



The Castle Partnership Trust

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Assessment & Reporting Policy

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This policy is to be operated in conjunction with the Marking Policy.

Rationale

The purpose of assessment is to give feedback on progress and attainment. There are several audiences for this feedback – students, parents and the School.

Students need to have regular feedback (formative) in order to understand their progress and to provide an opportunity to correct misunderstandings. At specific points they should also take part in summative assessments, such as end of year and terminal examinations which test their knowledge and understanding of a course.

Parents need to be kept informed of the progress made by their children and the level of attainment they reach at specific points in the year.

At The Castle Partnership Trust all students are expected to achieve above national expectation. High achieving students on entry need to be guided towards grades 7-9. Our expectations are aspirational, this is right for our students. Data from KS2 is used to inform our expectations; these are shared with the students.

Fine grading (+/- sub-levels) is used to measure progress from Year 7 to 11 using GCSE Grades.

The school requires data to be provided in order that it can successfully monitor the progress of students and implement appropriate interventions where needed.

Assessment

In all years GCSE grades are used to track student's progress using the new 9-1 GCSE grades (2017 Leavers grades 9-1 for English band Maths only). Teachers will report a 'current grade' when reporting progress throughout the year. Information from formative and summative assessments will be used to determine this data.

Students will have an opportunity to sit formal examinations in examination conditions in at least Core Subjects plus one Humanities and MFL subject each year. This will provide vital experience of revision and working in exam conditions in the lead up to GCSEs in Year 11.

Reporting

The Castle School

At The Castle School parents receive information relating to each year group of students two times a year and three times during Year 11. One of these (two for Year 11) are 'Interim Assessments' (IAs) which provide data for subject attainment, Attitudes to Learning and Attendance. One of these assessments is a full report, with written comments. The timing of these reports is staggered throughout the year.

Written comments focus on WWW, EBI and next steps. What went well, what could be even better, and the next steps to securing further progress. The audience for the report is the parent.

At The Castle School students are involved in the Raising Achievement Process (RAP). They analyse the information from their reports, reflect on it and then develop 'next steps' in order to improve. The next steps are shared with parents, who have an opportunity to comment and share in the monitoring of them.

Court Fields School

At Court Fields School parents receive information relating to each year group of students three times a year in Year 7-10, with 4 reports for Year 11. Teachers will also record their current teacher assessment at or around the point where the students sit assessments to provide the school with the most up-to-date information. The reports also include attitude to learning scores for classwork, homework and a comment about progress. Each year group has a Parents Evening with an additional evening for Year 11. Mock exam results are provided for Year 11 parents.

At Court Fields after each data collection or assessment point there is a week of planning and intervention discussion to ensure that there is a structure in place to ensure no student is left behind. This consists of a Faculty meeting to discuss the data and feedback actions, a Raising Achievement Process (RAP) meeting, particularly focused on underachievement in English, maths and science, teachers re-evaluating their planning and updating their personalisation sheets, tutor and HOH discussion with students and or parents. All year groups take part in Academic Monitoring Day where there is a discussion between the Form Tutor/Parent/ Pupil and targets are set based on next steps.

Quality Assurance

Heads of House, Heads of Faculty and SLT are responsible for ensuring that tutor comments are proof read for spelling and grammar. Heads of Faculty are responsible for the accuracy and robustness of the data that is entered at each assessment point.

4Matrix is currently the software package used for evaluating progress for subjects, teachers and individual students.