



# **The Thomas Adams School**

## **Policy Statement**

# **Assessment, Recording and Reporting**

**Valid from September 2023**

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## 1. Introduction

### Grading

Grading in KS5: Students will be graded A\*-E in A level subjects.

Grading in years 7-11: Students will be graded 9-1 in subjects linked to GCSE course specifications where appropriate.

The primary principle of assessments that students sit in school / college is that they should be fit for the purpose intended. Assessment is an integral part of teaching and learning and lies at the heart of promoting pupils' education. It should provide information that is clear, reliable and free from bias (*The commission on assessment without levels (CoAWL) – final report*).

This policy covers assessment throughout Key Stages 3 – 5. References are made to 'pupil' during the documentation, but are equally applicable to the Key Stage 5 'student'.

There are three main forms of assessment that are used at Thomas Adams/Adams Sixth Form:

1. In-school **formative assessment** – used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor their teaching accordingly
2. In-school **summative assessments** – enabling schools to evaluate how much a pupil has learned at the end of a teaching period in the report these are labelled as Core Assessments (CA)
3. **Nationally-standardised summative assessments** – used by the Government to hold schools to account (KS2 tests, GCSEs, BTECs, A-levels etc.)

In addition to this assessment policy, please refer to the whole school marking and feedback policy, which details the arrangements for marking classwork and homework.

## 2. Reporting on A2L

Thomas Adams School and Adams Sixth Form believe that a child's attitude to learning is a key indicator of his/her attitude to school/sixth form, work and likely future progress. This is especially important in a child's early years of secondary school, where parents will be keen to know that their child is making progress, behaving in lessons and completing classwork and homework to the very best of his/her ability, regardless of any attainment data.

At each tracking point (TP) teachers will report on attitude to learning as well as academic progress.

The 'Attitude to Learning' expectations are a list of 9 expectations that we believe are fair for all students to be following whilst a member of Thomas Adams School. The expectations should act as a guide of minimum standards. These will be reported home three times a year for each student.

This data will also enable head of years to be able to focus intervention and behaviour strategies to groups of individuals appropriately.

## The 9 'Learning Expectations' for KS3 & 4 are:

1. Be on time to all lessons.
2. Be ready to learn in correct school uniform and equipped for the lesson.
3. Act upon feedback to improve your work and seek advice when you need it.
4. Respond to questions in lesson and contribute when you can.
5. Try your best in all lessons, all of the time.
6. Never disrupt the learning of others with poor behaviour.
7. Complete all of your classwork and home learning with excellent presentation and hand in on time.
8. Respect everyone and everything within the school community.
9. Attend compulsory support sessions.

A2L scores should help you to closely pinpoint where any issues may be occurring. They should be regarded as a key indicator of your child's attitude to school, work and likely future progress. These will usually be the first columns that we look at when mentoring pupils, before any reference is made to targets.

The 3 codes that staff will use to show how they feel about your child's attitude to learning in their subject. Students should always be aiming to get an 'ME' code on their report at least.

If a child receives an 'NY', the report will also highlight which of the learning expectations the teacher thinks need to work on. This should provide parents with a substantial amount of information to have informed useful discussions at home.

A2L Key	EE	Exceeding Expectations	You are exceeding our learning expectations in the lessons.
	ME	Meeting Expectations	You are meeting all of our learning expectations.
	NY	Not yet Meeting Expectations	You are not yet meeting all of our learning expectations.

## Learning Expectations for KS5 students

As students reach KS5 we expect a more independent approach to learning and attitude. With this in mind, students in KS5 are expected to follow a mature version of expectations, outlined below;

1. Engagement in class discussion/debate of course content in an attempt to understand key topics.
2. Ability to work independently to undertake wider reading and research of key topics.
3. Working collaboratively with peers on project-based work.
4. Timely submission of independent learning tasks and coursework to a good standard, showing evidence of engagement in the course.
5. Following and acting upon staff feedback in order to amend marked work, in line with exam board specifications.
6. Engagement with ongoing consolidation and revision of course content.

These will be reported home in a similar way to KS4. If a student is not meeting one of the 6 learning expectations, then their teacher will highlight this using the NY, and then using the 'x' symbol to indicate which of the expectations need more work.

