

Netherhall School

An Ambitious, Caring Community



Data, Assessment, Recording and Reporting Policy

Adopted by Netherhall School Governing Body

On: August 2023

Signed:  (Neil Watt, Chair of Governors)

Date by which the procedure was last reviewed: August 2023

Anticipated review date: August 2024

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition, we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

Introduction

Assessment, recording and reporting are essential processes to teaching and learning. The fundamental requirement of assessment is that it is accurate and current, which serves to make it valid.

Every term, each student at Netherhall School is awarded an assessment grade for their academic achievement and an effort grade for every subject studied.

It is also worth remembering that standardisation, assessment, moderation and data collection are not sterile and mechanical actions that are done in isolation to students. They are all only useful in themselves if they are the starting point to a meaningful human interaction, like a conversation. We are all qualified professionals and we all have the capacity and the skills to make any conversation with a young person a positive and meaningful learning experience.

Every teacher plays a critical role in this dynamic, as it is the teacher who sets the culture, values, standards and expectations, and it is the teacher who normalises the behaviours for their students.

Academic Assessment Rationale

Academic assessments must support the awarding of a valid grade. The assessments are progressively built up over the duration of the key stage. Each assessment grade submitted should indicate the grade the teacher believes the student will attain – based on the assessment evidence – at the end of the course / in their terminal examination. In other words, the assessment grade submitted in the data collection is based on assessment evidence.

The timings of assessments should allow the cyclical process of standardisation, assessment and moderation to take place within departments and to ensure that the termly data submissions are valid. This assessment information will inform students, parents/carers and teachers of progress and areas for development. All assessments should be graded and returned to students after 10 working days from the date of the assessment (this is in-line with trade union directives and built into the assessment schedule on the school calendar).

Evaluation of Effort Rationale

Effort is defined as the vigorous or determined attempts to complete a task or activity. In order to maximise potential and allow students to achieve above and beyond their expectations, students must apply a high degree of effort. The level of effort will always be instrumental in determining students' outcomes.

If we inform students that their level of effort is acceptable, it is unlikely that the students will increase their level of effort. Equally, if we do not inform students that the effort applied is below the standard required to make sufficient progress, students are unlikely to increase their level of effort. The point is that accurate and current feedback to students about their level of effort is a critical factor in determining the students' achievement and final attainment.

Also, consistency is essential; it is vital that we use a common approach to effort grades across every subject in every year group with every student, otherwise we run

the serious and detrimental risk of sending out mixed messages and confusing students. Effort grades must be a true reflection of the effort students apply to achieve or exceed their potential. It is essential that all teachers adhere to the effort grading descriptors and matrix later in this policy document; the teacher's diligence in the awarding of an effort grade is paramount.

Academic Achievement and Evaluation of Effort Timetable

All heads of department will be consulted and will contribute toward the construction of an assessment calendar for all subjects, which will be compiled into a whole school assessment calendar that runs concurrently to the whole school calendar and sets out the assessment schedule for each year in each key stage.

The requirements for assessment are set out below for each key stage:

Key Stage 3 - 5

At least one piece of summative assessment should be completed by students during 10 consecutive taught lessons and at least 10 working days before the termly data submission. Both formative and summative assessments will take place in lesson time and in students' classrooms for students in KS3; however, assessments for students in KS4 and 5 formative assessments may be in the form of mock examinations as per the school calendar.

GL Assessment Windows

In addition to classroom assessments at KS3, all students will complete standardised transition and progress assessments in English, maths and science, as per the school calendar; this assessment will be conducted within lesson time.

In KS3, students will complete reading and spelling assessments three times during the academic year to accurately measure the reading and spelling ages and progress made in KS3, which will inform teachers where interventions may be required. In maths, two standardised assessments will take place each year in KS3 to measure progress made during each academic year. The timings of the assessments are given in the academic calendar.

The reading and spelling ages are updated termly on the students' progress reports.

