



**HILBRE HIGH SCHOOL  
HUMANITIES COLLEGE**

**Assessment, Recording and  
Reporting Policy - March 2017**

## **Assessment, Recording and Reporting**

### **Introduction:**

Accurate, rigorous and challenging assessment enables students to make rapid progress and provides robust information about the progress made. All staff with responsibility for teaching students are accountable for the progress of those students and the accuracy of the assessment data provided through the academic year. Regular, effective assessment is key in ensuring students' success and the accuracy of predicted outcomes across the curriculum and at every key stage. It is important that students receive a diet of both formative and summative assessment, according to purpose. It is essential to always consider the purpose of assessment and assessment data. Assessment takes two forms; formative and summative.

### **Formative Assessment:**

Formative assessment will inform pupils of the steps they need to take to improve their work.

Formative assessment includes pupil self-assessment and target setting, since it actively involves pupils in evaluating their own performance and the steps they should take to ensure progression. It includes DIRT activities and the application of targets and actions, as outlined in the school Marking and Presentation Policy.

### **Summative Assessment:**

Summative assessment enables students to determine how well they have understood a topic or course of work taught over a period of time. It gives parents/carers an understanding of achievement made, progress and outcomes for their children over a period of time. It enables teachers to evaluate their delivery of a topic and the impact they have made.

Summative tests should be seen as the end-piece of a topic studied. As such, formative assessment practices may be applied to work produced before the final summative test, so that students are aware of how and what to improve before the final test assessment.

The purpose of **Assessment Data** is to:

- Accurately inform students, teachers and parents/carers of progress being made.
- Accurately inform Heads of Subject, Heads of House and SLT for tracking, monitoring and interventions.
- Accurately inform external bodies of the school's progress nationally.

### **Assessment:**

#### **Testing to Inform Progress Reports:**

##### **Rationale:**

Many examinations are terminal and do not have a coursework/practical element - students must be prepared for this. The rigor of preparing for tests and the expectation placed on students to pass tests must be embedded in school. Parents/carers are able to support their child's learning and understand the expectation placed upon the child when

they understand the nature of our tests and know our Progress Reports are informed by tests.

- Outcomes to formal testing will be used to inform school Progress Reports.
- The Progress Report will draw from all formally administered tests, marked against examination criteria. Tests will not always be written. For example, there may be a spoken language test in MFL or a practical assessment in Food Technology, etc.
- It is expected that tests have sufficiently content to mirror the body of work studied. Consequently, within a full term, if a practical is tested, the expectation is that a test of written understanding of a topic will also be conducted.
- Tests must enable and expect students to access expected GCSE content and outcomes from Year 7 to Year 11.
- Tests must be devised to include everything that is to inform the grade reported in the Progress Report. It is possible this may necessitate more than one test.
- It is imperative that the mark scheme replicates expectation and standards for GCSE assessment and is marked on a scale of grade W (working towards GCSE standard), GCSE grade 1, GCSE grade 2, GCSE grade 3, GCSE grade 4, GCSE grade 5, GCSE grade 6, GCSE grade 7, GCSE grade 8, GCSE grade 9.
- It is critical that students are judged on their ability to demonstrate they fulfil mark scheme criteria.
- Tests must challenge students of all abilities with a fundamental expectation that hard work is required to make the desired progress.
- It is important that students and parents/carers are clearly informed as to what constitutes the subject grade that is reported in the Progress Report.

#### **Frequency of Testing:**

- Students have **three monitoring points per academic year**. Each at the end of a term; each monitoring point must be informed by summative testing. However, the progress reported must draw on cumulative information from all summative testing conducted over the academic year.
- Form tutors should take opportunities to discuss progress with students, especially after each monitoring cycle.
- The scheduling of testing must be coordinated by the Head of Subject. Unless falling within a designated Exams Week, tests can be conducted throughout the half term in which the Progress Report is released. This is particularly important for subjects with a heavy marking load, e.g. English.
- Mock examinations are scheduled for Year 11 students at conclusion of the Autumn Term. Depending on outcomes, students may participate in a second mock examination in the following term.
- An Exams Week is scheduled in the Summer Term, in which all students in Years 7 to 10

## Target Setting and Student Flightpaths:

We use two Progression Pathways to determine the progress a student is making. In the first table the Progression Pathway is for all subjects other than Modern Foreign Languages. In the second table Modern Foreign Languages have a different pathway, as we assume that students begin a language at Hilbre, without prior knowledge of the language.

