to be based on new data
- students have had the opportunity to act on the previous report's judgements
- an appropriate workload flow for teachers / administrative staff

7.1 KS3 Monitor Reports

Penwortham Girls' High School
 Cop Lane, Penwortham, Preston, PR1 0SR
 Telephone: 01772 743399 Fax: 01772 752475
 Email: enquire@penworthamgirls.lancs.sch.uk
 Website: www.penworthamgirls.lancs.sch.uk
 Headteacher: Mrs Karen Pottery B.A.(Hons), PGCE, NPQH

Year 8 Summer Term Monitoring Report
 Student's Name: Sana Patel Form: 8GB0

Attendance	96.2%	Number of Lates	1	Behaviour Points	72
Yr8 Average	95.8%	Yr8 Average	2	Yr8 Average	56

Reading and numerical ability are tested twice per year. A score of 100 is the national average. A score above 120 indicates a performance significantly above average. A score of 80 indicates a performance significantly below their peers.

Foundation Skills	Reading	Numeracy
Score	106	104

Subjects	Attitude to Learning (ATL)	Progress
Maths	A	Excelling
English	B	Secure
Science	B	Secure
Art	A	Excelling
Computer Science	B	Excelling
Geography	B	Secure
German	B	Secure
History	A	Secure
Life Skills	B	Secure
Music	B	Secure
RE	C	Developing
PE	B	Secure
Technology	B	Developing

Progress: knowing and understanding the content which has been taught.
 Secure progress means the individual has acquired the knowledge needed to move forward. Their work shows that key content has been remembered and can be applied.
 A student identified as developing has gaps in their knowledge, while those excelling have acquired a broader range of knowledge and/or deeper understanding.

Making you a **pghSuccess**

Dignity Compassion Curiosity Ambition Resilience Social Responsibility

Through these values, we aim to create articulate, questioning, tolerant and independent young women for the future.

Parents/carers are given their daughter's attendance, punctuality and ClassCharts behaviour data. They also provided with the average figure for their daughter's year group to enable them to contextualise these figures.


Twice yearly students complete reading and numeracy assessments. The results of these foundation skills tests are shared, to help parents to understand how their daughter compares to the typical student nationally.

Each subject provides a progress and ATL grade. The report is supplemented with a brief description of each subject's curriculum goals for the period covered by the assessment.

Subject	Curriculum Statements
Art & Design	Students know and remember the 7 elements of art. They recognise that 'still life' art has changed over time. Focusing on Childhood Toys, they are taught how to visually communicate their ideas in a sketchbook. Additionally, students know how to improve a range of techniques, including experimental drawing, painting and digital editing.
Computing	Students know and remember basic and advanced programming techniques. They use this knowledge to create a scratch game based on healthy eating. Students also know how to create hyperlinks in PowerPoint and use this knowledge to create a quiz.
Dance	Students know and remember the hand gestures and dynamics associated with the Bollywood style of dance. They use this knowledge to choreograph and perform solo Bollywood dances.
Design Technology: Food Preparation & Nutrition	Students know and remember how to work safely with a range of utensils and equipment. They learn about the Eatwell guide and basic dietary needs. Students use this knowledge to make healthy dishes, including pizza toast, pasta salad, and quiches.

A curriculum statements document accompanies all KS3 monitoring report. This document states what knowledge students needed to understand and remember for a secure judgement to be made.

7.2 KS4 Monitor Reports



Penwortham Girls' High School
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 Telephone: 01772 743399 Fax: 01772 752475
 Email: enquiries@penworthamgirls.lancs.sch.uk
 Website: www.penworthamgirls.lancs.sch.uk
 Headteacher: Mrs Karen Pommer B.A.(Hons), PG.C.E., NPQH

Year 10 Summer Term Monitoring Report

Student's Name: Sarah Smith Form: 10BWA

Attendance	95.2%	Number of Lates	6	Behaviour Points	36
Yr10 Average	96.4%	Yr10 Average	2	Yr10 Average	50

Academic Performance

Subject	Attitude to Learning (ATL)	Current Attainment	Final Predicted Grade	Target Grade
Maths	B	5	6	5
English Literature	B	5	6	6
English Language	B	4	5	6
Science: Double Award	A	65	66	66
Computer Science	A	5	6	5
Geography	B	4	5	6
German	B	4	5	5
RE	A	6	7	6

Current Attainment: This is a holistic estimate of the individual's performance to date. This is the grade their teachers would expect them to attain if they were sitting their final exams during the next half term.

Final Predicted Grade: This grade attempts to estimate how the individual's future learning will impact on their final performance. This is the grade their teachers expect them to attain when they sit their final exams.

Target Grade: Using national statistics based on the outcomes attained by 100,000s of students with similar KS2 results, this is the individual's target grade. If they attain this grade they will have progressed faster than the typical student who began secondary school at the same level.

Making you a *pgHSuccess*

Dignity Compassion Curiosity Ambition Resilience Social Responsibility

Through these values, we aim to create *articulate, questioning, tolerant and independent* young women for the future.

Parents/carers are given their daughter's attendance, punctuality and ClassCharts behaviour data. They also provided with the average figure for their daughter's year group to enable them to contextualise these figures.

Each subject provides a current attainment grade and final predicted grade. Grades issues reflect the KS4 course being delivered, for GCSEs 9-1. Parents are provided with a FFT target grade to help them to gauge their daughter's performance against their potential.

Each subject also provides parents with an ATL grade to indicates the student's commitment to their students, both in school and at home.

7.3 Full Reports

Once per year, students also receive a full report. These reports include written comments on:

- a) Past attainment / current performance and the individual's attitude towards their studies.
- b) Targets for the immediate future, these may be academic and/or attitude based.

Teacher comments should:

- Accurately represent the student's progress / attitude
- be written in a style which will be understood by parents
- use appropriate / professional language
- be tailored to the individual
- be focused on the most important knowledge
- reflect the student's preferred pronoun

Heads of Department are responsible for quality assuring written reports. Heads of Department should check both the literacy of the report (e.g. correct name, spellings, pronouns) and the academic accuracy (e.g. do comments reflect assessment data / monitoring grades / class charts record).

8.0 Governor Review

This policy has been agreed by the Governing Body	DATE
Reviewed - Curriculum	