

# Birkdale High School



Birkdale  
High School

Aspire - Thrive - Succeed

## Assessment, Recording & Reporting Policy November 2020

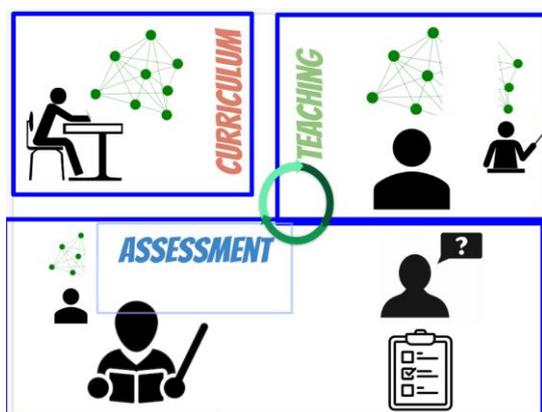
**Birkdale High School**  
**Assessment, Recording & Reporting Policy**

*Date of Policy:* November 2020  
*Member of staff responsible:* Mrs H Duffy  
*Review date:* November 2022

**Rationale**

Assessment plays a fundamental role in learning and is an essential part of the education process. At its heart, it is an interaction between the teacher and student; a way of acknowledging the students' work, identifying what has been learnt and what needs to improve further. Most importantly, it guides and supports the teacher and students with the next steps in learning. Successful, high-quality assessment can have a very positive impact on students' learning and progress.

At Birkdale we see effective assessment practice as part of our whole school pedagogy, informed by our curriculum and teaching.



Birkdale High School also places a strong emphasis on the importance of the partnership between the School and our parents and carers, in order to ensure that all students make the best progress possible and maximise their potential. Central to the success of this partnership is the communication between Birkdale and our parents and carers. Formal written reports form an important role in this communication.

Our approach to assessment at Birkdale is based on educational research and the findings of national workload reviews and suggestions.

## Aims

- To ensure assessment and feedback at Birkdale is meaningful, manageable and motivating.
- To provide clear guidelines on our approach to formative and summative assessment
- To establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- To clearly set out how and when assessment practice will be monitored and evaluated
- To ensure that all Assessment, Recording and Reporting practices in school effectively support pupil progress and are designed not to increase teacher workload in order to support better work/life balance

## Types of Assessment

At Birkdale we assess in different ways and with different purposes during the academic year. We use three forms of assessment.

### Formative Assessment

Used by teachers to evaluate pupils' knowledge, skills and understanding on a day-to-day and lesson by lesson basis during teaching and learning. It involves teachers using a variety of methods to diagnose specific areas to improve, and adapting their teaching accordingly to support students in doing so.

Examples of how will this look at Birkdale?

- verbal, in lessons, through coaching and conversation and via rich, deep questioning, with teachers providing students with instant, live feedback in response to the misconceptions and errors revealed
- through the scrutiny of students' work, with teachers providing feedback and students' responding to this feedback
- quizzes, and regular low-stakes testing

### In-School Summative Assessment

Used by teachers to provide a judgement about what a student has achieved at the end of a period of time, relative to the specific learning aims for that subject. The period of time will vary, depending on the subject, and the year group of the student.

Examples of how will this look at Birkdale?

- end of unit assessments
- mid or end of year exams
- extended tasks/projects

### External Summative Assessment

Externally set, marked and standardised examinations. Also validated by an external body.

Examples of how will this look at Birkdale?

- GCSE Examinations
- externally assessed components of vocational courses

At Birkdale High School we believe that, apart from the external examinations, all assessments should have a formative purpose. Our assessments should act as a bridge between our teaching, and the learning we are trying to achieve; checking that students have learnt the knowledge taught to them and whether they have fluency in that knowledge. It is possible, through analysis of performance in summative assessments, to identify gaps in skills and knowledge, and to use this to inform teaching and learning. Our teachers should routinely analyse summative assessment and identify the next steps for subjects and specific pupils.

## **Collecting and Recording Whole School Assessment Data**

Each year group will have two assessment windows, clearly identified on the school calendar. During these assessment windows, students will sit an exam in the majority of the subjects they study. These exams will be cumulative and designed to test the required knowledge, identified in the subjects curriculum map, and will focus on two areas, knowledge and fluency, defined as follows:

- Knowledge: the ability of students to accurately recall information from their long-term memory
- Fluency of knowledge: the ability of students to apply and elaborate on pieces of knowledge

### **Years 7 to 9**

The aim is for all of our formal assessments, in Years 7 to 9, to include a separate "knowledge" test to help us identify gaps and misconceptions, as well as a "fluency of knowledge" section, to assess how effectively the students can apply their knowledge in answering complex questions. The examinations must include a multiple choice element worth at least 50% of the overall score, to test "knowledge" recall. The "fluency of knowledge" section, will contain longer questions, and written or problem solving tasks. The score achieved by each student will be recorded by the class teacher in Sims and the data team will use this information to calculate a percentage score for each student and generate a class average and, where applicable, the cohort average. In subjects where a formal exam is not appropriate at this stage, due to the structure of the curriculum, we award a grade to indicate the standard at which the student is currently working.