Upon entry to Hilbre, students are put onto particular flightpaths, determined by their Key Stage 2 results, as indicated in the left-hand column of each table. We set four separate flightpaths; one for English, based on Key Stage 2 English results; one for mathematics, based on Key Stage 2 mathematics results; one for Modern Foreign Languages and one for all other subjects, both based on an average of the English and mathematics results. Flightpath targets are set against national standards.

### Progression Pathway: All subjects

| HILBRE HIGH SCHOOL - PROGRESSION PATHWAYS                             |                        |        |    |    |        |    |    |        |    |    |         |     |     |         |     |     |             |           |     |
|-----------------------------------------------------------------------|------------------------|--------|----|----|--------|----|----|--------|----|----|---------|-----|-----|---------|-----|-----|-------------|-----------|-----|
| Flightpath                                                            | Year Monitoring Points | Year 7 |    |    | Year 8 |    |    | Year 9 |    |    | Year 10 |     |     | Year 11 |     |     | Final Grade | Old Grade |     |
|                                                                       |                        | M1     | M2 | M3 | M4     | M5 | M6 | M7     | M8 | M9 | M10     | M11 | M12 | M13     | M14 | M15 |             |           |     |
| <b>H</b><br>Scaled Score 110 to 120<br>(approximate old Level 6)      | Outstanding Progress   | 3      | 4  | 5  | 6      | 7  | 8  | 9      | 8  | 9  | 9       | 9   | 9   | 9       | 9   | 9   | 9           | 9         | A*  |
|                                                                       | Good Progress          | 3      | 4  | 5  | 6      | 7  | 8  | 7      | 8  | 7  | 8       | 7   | 8   | 7       | 8   | 7   | 8           | 8         | AA* |
| <b>I:</b><br>Scaled Score 103 to 109<br>(approximate old Level 5)     | Outstanding Progress   | 2      | 3  | 4  | 5      | 6  | 7  | 8      | 7  | 8  | 7       | 8   | 7   | 8       | 7   | 8   | 7           | 8         | AA* |
|                                                                       | Good Progress          | 2      | 3  | 4  | 5      | 6  | 7  | 6      | 7  | 6  | 7       | 6   | 7   | 6       | 7   | 6   | 7           | 7         | A   |
| <b>L:</b><br>Scaled Score 102 to 96<br>(approximate old Level 4H)     | Outstanding Progress   | 1      | 2  | 3  | 4      | 5  | 6  | 7      | 6  | 7  | 6       | 7   | 6   | 7       | 6   | 7   | 6           | 7         | A   |
|                                                                       | Good Progress          | 1      | 2  | 3  | 4      | 5  | 6  | 5      | 6  | 5  | 6       | 5   | 6   | 5       | 6   | 5   | 6           | 6         | B   |
| <b>B:</b><br>Scaled Score 90 to 95<br>(approximate old Level 4L)      | Outstanding Progress   | 0      | 1  | 2  | 3      | 4  | 5  | 6      | 5  | 6  | 5       | 6   | 5   | 6       | 5   | 6   | 5           | 6         | B   |
|                                                                       | Good Progress          | 0      | 1  | 2  | 3      | 4  | 5  | 4      | 5  | 4  | 5       | 4   | 5   | 4       | 5   | 4   | 5           | 5         | DB  |
| <b>R:</b><br>Scaled Score 80 to 89<br>(approximate old Level 3)       | Outstanding Progress   | 0      | 1  | 2  | 3      | 4  | 5  | 4      | 5  | 4  | 5       | 4   | 5   | 4       | 5   | 4   | 5           | 5         | DB  |
|                                                                       | Good Progress          | 0      | 1  | 2  | 3      | 4  | 3  | 4      | 3  | 4  | 3       | 4   | 3   | 4       | 3   | 4   | 3           | 4         | C   |
| <b>E:</b><br>Scaled Score below 80<br>(approximate old below Level 3) | Outstanding Progress   | 0      | 1  | 2  | 3      | 4  | 3  | 4      | 3  | 4  | 3       | 4   | 3   | 4       | 3   | 4   | 3           | 4         | C   |
|                                                                       | Good Progress          | 0      | 1  | 2  | 3      | 2  | 3  | 2      | 3  | 2  | 3       | 2   | 3   | 2       | 3   | 2   | 3           | 3         | D   |

