

**Plymouth Studio School
Assessment, Recording and Reporting Policy**

Approved by L&C Committee – 31 January 2018
Next Review – January 2021

Philosophy

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. (The Assessment for Learning Strategy DCSF 2008)

Aims

Every child to know how they are doing, and understand what they need to do to improve and how to get there. To receive the support they need to be motivated, independent learners.

- Challenging targets;
- Formative assessment;
- Summative assessment;
- Facilitate teaching and learning recipe through enabling challenge, engagement, learning/progress, quality of feedback and assertive discipline;
- Develop literacy and numeracy skills in addition to the subject learning objective(s);
- Intervention if and when required diagnosed through Personalised Learning Checklists – (Appendix A).
- Student level progress to be reviewed through focusing on progress of groups of students, improving provision for all.

Every teacher to be equipped to make well-founded judgements about student’s attainment, understand the concepts and principles of progression, and know how to use their assessment judgements to forward plan.

- Aware of and to understand grade descriptors;

- Through summative assessment make a judgement of where a student is currently performing;
- Use formative assessment to inform the student how to progress and move forward with an actionable point;
- Link assessment of student's progress to planning future learning opportunities;
- Use of summative data alongside departmental flight paths to judge if a student is exceeding, meeting or failing to make progress towards their final external examination assessment.

Within the school we have in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of students, and for tracking their progress.

- Key Stage Four targets set against top 5% Fischer Family Trust estimates, and for Key Stage Five to use transition matrixes bespoke to each subject area;
- Standard target setting proforma to be found within each student's exercise book recording final year target, and grade achieved at each data point;
- Five 'commitment to learning' data entry points communicating student attitude and engagement with their learning (commitment to learning);
- Regular reports sent home and parents evenings for parents to track their child's progress;
- Regular written formative and summative assessment feedback for students (a minimum of once per new term for both formative and summative) quality assured by middle and senior leaders, includes literacy and numeracy opportunities;
- Subject meeting time focused upon accuracy, reliability and consistency of assessment opportunities
- Termly review of data shared with all staff monitoring academic progress of students and progress of departments and school against the DCIP/CIP.

To make every effort to ensure every parent and carer knows how their child is doing, what they need to improve, and how they can support their child:

- Parents can read formative and summative written comments in their child's exercise books/records of learning;
- Home contact by e-mail/phone/postcard/comment in planner etc. for positive comments and reasons for concern;

- Regular reporting home five times per year.
- Regular, calendared parents evenings per year group in the academic year.

Appendix A

Excerpt taken from Personalised Learning Checklist (PLC)

AQA Chemistry		1 Atoms, bonding and moles			
Name	Atomic structure	The periodic table	Structure and bonding	Chemical calculations	
Student X	R	A	G	R	

Addendum

New GCSE Grading Structure for years 7-11

Reformed GCSEs will be introduced gradually over three years from September 2015.

September 2015 year 10 students in English and Mathematics will begin on the new grading structure.

Students awarded GCSEs in 2017 and 2018 will receive a mixture of 9 to 1 and A* to G grades.

KS2 data predicting towards future expectations (mapping to new grades):

ARE leaving year 6				B	W	N	A		M	
KS2 Baseline				2	3	4	5		6	
New GCSE grades	0	1	2	3	4	5	6	7	8	9
Year 7-11 data:										
Old KS3 levels	2	3	4	5	6	7				
Old GCSE grades	U	G F	E	D	C		B	A		A*
New GCSE grades	0	1	2	3	4	5	6	7	8	9

ARE = Age Related Expectations.

B = below national standard, W = working towards national standard, N = national standard,

A = above national standard, M = mastery standard.

