



Assessment, Data and Reporting Policy

Version Control			
Date: September 2018			
Review Date: September 2020			
Adopted by governing body on:		October 2018	
Version	Author	Date	Changes
1	RMS	September 2018	Updated
Distribution			
Essential reading for:		Teaching staff	
Information for:		Parents, staff and students	

*Assessment is a central part of the learning process:
progress in learning includes personal development and
well-being of pupils as well as in curriculum areas.*

*Every learner has a need and a right to know how they are doing
and what to do to improve if they are to progress further.*

*Teachers need to know whether or not the intended learning outcomes they expected
are being realised, if they are to respond to the needs of their pupils.*

*Parents, pupils and staff need access to accurate information
about individuals' performance and progress.*

1 Purpose

The purpose of this policy is to

- contextualise the assessment, data and reporting processes across the school
- provide an outline of our target setting processes and teacher accountability for public examinations
- outline how 'life after levels' works at Key Stage 3
- provide clear guidelines on our approach to assessment
- establish how and when student performance will be monitored and evaluated
- clearly set out what and how information is reported to parents

2 Assessment, Data and Reporting Contextualisation

The assessment processes are integrated into the school calendar to ensure that pupils, staff and parents are as well informed as possible throughout the school year. All members of staff are expected to comply with assessment deadlines.

Each year group has three formal assessment points across the school year and these need to be completed approximately two weeks before the end of each term. In Years 11 and 13, the Summer Term assessment point is replaced by public examinations; for the other years there is a period of internal examinations for each subject in each year group. Although all formal assessment work should be carried out in controlled conditions, the internal examinations ensure that students also get experience of sitting terminal examinations. Years 11 and 13 also have mock examinations in preparation for their final examinations which contribute towards the data collection in the term in which they are held.

The data to support the assessment points must be generated from at least two formal assessments in the course of a term. The assessments must be the same across a year group to facilitate whole school monitoring procedures. Subject Leaders are able to use a wider range of assessments in the course of the term to provide reliable data for each pupil.

The data for the individual assessments are recorded in mark sheets on GO and are available for all staff to view. The summative result is a pupil's 'current' grade or level, and members of staff also have to project an anticipated end of key stage grade or level for each student.

The current grades demonstrate pupils' progress through each key stage, and the projected grades are used to measure their performance against expectations. Class teachers, Subject Leaders, Heads of Years, the Learning Mentor and Senior Leaders are all able to access the data for individual pupils, teaching groups, groups of pupils and entire cohorts through GO, and this provides the foundation for planning lessons, intervention and monitoring pupils.

The key information collected at the assessment points is reported to parents via GO in the final week of term. Parents' Evenings are held throughout the year for each year group. In the sixth form these are spread across the two-year course and held at strategic points to support the transition from GCSE and to inform planning for university applications.

At Key Stage 5, the grades are reported as lettered grades A*-U and at Key Stage 4, the grades are reported as numbered grades 9-1. At both Key Stage 4 and 5, a +/- can be appended to the grade to indicate performance at the top or bottom of the grades. At Key Stage 3, levels are reported using the old National Curriculum numbering scheme from levels 1-8 with an a/b/c appended to show performance at the top/middle/bottom of the level.

GO4Schools is a key part of the Assessment, Data and Reporting at Queen Mary's High School, and all staff are expected to record information about students in a standardised format. The minimum requirement is that formal assessment data will be recorded in GO, but staff are encouraged to move all information to GO to ensure transparency within the department and that intervention can be based on the best possible information.

3 Target Setting and Teacher Accountability at Key Stages 4 and 5

All of the target information Queen Mary's uses is based on the Fischer Family Trust (FFT) data. We use the FFT20 Benchmark data which sets a high level of challenge for expected outcomes.

At the start of their GCSE and A-Level courses, students are provided with the chances data for their achievement in each subject, alongside the benchmark FFT20 grade. In consultation with class teachers, students set their individual goals for each subject they are taking. These should not normally be lower than the FFT20 benchmark provided, and some students may set higher goals for themselves.

The student goals are included on all reports to parents, and students' projected grades are measured against these when reported. Having set their own goals based on the best available guidance, students are more accountable for their own progress and performance. Members of staff are provided with the goal information in GO, but this is not connected to staff accountability.

Just as students setting their own goals provides a fair process for accountability, so staff accountability is based on the performance of the whole teaching group, rather than individuals.

The chances data for each teaching group are amalgamated to calculate an Average Points Score (APS) and a distribution of grades within the group. The APS provides the target for each teacher's accountability for performance management. Individual class teachers and/or Subject Leaders allocate the grades to individual students within the teaching group to ensure that the APS should be met. The assignment of Teacher Allocated grades happens after the examinations at the end of Years 10 and 12, as students enter the final year of their courses.

Before the Teacher Allocated grades are assigned, teaching staff, Subject Leaders and Heads of Years are able to use the FFT20 benchmark grades to compare students' performance to expectations and this provides a clear indication of those students who require intervention. Once the TA grades have been assigned, students' projected performance can also be measured against these: this provides information to allow students who are promising to exceed expectations to be supported as well as those who are having difficulty.

