



Policy for Assessment, Recording and Reporting

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Introduction

The aim of this policy is to establish a shared understanding of what is meant by Assessment, Recording and Reporting amongst staff, parents and students at Linton Village, in line with the following principles:

- i) High quality **assessment** is an essential aspect of learning. It is crucial in order to evaluate students' understanding and skills and to be able to identify individual successes, next steps, misconceptions and difficulties.
- ii) **Recording** assessment outcomes allows the school, students and parents to understand students' learning, track their progress effectively and intervene where necessary.
- iii) **Reporting** on the progress and attitude of students allows vital communication between teachers, students and parents. Report data provides staff and parents with a framework for discussion with students about their learning.
- iv) The **marking** of students' work is an essential part of the assessment process. As stated in the 'Eliminating unnecessary workload around marking' report of the Independent Teacher Workload Review Group, published in March 2016 by the DfE, at LVC we believe that: "all marking should be meaningful, manageable and motivating" and "The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work".
- v) The **impact** of this policy, and the school's assessment, reporting and recording practices, will be under continual review to ensure the best possible provision for students.

Assessment for Learning expectations

There are two main forms of assessment, summative and formative which are explained below. Both types of assessment are important elements in securing student progress. Summative assessments at LVC are completed in line with departmental assessment calendars and are recorded in Go4Schools. Formative assessment is carried out in line with departmental expectations and using professional judgement.

Summative assessment provides a judgement about how students have achieved in a particular test or assignment. Assessment outcomes are judged differently for each year group at LVC due to the changing landscape of national assessment frameworks. Please refer to assessment guides for each year group on the College website for further information.

Formative assessment involves teachers using a variety of methods to diagnose specific areas to improve, and support students, and classes, in doing so. Formative dialogue is comment-based and occurs throughout the learning cycle.

Reporting schedules are published in the school's assessment calendars. Each year, students and parents will receive two 'snapshot' reports with progress and attitudinal data and one 'full' report with the addition of brief formative comments from teachers and form tutors using the WWW / EBI ('What Went Well' and 'Even Better If') format.

Staff will

- Set challenging target grades, in consultation with students, within the first half term for year groups using levels / grades.
- Use data including FFT estimations, expected progress and KS2 results, to inform the target setting progress.
- Record student targets in Go4Schools and reflect on these throughout the year, making adjustments if students exceed these.
- Set summative assessment tasks for students in line with departmental assessment calendars and record the outcomes on Go4Schools in a timely manner.
- Carry out ongoing formative assessment, providing students with regular feedback and time in lessons to respond to this.
- Use formative assessment to inform curriculum planning and personalisation of teaching.
- Use a range of effective feedback strategies such as verbal, peer and self-assessment.
- Share feedback using WWW/EBI where this is appropriate.
- Ensure marking is in line with departmental marking policy, so students are able to make rapid progress from feedback on recently completed work
- Motivate through the use of praise and rewards and acknowledge effort.
- Mark for literacy using the whole-school literacy codes.

Students must

- Engage in target setting dialogue with their teacher and record targets in books / planners where appropriate.
- Discuss the targets when they are set with their parents / carers.
- Reflect on their targets throughout the year as they carry out assessments and discuss their progress with parents / carers.
- Meet assessment deadlines set by teachers.
- Consider carefully and then respond to the feedback they are given, asking if there are any queries.
- Engage with success criteria for self and peer assessment purposes.
- Bring their book / folder to all lessons and ensure it is handed in when requested by the teacher.
- Respond to marking as directed by the teacher.

Parents / carers should

- Support their child's learning by discussing target grades when they are set and use Go4Schools to periodically reflect on and discuss progress with their child.
- Take an interest in their child's learning by discussing the quality of the work in books and the feedback they have been given at school.
- Support their child when they are acting on and responding to feedback as part of home learning.
- Direct their child to the class teacher if they are unsure about the formative feedback they have been given, this can be done via email or in person.
- Contact the class teacher if there are any concerns.

Approved: Standards Committee

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Appendix 1

Roles and responsibilities

Teacher	Input assessment data into Go4S in line with set deadlines. Use Go4S to monitor student achievement and intervene as necessary to support students' learning progress.	Admin Manager	Set up Go4 structures at the beginning of the year. Check reports for completion before publication. Support with technical issues and advice.
Tutor and Head of House	Use assessment data in Go4S to monitor holistic performance of students. Flag up issues and use data to inform mentoring.		
Programme Leader	Maintain and monitor use and subject development of Go4S subject mark books to ensure their effective use by all. Monitor cohort progress and intervene.	SLT responsible for assessment	Set up mark books at the start of the year and populate with baseline prior data. Oversee reporting and set up reports on Go4S. Implement the school's ARR policy. Oversee the strategic development of Go4S. Analyse whole school progress data and organise invention programmes.
Head of subject/ Faculty	Oversee and quality assure use of Go4Schools. Use subject explorer function to track student progress and intervene as necessary. Report student progress to SLT line manager at monthly meetings.		

Appendix 2

These terms are used as the key reporting phrases within Go4S mark books and within published reports. It is essential that teachers, students and parents have a common understanding of their meaning in order to ensure consistency and clarity.

Name of grade	Description
Baseline grade(s)	In Year 7 the baseline grade will be the student's KS2 Reading (English only), Maths (maths only) or an average of the two results (all other subjects). In subsequent years, the baseline is set as the previous year's end of year result.
FFT Estimate- end of Y11 (Not visible to parents)	This grade is populated by the estimated grade provided by the Fischer Family Trust. The grade is not a specific grade prediction attributed to the individual student, rather a percentage chance of them achieving a particular grade based on prior performance of students with similar prior attainment. The school uses FFT estimates which are set to be in line with the progress made by other high performing schools in the country.
Expected progress (Not visible to parents)	This is the minimum progress the student needs to make in order to be in line with all students nationally, starting at the same KS2 level.
Agreed Target	This is the target set by class teachers in the first term of the year. This is only done for years 9-11. The agreed target should be set in consultation with the student and should anticipate students making at least the expected progress grade and/ or FFT estimated grades. Target grades should be monitored and increased when appropriate to ensure that they are accurate and represent a sufficiently aspirational target for students to strive towards.
Current	This is the grade that is calculated by Go4S using assessment data entered into mark books. The calculations depend on the weightings given to the individual assessments within mark sheets. Subject leaders are required to set grade schemes for mark books within Go4S in order to make sure that this calculation is accurate.
Estimated Grade	This is the level/grade that teachers believe that a student is most likely to achieve by the end of the course. It is used in Year 10 and 11 only. The estimation takes into account current performance and expected progress based on professional judgement – it should be a true indication of what the teacher expects the student to receive in their exam results envelope or that they will report to parents at the end of the year. The Estimated grade is entered and updated in accordance with the assessment calendar and deadlines.

Year Group	What is recorded in Go4Schools		What will we report to Parents
	Pre-populated	Teaching staff to populate	
7	Baseline grade; Expected progress	Current	Current
8	Baseline grade; End of Year 7 grade; Expected progress	Current	Current
9	Baseline grade; End of Year 8 grade; Expected progress	Target (end of Y9); Current	Target (end of Y9); Current.
10	Baseline grade; End of Year 9 grade; FFTD; Expected progress	Target; Current; Estimated grade	Target; Current; Estimated grade
11	Baseline grade; End of Year 10 grade; FFTD; Expected progress	Target; Current; Estimated grade	Target; Current; Estimated grade