Addendum

1-9 Grades and Progress Grid 2015

For a student who entered the School at KS2 level 3 or the new 'working towards national standard', W

New	0	1	2	3	4	5	6	7	8	9
	Below Threshold				On	Above Threshold				
Old	U	G F	E	D	C		B	A		A*

Year 6 Age related expectations	Key Stage Two	Baseline Grade	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
						9	9
						8	8
					7	7	7
				6	6	6	6
				5	5	5	5
			4	4	4	4	4
Mastery Standard	6	3	3	3	3	3	3
Above National Standard	5	2	2	2	2	2	2
National Standard	4	1	1	1	1	1	1
Working towards National Standard	3	0	0	0	0	0	0
Below National Standard	2	0	0	0	0	0	0

Exceeding expected progress	
Meeting expected progress	
Failing to make expected progress	

1-9 Grades and Progress Grid 2015

For a student who entered the School at KS2 level 4 or the new 'national standard', N

New	0	1	2	3	4	5	6	7	8	9
	Below Threshold					On	Above Threshold			
Old	U	G F	E	D	C		B	A		A*

Year 6 Age related expectations	Key Stage Two	Baseline Grade	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
						9	9
						8	8
					7	7	7
				6	6	6	6
				5	5	5	5
			4	4	4	4	4
Mastery Standard	6	3	3	3	3	3	3
Above National Standard	5	2	2	2	2	2	2
National Standard	4	1	1	1	1	1	1
Working towards National Standard	3	0	0	0	0	0	0
Below National Standard	2	0	0	0	0	0	0

Exceeding expected progress	Green
Meeting expected progress	Yellow
Failing to make expected progress	Red

1-9 Grades and Progress Grid 2015

For a student who entered the School at KS2 level 5 or the new 'above national standard', A

New	0	1	2	3	4	5	6	7	8	9	
	Below Threshold						On	Above Threshold			
Old	U	G F	E	D	C		B	A		A*	

Year 6 Age related expectations	Key Stage Two	Baseline Grade	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
						9	9
						8	8
					7	7	7
				6	6	6	6
				5	5	5	5
			4	4	4	4	4
Mastery Standard	6	3	3	3	3	3	3
Above National Standard	5	2	2	2	2	2	2
National Standard	4	1	1	1	1	1	1
Working towards National Standard	3	0	0	0	0	0	0
Below National Standard	2	0	0	0	0	0	0

Exceeding expected progress	
Meeting expected progress	
Failing to make expected progress	

Addendum

Mapping age related expectations as end of year 11 targets against grade point average (GPA) system

Reformed GCSEs will be introduced gradually over three years from September 2015.

They will be graded from 9 to 1, instead of A* to G.

Students awarded GCSEs in 2017 and 2018 will therefore receive a mixture of 9 to 1 and A* to G grades.

We will no longer receive KS2 data in 2016, and instead Age Related Expectations

GPA	0	1	2	3	4	5	6	7	8	9
Current GCSE grades	U	G F	E	D	C	C	B	A	A	*
ARE from year 6				B	W	N	A		M	

M = mastery standard, A = above national standard, N = national standard, W = working towards national standard, B = below national standard

Addendum

Commitment to Learning

Scale	Criteria
5	You are an outstanding student; you meet all deadlines and work is completed to your highest ability. You demonstrate independent learning skills and are a pleasure to teach. You are a role model for others with your positive attitude and commitment to your learning.
4	You are a student who is positive in class and contributes to a good classroom ethos. You generally work to the level of which you are capable and almost always meet deadlines. You have a positive approach to learning, demonstrating a good attitude and are continuing to develop your independent learning skills.
3	Although you may sometimes produce good work, you usually only complete the minimum required. Your attitude can be variable which is impacting on your progress. There is plenty of room for improvement if you are going to achieve your full potential.
2	You are consistently causing concern for your teacher. The problem is being addressed within the subject department and your parents have been contacted. Your poor commitment to learning is a particular concern, having a major impact on your learning and progress. This level of commitment means that you are likely to be underachieving and at risk of not meeting your full potential.
1	<p>You are causing serious concern in this subject; this score is the lowest that can be awarded. You do not appear to value your own learning, your poor attitude is extremely disappointing with no regard to its impact on your progress.</p> <p>Deadlines are frequently missed and the standard of your work is very poor. The Curriculum Leader, tutor and your parents have already been contacted and involved in challenging and supporting your learning.</p>