Individual teachers are accountable for the APS achieved in their teaching groups, and this is monitored through the performance management process. Departments all have a target APS and this is monitored through Line Management meetings during the year. Following the publication of public examination results, departments provide an analysis of their performance which is presented to SLT and the Local Governing Body in the autumn term.

4 Key Stage 3 Assessment, Data and Reporting

Following the abolition of National Curriculum levels, Queen Mary's developed its own system of 'QM Levels' at a departmental level. This used the existing numeric system to allow performance to be measured and compared, but allowed departments the flexibility to assign and update their own criteria to the different levels as necessary.

Each subject has an expected level that students will achieve at the end of the key stage to put students in the best possible position to embark on the GCSE course. Historic performance information has shown that there is a tolerance of approximately +/-1 sublevels for a student to remain 'on target' in relation to their projected level at the end of the key stage.

Unlike the individual accountability for more mature students of performance in public examinations, expected outcomes at Key Stage 3 are predetermined based on prior performance. However, the reporting to parents still shows the expected outcome (with the sublevel tolerance) against the students' projected end of key stage level.

5 Assessment Guidelines

It is fundamental that formal assessments should be purposeful, reliable, valid and add value to teaching and learning. Minimising the assessment points across the year allows time for all assessments to meet these criteria, rather than work having to be done for sake of generating data. More accurate assessment data allows for more focused intervention and ultimately better outcomes.

For an assessment to be purposeful, it needs to be linked to the unit of work being completed and test students' knowledge, skills and/or understanding. It must not be completed just for the sake of generating a test result. It should allow teaching staff to shape their teaching based on the results, and give an indication of where intervention may be necessary at whatever level.

Being reliable means that the assessment needs to be tested, repeatable and taken by all students in the cohort.

Valid assessment data is data that has been standardised and/or moderated across the department. This may be through one person marking all the pieces of work, or through a moderation process within the department or beyond the school.

To add value, an assessment has to inform both the teacher's teaching and the students' learning in whatever form that takes, as demands of different subjects means that different combinations of knowledge, skills and understanding may need to be tested at different points in the course.

The school's marking policy does not require every piece of work to be marked thoroughly, but formal assessments need to provide students with feedback on what they achieved, and how the work could have been improved. This should be in relation to clear marking criteria which is shared with students.

Members of teaching staff are encouraged to make use of peer- and self-marking strategies to allow students to develop a critical understanding of the demands of work, and to allow them to reflect on their own performance and take greater ownership of their work.

6 Monitoring and Evaluation of Student Performance

The use of GO allows all staff access to current information about students' performance at all times. After the assessment deadlines, Subject Leaders and Heads of Years are able to view consistent information about entire cohorts. The Learning Mentor also uses these deadlines to collate information on individual students that are being supported across school; the Guidance Forum meets shortly after the deadline to discuss these students and to plan interventions and check progress.

Staff also have access to information about each student's contextual information, so performance between different groups of students can be compared and monitored, and inconsistencies addressed.

Student performance is also a key part of teaching staff's performance management as they are accountable for their teaching group's performance. This will form part of PM discussions in the summer and autumn terms, and this is followed up through Line Management meetings between Subject Leaders and SLT. Similarly, departmental performance in terms of public examinations is reviewed at the start of the autumn term and this leads to self-evaluation and improvement planning.

7 Reporting Processes

Just as the assessment deadlines provide fixed points for school leaders to examine student performance, so they allow students and parents to see their performance relative to their goals.

It is school policy to report to parents termly, and to report in the form of data only. The exception to this is the Spring term report which includes a comment from Form Tutors about the individual student's contribution to the wider life of the school and less-easily quantifiable aspects of their development.

The reports are all available via GO and parents are notified electronically when a new report is published. An administrative task is to monitor which parents access reports and provide reminders that the report is available and to provide support as practicable for parents to access the reports.

All the reports share a common format with reminders of the individual student's goal (or key stage 3 target) being shown alongside the current grade/level and the projected grade/level. The student's projected performance is compared to their goal (or KS3 target) and a colour-coded description of their proximity to the goal is given.

The reports also include the number of commendations and demerits achieved, and an attendance figure.

As the teaching of the GCSE course starts in some subjects in Year 9, Year 9 students are issued with two reports each term: one report cover the GCSE subjects with numerical goals and grades, and the other covers the remainder of the subjects using the Key Stage 3 format with levels.

Throughout the year, there are Parents' Evenings for all year groups and these provide opportunities for parents to discuss progress and attainment with individual class teachers. The timings of these are all published in advance on the school calendar, and are designed to fit in with key points (such as transition and options choices) within the year.

Appendix 1

GCSE and A-Level Target Setting Process at Queen Mary's High School

Fischer Family Trust Benchmark and Target Data (top 20%) used as the foundation for all grades.

Students are given the chances data and benchmark grade for each of their subjects. In discussion with subject teachers at the start of the key stage, they set their own “realistic and challenging” **goals** which should (usually) not be lower than the benchmark grades. These are reported to parents and the students are accountable for their own grades and their performance against them over the key stage.

