



West Kirby Grammar School

Assessment, Monitoring & Reporting Policy

Assessment Overview

We believe that outstanding teaching and learning has rigorous and meaningful assessment at its heart and that this is used to inform teachers, parents/carers and students. There are different types of assessment that we use and these can broadly be split into two main types: formative assessment and summative assessment.

Formative assessment takes place in every lesson and reshapes learning and teaching as it provides regular and meaningful feedback both to the teacher and the learner. This feedback can be through various different methods such as: discussion, written work, self or peer assessment or through formative testing. Students are regularly involved in formative assessment and through their time at the school will develop skills to help them to assess their work and set challenging targets for improvement. Teachers will also provide students with meaningful formative assessment comments which will include clear targets for improvement (that the student should act upon) and also celebrate areas of strength. It is our aim that each student will be able to identify what they are doing well and what they must do to further improve within each subject.

Summative assessments are more likely to occur at the end of a term or particular unit of work and are used for a number of purposes. Once again, these assessments are used (where possible) to enable both teachers and students to develop next steps for learning.

While summative assessments will be graded/levelled, these grades/levels will not be reported home to parents on the interim reports. Departments can choose to share these levels with students by whatever means they feel appropriate. The key indicator on the interim report will be that of PROGRESS.

Key Stage 3 Assessment – Students in Year 7 and 8

Students in KS3 are assessed using our internal progress measure. Students will not receive an attainment level but will receive a progress indicator of either B (below the expected level), E (expected level of progress) or A (above the expected level). This expectation is driven by students' prior attainment at KS2 and their performance in baseline assessments at the beginning of Year 7. Students are expected to make progress in line with the top performing quintile nationally.

Key Stage 4 Assessment

Target GCSE grades are not issued to students at any point. We believe this prevents students from limiting their own attainment and improves student wellbeing. Indicators of a student's progress are still given on all reports, as at Key Stage 3 but the addition of a GCSE Forecast Grade gives further clarification as to the projected outcome for each student.

Current & Expected Grades:

Key Stage 3:

With the governmental introduction of Assessment Without Levels (2015), WKGS no longer report attainment grades or set attainment targets for KS3. Progress is reported using the School's B/E/A system and this is mapped based on a student's achievement in summative and formative assessment activities in comparison to their prior national attainment data.

Key Stage 4:

Each student will receive both a Current and an Expected Grade on each report for Key Stage 4. The Current Grade indicates the level that a student is currently working at based on recent assignments and assessments. Prior to each data collection, there is a three week 'Assessment Period' where staff carry out a commonly assessed piece of work which forms the basis of this grade. This assessment can be carried out in many different forms and does not have to be a test but should be identified to students. Current attainment grades may be shared with students as frequently as needed. This might be through homework assignments, tests or assessed pieces of work in lessons. Note however, that these grades are not reported home on the interim reports but an overall Current Grade is awarded.

The Expected Grade indicates the level that staff believe to be the most likely outcome at the end of the GCSE course in Year 11. This grade should incorporate all student work and progress to date, not just the most recently assessed. This grade may increase or decrease as a clearer picture of a student's most likely outcome is developed over time.

Key Stage 5:

Each student will receive both a Current and an Expected Grade on each report for Key Stage 5. The Current Grade indicates the level that a student is currently working at based on recent assignments and assessments. Prior to each data collection, there is a three week 'Assessment Period' where staff carry out a commonly assessed piece of work which forms the basis of this grade. This assessment can be carried out in many different forms and does not have to be a test but should be identified to students.

The Expected Grade indicates the level that staff believe to be the most likely outcome at the end of the A-level course in Year 13. This grade should incorporate all student work and progress to date, not just the most recently assessed. This grade may increase or decrease as a clearer picture of a student's most likely outcome is developed over time.

Tracking Progress in Years 7 – 13

The progress grade represents how a student is performing in the subject at this time. Most students will make expected progress (E), though some might make above expected progress (A) or fall below expected progress (B).