### 3. Reporting and Assessment in Years 7 – 9

The system for use with Years 7 – 9 is based upon student 'flight paths'. These flight paths have been designed by each subject and are linked directly to students KS2 results in English and Maths and consequently the progress that the Subject Leader believes is made over the 5 years. For each KS2 scaled score bracket, the flight path is designed to demonstrate the expected progress made over the 5 years leading up to KS4 Exams in Year 11 in that subject.

The flight path 'end point' - the KS4 results in Year 11, has been designed to match the average national expected grade that has been historically achieved with students in the same KS2 grade bracket in each individual subject (in the most recent exam season). For example, if a child has a KS2 scaled score of 4.5, our data software, Sistra Analytics\* indicates what grade nationally students with a 4.5 score achieved in each of their subjects. These are the grades that we would use as a target grade at the end of Year 11 for that student.

The flight path is then tracked back to the start of year 7, with incremental target grades throughout the years, (twice yearly- December and July) allowing us to compare Core Assessment (CA) grades to the appropriate target grade and consequently accurate measure progress at each tracking point. We will then report home whether your child is 'below', 'near', 'on' or 'above' where we think they should be in that subject. The flight paths are also designed using sub grades to allow for further accuracy, for example 4-,4 and 4+, then 5-,5 and 5+.

#### An example of a typical flight path for a Technology is:

	Year 7		Year 8		Year 9		Year 10		Year 11	
	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2
6	3	4-	4+	5	6	7+	7	8-	8+	9
6	2+	3	4-	4+	5+	6+	7-	7+	8-	8
5.6 - 5.9	2	2+	3-	3+	4+	5+	5+	6	7-	7
5.3 - 5.5	2-	2	2+	3	4-	4+	5-	5+	6-	6
4.9 - 5.2	1+	2-	2	2+	3	4-	4-	4+	5-	5
4.2 - 4.8	1	1+	2-	2	2+	3-	3	3+	4-	4
1.5 - 4.1	-1	1	1	1+	1+	1+	2-	2	2+	3
B	WT1	WT1	-1	-1	1	1	1	1+	2-	2

*This would suggest that a student starting with us in Year 7 with a KS2 scaled score of a 4.2 would be expected to get a grade 4 by the end of year 11 to match the national average grade awarded for that subject – by students with the same KS2 score. In Year 9, they would be expected to be working at a grade 2+ and then up to a grade 3 by autumn of year 10 etc. This allows us to track the progress they are making throughout their journey in each subject.*

#### Core Assessments (CAs)

Throughout the year, students will complete 'common assessments' (CA's). These are internally moderated and graded using the GCSE grading criteria on the most relevant specification. The

assessments have been designed to enable students to demonstrate the relevant skills and knowledge of the latest topic and link to a grade in that area of work. It is important to understand that is a reflection on smaller topics and parts of the course and does not equate to a full GCSE grade, it acts as an indicator to show where a student is 'working at' in a particular area of the subject.

The CA grades are internally stored and when a 'Tracking Point' (TP) window opens, the most recent CA grade is used for the report. That grade is compared against the staggered target grades on the subject's flight path. This ensures that the grade is not being compared to the end of KS4 target grade only, and in fact a grade that is appropriate for them at the time of year/course. (If a student was in the first half term of Year 10, they wouldn't be expected to be working at their end of year 11 target grade, so this grade is compared against their specific Year 10 Autumn target grade) – providing everyone with a clearer picture of progress for that individual at that time of the year for that subject.

### Progress Comments

A comment of '**Above**' is populated by the teacher if the most recent core assessment piece is graded at a grade above where a student should be at that time.

A comment of '**On**' is populated by the teacher if the most recent core assessment piece is graded at a grade that is the same grade as the grade on their flight path at that time.

A comment of '**Near**' is populated by the teacher if the most recent core assessment piece is graded at a grade 'up to 3' fine grades below where a student should be at that time. For example, if in Core Assessment Piece 1, a student demonstrates working at a grade 3+ and their flight path suggests that they should be working at a grade 4+, then that student is 3 sub grades below where they should be in that subject.