Subject	Grade Chances (%)									Benchmark Grade	Goal
	1	2	3	4	5	6	7	8	9		
Art	0	0	2	3	9	21	16	28	21	7+	
Biology	0	0	0	3	6	15	23	23	30	8-	
Chemistry	0	0	1	3	7	16	23	21	29	8-	

Teaching staff are aware of the goals, but they have no direct responsibility for them. Teaching staff are also told the **benchmark grades**, but this is for background information and not direct accountability.

Accountability for the teaching staff is based on the aggregated chances data for each teaching group. This means that the average chance of each grade is converted to a points score for each grade. These are converted to number of grades and rounded for students. The **APS** is checked against the rounded numbers to ensure that the calculated APS is the same as the grades to allocate.

Name	Form	KS2 APS	GCSE Grade Chances (%)									Benchmark Grade	Teacher Allocated
			9	8	7	6	5	4	3	2	1		
Jenny	B	31.3	6	15	25	32	15	6	1	0	0	6+	
Tasneem	E	37.1	63	25	10	2	0	0	0	0	0	9	
Colombe	A	32.7	11	22	27	28	9	3	0	0	0	7	
Megan	S	No data	27	27	22	16	5	2	0	0	0	7+	
Aliya	A	33.3	26	30	25	15	3	1	0	0	0	8	
Mya	B	33.8	29	31	24	13	2	1	0	0	0	8	
Leanne	E	35.0	43	31	18	7	1	0	0	0	0	8+	
Amelia	S	34.1	20	28	27	19	5	1	0	0	0	7+	
Preeya	A	32.5	14	26	28	23	7	2	0	0	0	7	
Anjali	A	37.8	44	31	17	7	1	0	0	0	0	8+	
Kirandeep	A	32.7	16	25	28	22	7	2	0	0	0	7+	
Average % Chance of Grade			27.20	26.42	22.86	16.75	5.04	1.62	0.11	0.00	0.00	100.00	
Average Points Score			244.77	211.39	160.01	100.48	25.19	6.50	0.33	0.00	0.00	7.5	
Number of Grades			2.99	2.91	2.51	1.84	0.55	0.18	0.01	0.00	0.00		
Number of Students			3	3	2	2	1	0	0	0	0		
APS (Accountability)			27	24	14	12	5	0	0	0	0	7.5	

At the end of the penultimate year of the key stage (i.e. Years 10 and 12), the teacher allocates the grades to the students for tracking purposes (as **Teacher Allocated Targets** allow pupils' individual circumstances to be taken into account) for the remainder of the key stage. The teacher is then accountable for achieving an APS of, in this instance, 7.5 for this teaching group.

Appendix 2

Summary of ADR Policy for Parents and Students for Online Publication (February 2019)

Assessment and Reports

Reporting

Reports are published in the final week of each term to parents of students at Queen Mary's High School, and can be accessed through GO4Schools (<https://www.go4schools.com/parents/>). Parents will receive an email notification to their registered email address when reports are available. Reports are supported by Parents' Evenings during the course of the academic year, when parents have the opportunity to meet individual subject teacher to discuss their child's progress.

Reports always show three key pieces of information:

- an expected level of achievement for the end of the key stage: for students in Key Stage 3 this is the 'Average End of Key Stage Target', and for students studying GCSEs and A-Levels this is the 'Goal'.
- a current level or grade which reflects the student's individual performance at the time of the report. It is based on recent performance, although previous assessments may be considered too.
- a projected level or grade which the teacher expects the individual student to achieve at the end of the Key Stage, based on their current performance and approach to study.

The Projected value is compared to the expected level of achievement, and the student's progress towards the end of the Key Stage is rated and colour coded.

Key Stages

Students in Years 7 to 9 are in Key Stage 3, but some subjects start their GCSE courses in Year 9. Year 9 students will receive two reports: one for their Key Stage 3 subjects and one for their GCSE subjects. Students in Years 10 and 11 are all studying for the GCSEs, and those in Years 12 and 13 are studying for their A-Levels.

Expected Levels of Achievement

In Key Stage 3 the expected level of achievement is pre-determined by the school, based on previous performance. At Key Stage 4 (GCSE) and 5 (A-Level), the students set the own goals during the first term of their course based on information provided to them which presents the average historical outcome for students of their ability. The first term of a course is usually in Years 10 and 12, but also includes subjects which start their GCSEs in Year 9.

The information about historical outcomes allows students to set their own realistic and challenging goals for their courses. Students will have the opportunity to speak to their individual subject teachers and their form tutors to help them set appropriate goals.

Levels and Grades

The levels and grades used for each Key Stage vary:

- In **Key Stage 3**, QM Levels (ranging from 1c to 8a) are used. The number is the QM Level achieved, and the 'c', 'b' or 'a' indicate performance at the bottom, middle, or top of the level.

- In **Key Stage 4**, GCSE grades (ranging from 1- to 9+) are used. The number is the GCSE grade (a grade 5 is described as a “good pass”), and the - and + indicate performance at the bottom or top of the grade.
- In **Key Stage 5**, A-Level grades (ranging from E- to A*+) are used. The letter is the A-Level grade and the - and + indicate performance at the bottom or top of the grade.