### **Years 10 & 11**

In Years 10 and 11, the examinations will be based on previous exam style questions. The results of these assessments will be used by the class teacher, to award current and predictor grades, using the final grading criteria for that qualification. This will have followed a robust process of departmental moderation and standardisation, and guidance from the Head of Department.

## **Target Setting**

At Birkdale, we believe in setting targets that reflect the potential for each individual student, rather than one that is solely determined by data. Initial targets are set at the beginning of Year 10, for each subject a student is studying. This target is generated by Fisher Family Trust, which uses national historical performance data and the students KS2 prior performance. This provides a benchmark for subject staff and Heads of Department, who review these targets and make changes as appropriate, to ensure targets are aspirational and challenging, but achievable.

## **Reporting to Parents and Carers**

At Birkdale, we value our partnership with parents and carers, and reports are one way of ensuring we share clear information about both pastoral and academic matters in relation to our students. In all years, parents and carers will receive two progress reports, following each of our two assessment windows. One of these reports will provide data only, whilst the Full Report, in addition to providing data, will also contain comments and targets for improvement from each subject teacher.

All reports will contain the following general information;

- Attendance and punctuality figures
- Number of behaviour and achievement points
- Routines for Learning grade (A to D)
- Homework grade (A to D)
- Presentation grade (A to D)

In Years 7 to 9, subject attainment will be reported by the scores achieved in the formal assessment, alongside the class average. In non-examined subjects, attainment will be reported based on whether the student is exceeding, meeting or working towards the expected standard for his year group. In Years 10 and 11, attainment will be based on the grading criteria used for the final qualification. Each student will be awarded a current grade and a predictor grade. Also included in the report will be the target for each subject.

### **Monitoring Student Progress**

The person with responsibility for summarising and analysing the assessment data, is the AHT with responsibility for Data and Exams, working in conjunction with the Senior Leadership Team. All Heads of Department, however, are responsible for reviewing the progress of groups and individual students, in their subject area, and all teaching staff are responsible for ensuring they review the performance data for their students and act upon it, by informing future teaching.

### **Quality Assurance**

At Birkdale we believe that quality assessment is key in providing our students with the feedback they need to improve and make progress. To help achieve this our formal assessments are carefully designed to ensure they assess the areas of knowledge and fluency of knowledge that have been clearly identified in the curriculum maps for that subject.

All of our teachers accept their professional obligation to ensure that the quality of assessment and feedback is high. Our Heads of Department are responsible for ensuring that quality assessments are in place for each assessment period; this may involve delegating tasks to subject staff and providing any support and guidance as needed. They must also ensure, through moderation, that there is consistency and accuracy in marking and in the awarding of tracking grades, across the department and that all tracking data is completed by all staff, by the deadline.

All teachers must review the progress of their students, and identify appropriate interventions. Time must be set aside in departmental meetings to discuss any concerns regarding the progress of students and groups of students. Individual and/or departmental intervention strategies should be discussed, with all staff responsible for ensuring implementation of the agreed strategies.

The quality of the assessments will be monitored by Heads of Department and evaluated through line management meetings. After each tracking input, Heads of Department will review the data with line managers, discuss any concerns and identify actions to be implemented to address concerns.

### **Dissemination of the policy**

All staff and members of the Governing Body will have access to an electronic copy of the policy via google docs

### **Policy review**

The policy will be reviewed every 12 months by middle leaders and SLT. A report with any recommendations will be considered by the Governing Body.

Birkdale High School  
Assessment, Recording & Reporting Policy Addendum

This addendum applies until further notice.

Unless covered in this addendum, our normal Assessment, Recording & Reporting Policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

**CAGs & 2021 Exams**

As a school we need to be prepared for the possibility that we may be asked to provide CAGs in some form for the 2021 cohort, in case of any long term school closures which necessitates CAGs. We also need to prepare for the possibility that there may be disruption to the calendared assessments and mock exams planned for this year.

Any cancelled assessment periods for Year 11 that are not able to take place as a result of a lockdown, will be rescheduled by the Assistant Headteacher for Data and Exams as a priority, if this can be done, with minimum impact on curriculum time.

All Heads of Department must develop and implement a bank of assessment pieces/tasks, which test required knowledge to date, that could be used to provide evidence for CAGs, if the internal assessments do not take place.

**Internal Assessment**

In the event of a lockdown, class teachers will plan and set work for their own classes, so that the progress of students can be monitored effectively.

Any cancelled assessment periods that are not able to take place as a result of a lockdown, will be rescheduled by the Assistant Headteacher for Data and Exams as a priority, if this can be done, with minimum impact on curriculum time.