A comment of '**Below**' is populated by the teacher if the most recent core assessment piece is graded at a grade 'more than 3' sub levels below where a student should be at that time. For example, if in Core Assessment Piece 1, a student demonstrates working at a grade 3+ and their flight path suggests that they should be working at a grade 5, then that student is 4 sub grades below where they should be in that subject.

So, using the flight path example above, *Student A* started in with us in Year 7 with a KS2 scaled score of 5.1, in Technology in the Autumn term of Year 8 he would be expected to be working at a grade 2-, if his core assessed piece was graded at a 1 he would be considered near his target as he is 2 fine grades below where he is expected to be. If it was graded at a 2+ he would be considered as working '**above**' his target. It is common for students to fluctuate throughout the year, as they may find themselves better at some topics than others. It is all relevant.

### **Why don't we share CA grades with students or parents in KS3?**

It is important that our students strive to achieve their best, we believe that sharing grades can result in students or parents focusing on the grade rather than the progress made. Every student's flight path is different, it is important that students don't worry or get anxious about the actual grade that they

### Fine grading example diagram:

5
5-
4+
4
4-
3+
3
3-
2+
2
2-
1+

have been awarded, more so, that they aim to achieve 'on' or 'above' where they should be individually. We will always share with students whether they are 'Above, On, Near or Below' where they should be and provide them with feedback on what their next steps should be.

#### 4. Reporting and Assessment in KS4

We set G.C.S.E. targets at the start of Year 10. These are generated using **Sisra Analytics** to ensure the target grades are the most suitable for each individual student for each individual subject. Sisra Analytics allows us to see what the average grade is awarded in that subject for each of the KS2 scaled scores. The student's target grade is then the next full grade up from this average. For example, if nationally students with a KS2 score of 4.2 were awarded a 3.44 (average) then our target for students with a 4.2 scaled score would be a grade 4. This would ensure that we are targeting that student to make at least the national expected progress in the subject (for their specific ability).

Where pupils do not have KS2 scores, we will use 'best fit' target setting, based upon initial assessments of pupils' English and Maths ability upon entry to Thomas Adams along with professional teacher judgements and Sisra Analytics intelligent software to set an appropriate target.

Targets will be reviewed annually, based upon the latest G.C.S.E. cohort's results to ensure that all students are at least being targeted to make positive progress in line with the most up to date national statistics. The latest validated data that we are using is national data from 2019 for current Year 11 and 13 students.

These 'external targets' will be entered into our internal tracking sheets. No targets are lowered beyond the 'external targets' set by the school. If a teacher wishes to increase a target for a student, then a consultation will take place with all concerned.

The reason for allowing subject teachers to raise targets further, is echoed by an OFSTED report on the progress of more able children: "Often, targets set for the most able students were too low, which reflected the low ambitions for these students. Targets did not consistently reflect how quickly the most able students can make progress." (*OFSTED: The most able students: an update on progress since June 2013*) Equally, of course, the targets for some lower or middle ability pupils may also not reflect the child's potential, so could be another reason for raising them.

It is important that staff, parents and students are aware that the **Target Grades are a minimum aim**, and not a 'ceiling' – all students will be encouraged to achieve above their targets where possible.

#### **Flight Paths in KS4:**

The flight paths will remain the same as the flight paths in KS3, the end Target Grade maybe altered to relate to the latest national data. Some subjects that are not taught at KS3 will have a new KS4 only flight path created, this is used for reporting.

An example of GCSE Textile flight path can be found here. (All flight paths are subject to change)

Textiles										
	Year 7		Year 8		Year 9		Year 10		Year 11	
	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2
6							7	8-	8+	9
6							7-	7+	8-	8
5.5 - 5.8							5+	6	7-	7
4.9 - 5.4							5-	5+	6-	6
4.1 - 4.8							4-	4+	5-	5
1.5 - 4							3	3+	4-	4
B							2-	2	2+	3
							1	1+	2-	2

In KS4 we share with students their grades, by this point in their educational journey they are expected to work towards reaching their target grades, being able to see the grade that they are working at will enable them to understand their mark schemes and take more control of their learning. Students are encouraged to look at the next grade or mark boundary within their feedback in order for them to make further progress.