### Progression Pathway: All subjects

| HILBRE HIGH SCHOOL - PROGRESSION PATHWAYS MFL                         |                        |        |    |    |        |    |    |        |    |    |         |    |    |         |    |    |             |           |     |
|-----------------------------------------------------------------------|------------------------|--------|----|----|--------|----|----|--------|----|----|---------|----|----|---------|----|----|-------------|-----------|-----|
| Flightpath                                                            | Year Monitoring Points | Year 7 |    |    | Year 8 |    |    | Year 9 |    |    | Year 10 |    |    | Year 11 |    |    | Final Grade | Old Grade |     |
|                                                                       |                        | M1     | M2 | M3 | M1     | M2 | M3 | M1     | M2 | M3 | M1      | M2 | M3 | M1      | M2 | M3 |             |           |     |
| <b>H</b><br>Scaled Score 110 to 120<br>(approximate old Level 6)      | Outstanding Progress   | 0      | 1  | 2  | 3      | 4  | 5  | 6      | 7  | 8  | 9       | 8  | 9  | 8       | 9  | 8  | 9           | 9         | A*  |
|                                                                       | Good Progress          | 0      | 1  | 2  | 3      | 4  | 5  | 6      | 7  | 6  | 7       | 6  | 7  | 6       | 7  | 6  | 7           | 8         | AA* |
| <b>I:</b><br>Scaled Score 103 to 109<br>(approximate old Level 5)     | Outstanding Progress   | 0      | 1  | 2  | 3      | 4  | 5  | 6      | 7  | 8  | 7       | 8  | 7  | 8       | 7  | 8  | 7           | 8         | AA* |
|                                                                       | Good Progress          | 0      | 1  | 2  | 3      | 4  | 5  | 4      | 5  | 4  | 5       | 4  | 5  | 4       | 5  | 4  | 5           | 7         | A   |
| <b>L:</b><br>Scaled Score 102 to 96<br>(approximate old Level 4H)     | Outstanding Progress   | 0      | 1  | 2  | 3      | 4  | 5  | 6      | 7  | 6  | 7       | 6  | 7  | 6       | 7  | 6  | 7           | 7         | A   |
|                                                                       | Good Progress          | 0      | 1  | 2  | 3      | 4  | 5  | 4      | 5  | 4  | 5       | 4  | 5  | 4       | 5  | 4  | 5           | 6         | B   |
| <b>B:</b><br>Scaled Score 90 to 95<br>(approximate old Level 4L)      | Outstanding Progress   | 0      | 1  | 2  | 3      | 4  | 5  | 6      | 5  | 6  | 5       | 6  | 5  | 6       | 5  | 6  | 5           | 6         | B   |
|                                                                       | Good Progress          | 0      | 1  | 2  | 3      | 4  | 3  | 4      | 3  | 4  | 3       | 4  | 3  | 4       | 3  | 4  | 3           | 5         | EB  |
| <b>R:</b><br>Scaled Score 80 to 89<br>(approximate old Level 3)       | Outstanding Progress   | 0      | 1  | 2  | 3      | 4  | 5  | 4      | 5  | 4  | 5       | 4  | 5  | 4       | 5  | 4  | 5           | 5         | DB  |
|                                                                       | Good Progress          | 0      | 1  | 2  | 3      | 4  | 3  | 4      | 3  | 4  | 3       | 4  | 3  | 4       | 3  | 4  | 3           | 4         | C   |
| <b>E:</b><br>Scaled Score below 80<br>(approximate old below Level 3) | Outstanding Progress   | 0      | 1  | 2  | 3      | 4  | 3  | 4      | 3  | 4  | 3       | 4  | 3  | 4       | 3  | 4  | 3           | 4         | C   |
|                                                                       | Good Progress          | 0      | 1  | 2  | 3      | 2  | 3  | 2      | 3  | 2  | 3       | 2  | 3  | 2       | 3  | 2  | 3           | 3         | D   |

- Flightpath targets are challenging. Expectation at Hilbre is high and we expect parents/carers to do all they can at home to encourage a child/ward to work to exacting standards, so the targets will be met.
- It is critical that students are judged on their ability to demonstrate they fulfil mark scheme criteria. They must not be given a grade simply because it 'fits' an expected outcome shown on the Progression Pathways.

