



Enfield County School

Assessment Policy

January 2018

Date Policy Updated:	December 2017
----------------------	---------------

Date for Next Review:	January 2019
-----------------------	--------------



Assessment, Recording and Reporting Policy	3
Assessment for Learning (Formative Assessment)	3
Assessment for Learning	4
Forms of Assessment	4
Summative Assessment	4
Guidelines	5
Recording of Assessments	5
Whole School Records	6
Acceptable Data Entries for Each Key Stage	8
Reporting Procedures	10
Student Tracking	10
End of Key Stage Arrangements:	11
Key Stage 4 and 5	11
Marking Guidelines	12
Review and Evaluation of the Assessment Policy	12



Assessment, Recording and Reporting Policy

Rationale

Assessment is an integral part of the learning and teaching process. It underpins the relationship between what is taught and what is learnt and it will help to create a climate in which students begin to take responsibility for their own learning and progress.

Aims of the Policy:

- To inform all the relevant parties about where the students are and what they are aiming for given their prior attainment and ability
- To highlight patterns of attainment in order to monitor and evaluate standards
- To facilitate the support / intervention mechanisms where needed by individual students
- To celebrate success generated by the student tracking process
- To promote a consistent approach to assessment across all Key Stages
- To promote the analysis of Value Added and progression measures for each student and selected cohorts of students
- To offer guidance on Assessment, Marking, Recording and Reporting procedures
- That students will be able to understand their current achievement against objective criteria and be able to understand how well they are progressing
- To state our intention to review and evaluate our practice and procedures in order to facilitate improvement.

Assessment for Learning (Formative Assessment)

Aim: The term assessment refers to all activities undertaken by teachers, and by their students assessing themselves, which provide information to be used as feedback to modify the learning and teaching activities in which they are engaged.

Assessment for Learning involves:

- Gathering and interpreting evidence about students' learning
- Learners and their teachers using that evidence to decide where students are in their learning, where they are going now and how to take the next steps



Assessment for Learning

- Is embedded in a view of learning and teaching of which it is an essential part
- Should be recognised as central to classroom practice
- Involves sharing learning goals with students
- Aims to help students to know and recognise the standards they are aiming for
- Involves the students in peer and self-assessment
- Provides feedback, which leads to students recognising their next steps and how to take them
- Should be used sensitively and constructively in order to raise self esteem and to motivate students
- Involves both learner and teacher reviewing and reflecting on assessment data
- Develops learners' capacity for self-assessment so that they can become reflective and self-managing
- Is an ongoing process and can be used as a diagnostic tool to highlight significant achievement in the learning process or similarly identify areas of difficulty

Forms of Assessment

- Peer and self assessment in lessons
- Oral feedback in lessons
- Not all work will be marked by the teacher although regular feedback on progress will be given to students at certain checkpoints throughout the year

Summative Assessment

Summative assessment provides an indication of attainment.

Summative assessment data includes:

- At least one key assessment for each student for each subject approximately every term
- Teacher assessment judgements at the end of Key Stage 3
- Estimated grades of most likely attainment in GCSE, A Level and Vocational Courses at Key Stage 4 and Key Stage 5



Guidelines

All subject areas should if possible:

- Use the schemes of learning to identify and agree opportunities for assessment, including one or more key assessments every term
- Plan a variety of learning experiences for students in their schemes of work to allow for different forms of assessment to be employed
- Consider carefully the nature of the tasks set and differentiate as appropriate
- Develop questioning techniques to enhance the learning process
- Have a clear and consistent expectation of student performance and provide them with understandable assessment criteria
- Take account of prior attainment data and targets set
- Be aware of data analysis through the use of appropriate diagnostic tools such as Analyse School Performance (ASP), Level 3 Value Added, ALIS, Alps and 4Matrix
- Utilise a range of informal assessment techniques which may include self and peer assessment
- Adopt the school policy on marking and feedback

Recording of Assessments

The exact format of records is to be decided by each department in the light of the National Curriculum requirements in each subject and bearing in mind:

- The need to provide, if requested, basic data on how each student is progressing against the assessment criteria for each year group/Key Stage
- The need for teachers to accumulate evidence to support their assessment of students' progression
- Current measures of attainment for each student to be provided by Departments when requested and these will be held centrally on Assessment Manager
- All recording should also be held by the individual subject teacher and monitored by the appropriate subject co-ordinator



Whole School Records

The following information is held centrally and is available for all staff to access.