## 5. Reporting and Assessment in Years 12 and 13

A Level targets are being set using Sisra Analytics alongside the national statistics and average grade awarded in each subject to students with similar prior KS4 data. This ensures that at least the national standard is aimed towards in each subject and value added will be made for the sixth form and appropriate progress is aimed for each individual. Whilst the sixth form currently achieves grades in line with, or just below, national averages for the most part, it is felt that targets should be aspirational.

For students for whom we have no prior KS4 information, targets are set by 'best fit' target setting, looking at the student's prior achievement at G.C.S.E. or equivalent and matching them to similar students.

### Tracking Progress in KS5

Similarly, to KS3 & 4, throughout the year, students will complete 'core assessments' (CA's) and 'interim exams'. These are internally moderated and graded using the A Level / BTEC Level 3 grading criteria on the most relevant specification. The assessments have been designed to enable students to demonstrate the relevant skills and knowledge of the latest topic and be awarded a grade in that area of work. **It is important to understand that is a reflection on smaller topics and parts of the course and does not equate to a full A level or BTEC grade, it acts as an indicator to show where a student is 'working at' in a particular area of the subject.**

The CA / Interim Exam grades are internally stored and when a Tracking Point window opens, the most recent CA grade is used for the report. That grade is also compared against the staggered target grades on the subject's flight path, this will ensure that the grade is not being compared to the end of KS5 target grade. (If a student was in the first half term of Year 12, we wouldn't be expecting them to be working at their end of year 13 target, so we compare that grade with the Year 12 Autumn target grade) – providing everyone with a clearer picture of progress for that individual at that time of the year.

## 6. Baseline Testing in Year 7 (2020-22)

**2020 – 2021 Year 7 cohort:**



In replacement of Year 6 SATs and the increased need for a baseline test of attainment / ability in English and Maths, below is an outline of what these will consist of.

English – two English Tests – Writing and Reading – both previous SATs papers, with mark schemes to match up. Marks will be calculated and converted into scaled scores out of 120.

Maths – one maths baseline test designed by the Mathematics department, where we are confident that this baseline test allows for identification of attainment consistent what we would see in normal SATs. Marks will be calculated and converted into scaled scores out of 120.

These 3 scaled scores will be input into Sisra to replicate the typical KS2 data that we would receive from Primary schools. This will allow students to have an ‘end of KS4 flight path grade’ and consequently be placed on a progress flight path for each subject.

The students will be assessed twice throughout the year to ensure regular checks on progress, alongside the adjustment of end of flight path grades if necessary.

We also be test all of our Year 7 cohorts with GL Spelling and Reading tests, this will allow for intervention and support to be distributed appropriately to those in need. These will be completed again at the end of the academic year to check for progress.

All year 7 students will be sitting all of these baseline tests, if they are a late admission then they will also be asked to complete these to allow us to get a consistent starting point.

### **2022 Year 7 Cohort**

In addition to Year 6 SATs we have decided to keep the internal baseline tests of attainment / ability in English and Maths, this is to give a more comprehensive understanding of the student’s ability in core areas. This will also allow for more accurate setting and support in English and Maths lessons to take place within Year 7. The baseline tests act as internal benchmarks and will only be used as an addition to official KS2 SAT scores to set targets, they may inform stakeholders of evidence and justification to increase target grades throughout KS3 to KS4 – ensuring students are appropriately stretched and challenged. In the event of missing KS2 data (students that have been home schooled, internationally taught and privately taught at primary level) these baseline tests will act as our target setting tool to measure progress against.

## **APPENDIX**

### **Formative assessment**

Formative assessment can range from probing questions put to pupils as they think something through, quick recap questions at the opening of a lesson, scrutiny of the classwork or homework of pupils, through to formal tests.

When using formative assessment, teachers need to consider the following:

- What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
- How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
- How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?
- How will I ensure my approaches to assessment are inclusive of all abilities?
- How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
- What follow-up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
- Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

### **Summative assessment**

When using summative assessments, we need to consider:

- Who will use the information provided by this assessment?
- Will it give them the information they need for their purposes?
- How will it be used to support broader progress, attainment and outcomes for the pupils?
- How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress?
- How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?
- How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?

## Table of conversions

### Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ <b>STRONG PASS</b>	
④ <b>STANDARD PASS</b>	C
3	D
2	E
1	F
	G
U	U