GL Assessment for Intervention students (NGRT and NGST)

Further development of a bespoke and personalised literacy and reading intervention programme, whereby the students involved in the reading interventions are more frequently GL assessment tested every half-term to assess progress and to determine the next steps for intervention (GL assessments are acquired on a credit basis: one test per credit, so students in reading / literacy interventions use one credit every time they complete a GL assessment) – MAB & SD:

- For students in intervention:
 - GL assessment tested at the start of the academic year to determine provision.
 - GL assessment tested at the end of the first half-term.
 - GL assessment tested at the end of the second half-term.
 - GL assessment tested at the end of the third half-term.
- Those students not making a sufficient rate of progress receive either – MAB & SD:
 - Confirmation to continue on the same intervention.

- An increased frequency of intervention – more sessions per week.
- A different intervention(s) that may yield an improved outcome for the student.

It is a bespoke and personalised model for interventions that looks at each student as an individual, evaluates their progress and other factors to determine the right actions to support the improvement of literacy and reading for each individual students – MAB & SD.

Key Stage 3 GL Assessments in English, Maths and Science								
		Autumn Term		Spring Term			Summer Term	
		Sept	Oct	Jan	Feb	April	May	July
Year 7	English	Yes T11 NGST NGRT	Intervention Students Retake NGST NGRT	Pass Survey NGST NGRT	Intervention Students Retake NGST NGRT	Yes 12A NGST NGRT	Intervention Students Retake NGST NGRT	
	Maths	Yes T11				Yes 12A		
	Science	Yes T11						
Year 8	English	Yes 12B NGST NGRT	Intervention Students Retake NGST NGRT	Pass Survey NGST NGRT	Intervention Students Retake NGST NGRT	Yes 13A NGST NGRT	Intervention Students Retake NGST NGRT	
	Maths	Yes 12B				Yes 13A		
	Science							Yes 13A
Year 9	English	Yes 13B NGRT NGST	Intervention Students Retake NGST NGRT	Pass Survey NGRT NGST	Intervention Students Retake NGST NGRT	NGST NGRT	Intervention Students Retake NGST NGRT	Yes 14A
	Maths	Yes 13B						Yes 14A
	Science				Yes 13B			Yes 14A

Key Stages 4 and 5

Mock examination windows for subjects in key stages 4 and 5 are pre-determined in the assessment calendar, please see below.

- In Key Stage 4 there are 2 opportunities in year 10 and up to 4 opportunities in year 11.
- In Key Stage 5 there are a minimum of two opportunities in year 12 and 4 opportunities in year 13.

The requirement is that all students have the opportunity to practise all final examination components of the exam at least three times before the student sits the final public examination.

Subjects with several examination papers as part of their course must plan when each of these will be included as a mock examination to give students at least three experiences of each component.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Year 10											
Year 11											
Year 12											
Year 13											

The mock examinations will take place in an exam hall, under exam conditions.

The examinations officer will contact all heads of department two weeks in advance of the assessment window to request copies of the exam papers. These papers should be complete past papers where possible, to give students an accurate experience of their final examination.

All mock exam grades attained in Key Stage 4 and 5 are to be recorded in SIMS marksheet.

Key Stage 4 and 5 Predetermined Assessment Windows

*The use of GL Assessments may also be used for students in KS4, where it is deemed necessary to further inform teachers of individual needs for underperforming students.

Standardisation

Standardisation requires all persons involved in the assessment process to meet and agree upon the criteria/standards for each assessment prior to that assessment. There should be a discussion involving all the persons involved in the assessment to ensure there is a collective understanding and agreement of the assessment criteria and standards expected. In other words, all staff involved should meet to agree the assessment tool and the mark scheme to be used (and agree on the interpretation of the mark scheme, especially for answers that require extended writing). All those involved in the process should ensure that all of the topics in the assessment have been taught by all teachers involved and that the students have been informed when, how and what is in the assessment. It is also essential that students are informed that they must prepare and revise for the assessment well in advance of the assessment.

Unsurprisingly, colleagues will find that when there is good communication and preparation, students are more likely to put in more effort and therefore perform to a higher level in their assessments.

