



The Angmering School

Ambition
Courage
Respect

Assessment, Tracking And Reporting Policy 2024

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Assessment, Tracking, and Reporting Policy

Background and Context

In 2015, the National Curriculum changed, removing levels as the standard for assessing students at Key Stage 3. Schools were given the opportunity to develop their own systems for assessment. This policy aims to ensure a clear and consistent approach to assessment, tracking, and reporting, enhancing the educational experience and outcomes for all students from Key Stage 3 to Key Stage 4.

Rationale

We aim for a continuous and structured curriculum across all key stages, ensuring high engagement and progress. Our assessment system will use GCSE grades as the final goal but focus on age-appropriate assessments for KS3. This system will measure subject-specific knowledge and skills, ensuring a seamless transition to KS4. Each department has a Curriculum Learning Journey outlining key knowledge and skills across all key stages. This ensures continuous teaching and assessment of the curriculum, with explicit modelling, explanation, and testing in the classroom. Our teaching approach is based on Rosenshine's 'Principles of Instruction,' emphasising explicit teaching and deliberate practice of skills and knowledge. Feedback is crucial, using targeted and open questions to guide student progress and understanding.

Assessment Principles

AR (Assessment Report) data is reviewed by Subject Leaders, Year Team Leaders, and Line Managers. This data informs planning and interventions. Day-to-day formative assessments inform lesson planning and academic reviews. Summative assessments identify gaps and inform further planning.

1. Formative Assessment:

- Ongoing assessments integrated into daily teaching.
- Methods include questioning, quizzes, observational assessments, and low-stakes testing.
- Provides immediate feedback to guide student learning and teacher planning.

2. Summative Assessment:

- Formal assessments conducted at the end of units, terms, or academic years.
- Methods include end-of-year exams, mock exams, and standardised tests.
- Evaluates student achievement and informs reporting to parents and school leadership.

Assessment at Key Stage 3

- **Focus:** Domain-specific knowledge and skills, covering the entire Key Stage 3 curriculum.
- **Frequency:** Minimum of 3 formal assessments per year for all subjects.
- **Goals:** Ensure full coverage of the National Curriculum, measure progress accurately, and prepare students for Key Stage 4.

Assessment at Key Stage 4

- **Focus:** Preparation for GCSEs with assessments aligned to GCSE standards.
- **Frequency:** Minimum of 5 formal assessments per year for all subjects, including mock exams.
- **Goals:** Track progress towards GCSE targets, identify areas for intervention, and support students to achieve their potential

Target Setting

Students' GCSE outcomes are predicted based on their SAT scores from KS2, creating expected progress measures. Our targets are set using FFT Aspire data, aiming to challenge and support students' progress. Targets are regularly reviewed and updated to reflect new data and ensure targets remain challenging and aspirational.

Tracking Progress

- **Data Collection:** Regular collection and analysis of assessment data, with a minimum of 5 formal assessments in English, maths and science, and a minimum of 3 formal assessments in other subjects.
- **Monitoring:** Subject leaders, year leaders, and senior leadership team regularly review progress data.
- **Intervention:** Identify and address gaps in knowledge and skills through targeted support and interventions.

Reporting to Parents

- **Frequency:** Formal reports are sent home twice per year.
- **Content:** Reports include information on academic progress, effort, and engagement.
- **Parent/Carer-Teacher Meetings:** One annual consultation evening. Other meetings are scheduled to discuss student progress and address any concerns if required.

Moderation and Standardisation

- **Purpose:** Ensure consistency and accuracy in assessment across subjects and year groups, with assessment criteria defined and agreed upon.
- **Process:** Regular moderation and standardisation meetings within departments to ensure validity. This process involves all team members to develop understanding and consistency.
- **Documentation:** Maintain records of moderated assessments and standardisation outcomes, including exemplar marked assessments with commentary.

Roles and Responsibilities

- **Classroom Teachers:** Conduct formative and summative assessments, provide feedback, and use data to inform teaching.
- **Subject Leaders:** Oversee assessment practices within their departments, ensure alignment with curriculum goals, and support teachers in effective assessment.
- **Year Leaders:** Monitor progress across year groups, coordinate interventions, and support students' academic and pastoral needs.
- **Senior Leadership Team:** Ensure the overall effectiveness of the assessment policy, review progress data, and make strategic decisions to support student achievement.

Continuous Improvement

- **Review Cycle:** The policy is reviewed biennially to ensure it remains relevant and effective.
- **Feedback:** Collect and act on feedback from staff, students, and parents to improve assessment practices.

This policy ensures assessments are age-appropriate, valid, and reliable, promoting continuous progress and engagement across all key stages. By implementing this policy, we aim to provide a comprehensive and effective approach to assessment, tracking, and reporting, supporting every student in achieving their full potential.