- Student flightpaths are shared with parents/carers, as they all receive information outlining which flightpaths their child is on, as demonstrated below. This document can be found under Linked Documents in SIMS:

|                    | Flight Path | Good | Outstanding |
|--------------------|-------------|------|-------------|
| English            | R           | 4    | 5           |
| Mathematics        | B           | 5    | 6           |
| All other subjects | L           | 6    | 7           |

## Recording:

### Recording Procedures: Formative Assessment:

- For information about recording formative assessments, see the school **Marking and Presentation Policy**.

### Recording Procedures: Summative Assessment:

- Outcomes to summative assessment must be standardised within subjects; this is the responsibility of the Head of Subject to coordinate. Designated subject standardisation meetings are calendared prior to the report release date, so that amendments and adjustments can be made, following the standardisation process.
- Once standardised and agreed, results should be recorded on the relevant marksheet in SIMS.
- Due to a short turnaround in the time from entering the data to reporting to parents, it is imperative that all teachers meet the monitoring deadlines.
- Should a member of staff be unable to complete the monitoring data (e.g. through illness) it is the responsibility of the Head of Subject to liaise with the Deputy Headteacher: Assessment, to determine the appropriate action. Responsibility for completion of the data may rest with the Head of Subject.

## Reporting:

### The Progress Report:

Our Progress Reports have been carefully designed to give a clear indication about current progress in each subject and progress towards a target. One Progress Report per annum also contains detailed written information per subject.

- Progress Reports, not containing detailed written subject information, report information as seen in the example below:
- At the time of each monitoring, to inform each Progress Report, the relevant testing must be used to give the student a grade for their Progress Report. This will appear in the Progress Report as Current Grade.
- The Progress Report will also include the student's end-of-year target grade; the teacher's email and the student's engagement with learning in each subject. Criteria for Engagement for Learning is shown below.

- There will be one written report per annum. Comments in the written report should be for the parent/carer and should be diagnostic in content, providing clear information about the student's performance in class and areas/how to improve.
- Written comments should be between 350 and 450 characters in length.

| Subject Progress | Current Grade | End of Year Target Grade | Engagement with Learning | Staff Name and email       |
|------------------|---------------|--------------------------|--------------------------|----------------------------|
| Art              | 6             | 6                        | Outstanding              | caven@hibre.wirral.sch.uk  |
| Citizenship      | 4             | 6                        | Good                     | mooret@hibre.wirral.sch.uk |
| Drama            | 6             | 6                        | Good                     | popi@hibre.wirral.sch.uk   |
| English          | 5             | 7                        | Requires Improvement     | bowied@hibre.wirral.sch.uk |

### Engagement with Learning:

| Outstanding                                                                                                                                                             | Good                                                                                                                                                                     | Requires Improvement                                                                                                                                                       | Inadequate                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Always</b><br/>Behaves well;<br/>Brings equipment;<br/>Has the expected attitude;<br/>Participates in lessons;<br/>Submits homework;<br/>Punctual to lessons.</p> | <p><b>Usually</b><br/>Behaves well;<br/>Brings equipment;<br/>Has the expected attitude;<br/>Participates in lessons;<br/>Submits homework;<br/>Punctual to lessons.</p> | <p><b>Sometimes</b><br/>Behaves well;<br/>Brings equipment;<br/>Has the expected attitude;<br/>Participates in lessons;<br/>Submits homework;<br/>Punctual to lessons.</p> | <p><b>Rarely</b><br/>Behaves well;<br/>Brings equipment;<br/>Has the expected attitude;<br/>Participates in lessons;<br/>Submits homework;<br/>Punctual to lessons.</p> |

### Governance, Management and Evaluation of Assessment:

- Maintenance of the policy will be maintained by the Deputy Headteacher: Assessment and will be followed by all teaching staff within the school
- The Deputy Headteacher: Assessment is responsible for monitoring the effectiveness of assessment practices across the school.
- Assessment is regularly checked through the school's Quality Assurance practice, in which Learner Journals, which should include all tests, are evaluated for a standardised approach to assessment and evidence of the consistency and clarity in the teaching and learning leading to assessment. This information is triangulated with student outcomes and observed teaching and learning.
- Subject leaders are responsible for ensuring curriculum content and success criteria are available for parents and pupils, monitoring formative and summative assessment, common end of year tests and interventions within departments.
- Heads of House are responsible for monitoring data for trends and patterns pertaining to students in their Houses and creating intervention packages when needed.