	KS2 Results	KS3 Progress	GCSE Results	CAT Tests	Target Grades / Attainment Bands	Estimated Grades (Sub-divided)	Current Progress Measures
Year 13	N/A	N/A	Yes	Yes	Yes	Yes	N/A
Year 12	N/A	Yes	Yes	Yes	Yes	Yes	N/A
Year 11	Yes	Yes	N/A	Yes	Yes	Yes	Yes
Year 10	Yes	Yes	N/A	Yes	Yes	Yes	Yes
Year 9	Yes	N/A	N/A	Yes	Yes	N/A	Yes
Year 8	Yes	N/A	N/A	Yes	Yes	N/A	Yes
Year 7	Yes	N/A	N/A	Yes	Yes	N/A	Yes

N/A = Not Applicable



Target Grade / Attainment Band	The grade / attainment band that the school expects the student to achieve at the end of the Key Stage is based on statistical information from prior attainment.
Estimated Grade (Key Stage 4 and 5)	The grade that the subject teacher predicts the student will achieve at the end of the course. This is based on current performance and assumes that this will remain the same.
Current Progress Measure	The degree to which a student is making progress with their current programme of study.



Acceptable Data Entries for Each Key Stage

Key Stage 3

Progress:

P + 2	Making exceptional progress
P + 1	Making above expected progress
P+	Making expected progress
P	Some progress being made

Attainment threshold:

Expanding – A student consistently demonstrates a deeper understanding of the key concepts and skills expected for her age.
Secure – A student is regularly demonstrating an understanding of the key concepts and skills expected for her age.
Developing – A student is working towards becoming secure in her understanding of the key concepts and skills expected for her age.
Beginning – A student is demonstrating a basic understanding of some of the key concepts and skills expected for her age.

Key Stage 4 – GCSE Courses

9			8			7			6			5			4			3			2			1		
A*1	A*2	A*3	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	F1	F2	F3	G1	G2	G3			

Key Stage 5 – A Level Courses

A*1	A*2	A*3	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3	U1	U2	U3
-----	-----	-----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----



Key Stage 5 – Vocational Courses

D1	D2	D3	M1	M2	M3	P1	P2	P3	F1	F2	F3
----	----	----	----	----	----	----	----	----	----	----	----

Grades are subdivided:

- 1 being at the top end of a grade
- 2 being in the middle of that grade
- 3 at the lower end of the grade

Effort:

1	Being the highest
2	
3	
4	



Department Records should:

- Contain the results of teacher assessments against the National Curriculum or examination grades
- Be passed on when there is a change of teacher
- Be supported by an internal standardisation procedure and / or portfolio of exemplar work
- Be monitored and managed by the subject co-ordinator or other appropriate member of staff

Personal Records and Mark books should:

- Contain details of students' attendance, prior attainment, particularly CAT and KS2 results, target grades and the outcomes of any subject assessments

Reporting Procedures

All students will receive in their report the following information:

- Their progress in all subjects and the attainment band/grade achieved wherever possible
- Their effort levels in all subjects
- Details of their general progress
- A record of attendance
- Subject specific targets to enable them to see what their next steps should be

Departments should:

- Ensure that assessments are consistent so that when judgments are made there is fairness for students both within a teaching group and between teaching groups. Subject Co-coordinators to monitor this process of internal standardisation and moderation
- Develop standard activities focused on agreed objectives which have clear standardised criteria for assessment
- Compare the performance from different classes on common activities
- Develop standardisation procedures to develop knowledge and understanding about assessment criteria. (To include work sampling)
- Ensure that assessed work is moderated to meet examination board requirements

Student Tracking

The progress of every student in the school is tracked and appropriate action is taken should any intervention or additional support be necessary.



End of Key Stage Arrangements:

Key Stage 3

Preparation of Students

Students should be well prepared for any internal tests. Their preparation should include:

- Several tests of similar structure as part of the course of study which include opportunity for reflection and improvement
- Mock tests and feed back on their performance
- Tutoring in revision and examination techniques
- A briefing of what to expect

Use of Key Stage 3 Results

Departments should:

- Analyse teacher assessment and internal test results as a basis for a review of the effectiveness of learning and teaching in Key Stage 3
- Analyse the performance of students (to include the diagnostic use of ASP, 4Matrix and other data providers)
- Use the results, together with teacher assessments to inform planning in Key Stage 4

Key Stage 4 and 5

Similar principles apply.



Marking Guidelines

There is an agreed whole school marking policy – see separate document

Symbol	Meaning
WWW	What went well
EBI	Even better if
TD	To do
Sp	Spelling
Exp	Expression
//	Paragraph
^	Missing word
P	Punctuation
Gr	Grammatical Error

Review and Evaluation of the Assessment Policy

The review of the above policy is part of the ongoing self-evaluation process that should be conducted within each subject area and is monitored by the Senior Leadership team. Regular discussions should take place at departmental, middle leader and senior leader levels to ensure that there is consistency of practice and procedures across the school. As a result of continuous monitoring and evaluation the policy will be reviewed annually.