On a related note: it is vital that students learn that good communication, preparation, revision and effort are the building blocks of achievement and attainment.

Assessment

Assessment needs to be standardised so that all students have the same experience of assessments set. Grade boundaries for assessments should be in-line with historical grade boundaries set by exam boards. Recent experience has taught us that it is always useful to create a 'buffer', an upward tolerance or increment from the previous year's grade boundaries, to allow for the possibility that grade boundaries may move up – as they invariably do!

Moderation for Academic Achievement & Effort

Moderation is the post-assessment process of ensuring there has been a collective interpretation and agreement of the assessment criteria and corresponding mark scheme. It involves a professional dialogue between all colleagues who have been involved in the marking of assessment scripts/tests, sharing their interpretation and application of the assessment criteria, and that marks awarded are moderated to ensure fairness and consistency.

Conclusion

Teachers' and students' active involvement in the three-stage process of standardisation, assessment and moderation is a vital learning process, as it builds subject knowledge, understanding and skills for both students and teaching colleagues alike. It is a great opportunity to share good practice, subject knowledge and insight with subject specialist colleagues. Often, colleagues have extensive experience of exam board marking, which is invaluable in the process of moderation.

Completion of Vocational Coursework

Coursework is an essential component of vocational qualifications; it is vital that coursework is completed with enough time and to the required standard (at least in-line with the student's expected grade) to give a true representation of a student's abilities.

Each vocational subject is required to set out a timeline for the completion and submission of their coursework units for each year group for all of their vocational examination courses; this document is to be submitted and held by the vocational line teacher – Ms Palmer and the vocational studies line manager – Assistant Headteacher, Mrs Bateson. These timelines must include the units to be taught, whether these are coursework or exam content units, mock examinations, SV and IV timings. Vocational teachers must discuss any changes to these timelines with the vocational lead teacher – Ms Palmer. They should also inform the vocational lead teacher – Ms Palmer as soon as any potential issues with the completion and submission of unit deadlines arise, whether that be for the whole group or individual students.

Each teacher of a vocational subject is required to complete an ongoing tracking document detailing which students have submitted which units at what grade and whether it is by the agreed set deadlines. An over-arching requirement is that all vocational subjects have all of their coursework completed by the deadline of Easter of the final year of the vocational course, so coursework completion does not detract from exam preparation, either in the vocational subject or in any other subject.

All completed, marked and final graded pieces of coursework are to be submitted to the Exams Officer – Mrs Karen Haigh and will be kept securely by the Exams Officer until they are submitted to the examining body.

The grades assigned to students within their academic achievement data should correspond to the work submitted and the grades achieved in completed assignments within that course. This is to ensure students, parents and other linked staff have a clear and accurate insight of attainment and progress and are able to respond as required to any concerns.

Recording

Recording of Academic Achievement and Effort

All teachers are expected to keep a personal record of every assessment a student completes and their corresponding effort grade; this can be in a personal mark book or retained electronically.

Effort grades should form part of the moderation process in the department's moderation meeting.

A conversation with students about their academic achievement and effort grade in their subject is always worthwhile, as the student is the very person who should most clearly know and understand why an academic achievement or effort grade has been awarded. This is essential, as it will either reaffirm they are getting it right, or it will provide invaluable feedback to enable students to change certain aspects of their behaviour.

Data Collection for Academic Achievement and Effort

Academic data and effort grades are submitted through SIMS marksheets each term by every member of teaching staff for every student.

All teachers are expected to submit their assessment grades by the date and time specified in the school calendar.

Effort Grades

Every student will be awarded an effort grade of 1-4 in each subject during a data collection.

Effort grades must be consistent throughout each department and must be a numerical value of 1-4, based upon numerous factors. These could be a combination of punctuality to lessons, completion rate of classwork and homework, having the correct equipment or active engagement in activities, for example.

