



Striving for Excellence

Cirencester Kingshill School

Head: Christine S. Oates

ASSESSMENT AND REPORTING POLICY

Each Department's handbook contains the specific assessment process and criteria for that subject including reference to acceptable marking procedures. In general it is expected that:

- On entry to the school as early an assessment of each pupil's current NC level within each subject should be completed. Note should be taken of transfer information from primary schools about levels at KS2. In the core subjects levels reported from National Tests or, if this is not available, then the TA level, should be used. Decimalised levels (using published grade boundaries for NTs) should be used wherever possible in the core subjects as these enable more refined progress targets to be set year on year.
- A wide range of methods of assessment will be used. These can include written, oral or practical tests marked by the teacher or, on occasions but not as the norm, the pupils themselves. Self-assessment, peer assessment and group assessment are also encouraged as more informal techniques. On going advice related to AfL will be given through HOF, HOY and faculty meetings.
- Feedback to pupils should be prompt and meaningful to them. Written comments in exercise books and/or planners giving details of how further progression can be achieved are expected.
- Potential progress through each year, and within each subject, will vary from pupil to pupil. As a rough guide we would expect pupils working above the expected level to progress between 2 and 3 levels during KS3, i.e. from L5 on entry to Year 7 to L7 or 8 by the end of KS3. Pupils working at the expected level to progress between 1.5 and 2 levels and those working below the expected level to progress between 1 and 1.5 levels through the KS. Such expectations should be reviewed each year to take account of current levels of progress and particularly where this means the target level will be raised.
- Targets for the end of both KS3 and KS4 should make use of the latest, and most relevant data set pertaining to the individual subject at the time of the pupil's entry to that Key Stage. The upper quartile target should be used and in the case of FFT this will be target D. The FFT (D) target used should be that based on prior attainment at KS2. Targets for the end of each year during KS3 should be made on the basis of the above commentary. Target grades should only be amended subsequently through consultation between the class teacher and the Head of Faculty.

N.B. In the event of there not being any information about levels available from either KS2 or KS3 then targets can be made based on VRQs and/or CATs results from Y7 and/or Y10. Please see A Thomas for further information on the setting of targets in this instance. In particular be aware that the targets produced as a result of the CATs are often lower than we would expect for our pupils at all ability levels.

It is important to note that assessment should serve to inform the pupil and parents of progress made and what steps need to be taken to improve. It should also be used to inform teachers about pupils' understanding of work covered and feed into lesson planning and schemes of work.

The school uses an academic tutoring system to help pupils to set targets for improvement and the student planner incorporates sections on target setting along with progress and review pages.

Academic Tutoring

The week prior to assessments grades being sent home to parents, is set aside for tutors to meet tutees to do Academic Tutoring. Two lessons of cover can be arranged, via ABU, to enable this to happen.

The time should be a constructive experience when success and progress is celebrated and strategies for further improvement are discussed. By the end of the meeting, pupils should have outlined their specific targets to be achieved during the next period. The session is also an opportunity for tutors to have a general chat with their tutees and so develop a relationship of trust and support.

A timetable indicating which pupils are attending Academic Tutoring sessions should be posted in the staffroom by the form tutor giving details of time and day, so that subject staff are informed of who will be missing from their lessons. Pupils should be given an appointment slip to request leave from the lesson.

Reporting

Pupils' progress is reported to parents using the grading system below. The dates for this are issued in the school calendar. It is vital that assessments are completed by the deadlines to allow time for processing and checking before being sent home.

Assessment grades also form the basis of the academic tutoring process.

Progress Summaries

Consistency in the application of these grades is vital if this process is to have any validity. Please stick to these criteria and ask your Head of Faculty if unsure.

Behaviour

- Excellent – Never has to be reminded of expectations
- Good – Rarely has to be reminded of expectations
- Need for improvement – Sometimes has to be reminded of expectations
- Unacceptable* - Regularly has to be reprimanded for unacceptable behaviour

Effort

- Excellent – Always tries their best in classwork relative to their ability
- Good – Nearly always tries their best in classwork relative to their ability
- Satisfactory – Sometimes tries their best in classwork relative to their ability
- Unsatisfactory* – Often does not try their best in classwork relative to their ability

Homework

- Excellent – Outstanding effort and completed on time
- Good – Good effort and completed on time
- Satisfactory – Satisfactory effort and completed on time
- Unsatisfactory* – late work
- Unsatisfactory* – poor quality work
- Unsatisfactory* – late work and poor quality
- Unsatisfactory* – homework not completed

Any comment indicated with an '*' is a serious cause for concern and should be discussed with the pupil.

Performance and Target Grades

For Key Stage 3:

Performance and target grades range from 1c at the lowest end to 8a at the highest. The number indicates the level achieved i.e. 5c is a level 5. The letter indicates where, within a level, your child is at.

e.g. 5a – highly secure at that level
 5b – secure at that level
 5c – just achieved that level

Please note that Key Stage 3 levels can vary significantly between subjects e.g. French/German levels may appear significantly lower than other areas as most pupils will only have started a language upon beginning secondary education, or even at the start of Year 8. Further information about the meaning of different levels can be found at www.nc.uk.net and by following the links to “Attainment Targets” for each subject.

For Key Stage 4:

For the first report in year 10 each pupil will receive a grade range (eg. A*-B) indicating the range of grades that they are currently working at as they begin and progress in their GCSE subjects. For their other 2 year 10 reports and for the 2 reports in year 11, staff will have more data for each pupil and will be better equipped to more accurately predict an actual GCSE grade from A* - U. Pupils will also receive a statement of mock examination results following the year 11 mock examinations in January.

The first report in Year 10 uses six bands for the Performance and Target grades:

GCSE grade A*-B
GCSE grade B-C
GCSE grade C-D
GCSE grade D-E
GCSE grade E-F
GCSE grade F-G

From the second report in Year 10 and into Year 11, individual GCSE grades are used.

Notes:

- The Effort Grade norm is a “satisfactory”. When teachers grade their classes, they should start here and move pupils accordingly. Giving a pupil an “excellent” comment denotes a genuinely outstanding pupil.
- Teachers can take any of the following into account when deciding Effort Grades:
 - Classroom contribution
 - Effort with classwork
 - Listening skills
 - Bringing correct equipment
but NOT effort with homework.
- Performance and Target Grades must be realistic if they are to be used for monitoring – the Target Grade is not to be used purely as a motivational tool. The Performance Grade should not normally exceed the Target Grade.
- “Unable to report” is only to be used in exceptional circumstances e.g. long-term illness or being educated at home but still on school roll.

Reviewed by A Thomas _____ July 2011 _____ (Date)

Adopted by Governors _____ (Date)

Review date _____ July 2012 _____