Effort Grade	Homework	Classwork	Equipment	Punctuality
4	Always applies a good effort to homework	Always applies a good effort to classwork / lessons	Always brings the correct equipment for the lesson	Always attends the lesson on time
3	Usually applies a good effort to homework	Usually applies a good effort to classwork / lessons	Usually brings the correct equipment for the lesson	Usually attends the lesson on time
2	Sometimes applies a good effort to homework	Sometimes applies a good effort to classwork / lessons	Sometimes brings the correct equipment for the lesson	Sometimes attends the lesson on time
1	Rarely applies a good effort to homework	Rarely applies a good effort to classwork / lessons	Rarely brings the correct equipment for the lesson	Rarely attends the lesson on time

Attainment Grades

The attainment data awarded must reflect what a student has the potential to achieve **at the end of the course at the current rate of progress**. It is not the grade a student would achieve if the final exam was completed at that point in time.

KS3 (years 7, 8 and 9)

The grades awarded from a – d are subject specific grades relating to a student’s progress towards expectations.

a. Blue - Exceptional performance – always

i. The student consistently demonstrates knowledge, understanding, skills and produces work that is consistently above expectation.

b. Green - Good performance – usually

i. The student demonstrates knowledge, understanding, skills and produces work that is at, and often above expectation.

c. Amber - Working toward good performance – sometimes

i. The student demonstrates knowledge, understanding, skills and produces work that is sometimes, but not always, in line with expectation.

d. Red - Low performance – rarely

i. The student demonstrates knowledge, understanding, skills and produces work that is rarely in-line with expectation.

KS4 (years 10-11) and KS5 (years 12 and 13)

The grades awarded should be specific grades relating to the outcomes for each subject, e.g. a single grade of 9-1 for GCSE subjects, double grades of 9-1 for combined sciences, grade A-E for A level or Distinction*-Pass for Level 3 vocational courses.

Reporting

Progress Reports

In addition to an annual written report, a summary of the standardised and moderated student data is collected to inform students, parents/carers of a student's current academic performance and effort in all subjects at the end of each term.

Data is submitted through SIMS marksheets and teachers must have their data submitted by the deadline, as specified in the school calendar.

The effort grade should be awarded as a measure for the **current** term and should not be an accumulation of the effort grades awarded in previous data collections.

Students, parents/carers are informed of the progress made and effort applied in every subject studied at the end of each term. From this information, every student will have an 'Attitude to Learning' score calculated, which will also be shared with students, parents/carers.

Every student must have data assigned to them to allow whole school analysis to take place.

In the event of a student not having sufficient data to ascribe a grade, the following codes must be submitted.

- **X or U for the TA**
- **N for effort**

Heads of department will liaise with the teachers of their subject(s) prior to the data collection to ensure all students have accurate data submitted prior to the given deadline. In the event of staff absence, it is the head of department's responsibility to ensure that data (academic achievement and effort) is submitted by the deadline on behalf of the absent colleague.

It is the head of department's responsibility to check that all of the data (academic achievement and effort) has been submitted by the deadline for their department; hence the deadline on the Monday of the final week of the assessment window at 4.30pm.

'Attitude to Learning' Score

The 'Attitude to Learning' score is an accumulation of the individual student's data and holds a strong correlation to a student's academic outcomes. Quite simply, a higher attitude to learning score will support students' achievement and attainment.

The 'Attitude to Learning' score is calculated from the following measured data:

- Attendance: A good attendance is 97% or above.
- The net value of achievements points compared with behaviour points.
- Effort grades: A good effort is described as an average of at least an effort grade 3.

When combining these factors, statistics have implied that a student who is achieving an attitude to learning score of 90.6% and above is more likely to achieve their expected grades; whereas, an attitude to learning score that is below this figure is likely to have a detrimental impact on their academic outcomes.

KEY STAGE

Conclusion.

Assessment, reporting and recording are fundamental elements to teaching and learning. This policy will inform the school, governors, students and their parents/carers of valid and accurate information and expectations. It allows further discussions to be held within the school and between teachers, parents/carers and students. The result of this will produce a positive effect on whole school teaching and learning and subsequently, will increase the progress and outcomes for every student at Netherhall School.