Attitude to Learning for 7-13

Attitude to Learning grades outline a student's commitment to their studies both inside and outside of the classroom. An attitude to learning grade 1 is challenging by its definition and shows exceptional commitment to a student's studies, with a grade 2 also being considered to be very good. As such, we would anticipate that most of our students will achieve a 2 in this category, with a 1 showing exceptional commitment and a 4 or 5 being cause for concern.

1. **Exceptional** - Participates fully in lessons, making valuable contributions and completes all homework on time, at least in line with expectation, often above and beyond. Is motivated to develop skills, knowledge and understanding in a variety of ways. They seek support outside of the classroom as appropriate and or extend knowledge independently. They possess an excellent attitude, with faultless behaviour in every lesson.
2. **Very Good** - Focussed in lessons, always engaging in activities and participating in lessons. They have a good attitude to work and regularly complete homework on time and to a standard in line with expectation. Behaviour is good.
3. **Satisfactory** - Usually focussed in lessons and engages in activities. Classwork and homework may be variable in standard but is usually completed. Behaviour is good.
4. **Room for Improvement** - Needs to focus more in lessons and engage more in activities. Effort with classwork and homework needs to be more consistent. They may cause some low level disruption.
5. **Unacceptable** - Regularly fails to meet expectations with regards to attitude and behaviour in lessons and rarely completes homework on time, or to a satisfactory standard. A serious concern and highly likely to underachieve.

Concern and Celebration Flags for Year 7 -13

If a student is given a B for progress and/or a 4/5 for Attitude to Learning, this will be accompanied by a Concern Flag which will detail the cause of the concern.

In addition, Concern and Celebration Flags can be awarded to any student regardless of Attitude to Learning or Progress grades if a particular area is highlighted by the teacher as worthy of additional celebration or cause for concern.

Celebration Flags:

- C+. Making an excellent positive **contribution** to learning, especially the oral aspects of classroom activities.
- H+. **Homework** is always completed on time and is often above and beyond the expected level.
- I+. Shows an excellent attitude towards **independent** work outside of the classroom.
- P+. Has made significant **progress** since the last data drop.
- T+. Is making a significant contribution to group / **team** activities.

Concern Flags:

- A. **Attendance** is an issue and is having a significant impact on student's learning.
- B. **Behaviour** is an issue and is having a significant impact on performance. It may also be having an impact on the learning of others.
- C. Must try to take a more active part in learning. Must try to **contribute** orally in class.
- E. Coming to lessons not prepared for learning – lack of **essential equipment** – text books / exercise books / essential stationery.
- F. Lacking **focus** and/or engagement in lessons.
- H. **Homework** issues arising from either late submissions or work not being of the expected standard.
- R. A lack of **revision** before assessments is having a negative impact on performance.

Comments for Full Reports

Full Reports will include a written comment from each subject teacher. This is designed to outline an area for celebration and a targeted area for improvement. Staff may choose to comment on general attitude in class, progress or attainment but these are covered in the coded data portion of the report.

Year 7 Reporting

Year 7 will have two data collection points.

One Interim Report and one Full Report will be sent home to parents/carers.

Interim reports

Each student will complete a number of summative assessments throughout a term and this will vary between subjects both in style and frequency. These assessments are not reported home to parents/carers but will inform the attainment level that is recorded internally.

The progress grade is reported home and must be an accurate reflection of how the student is performing at that time. This will consider a student's current performance in relation to their prior attainment data and an expectation that students make progress in line with students in the top 20% nationally.

An Attitude to Learning grade is also reported home to parents/carers.

In addition, Concern and Celebration Flags can be awarded for particular areas of strength or development.

Full Report

These are the longer forms or report which are sent to parents/carers at key times in the year. Only one of these is reported home per academic year.

Autumn Term Interim Report	Summer Term Full Report
<ul style="list-style-type: none">• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags	<ul style="list-style-type: none">• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags• Subject report and Learning Targets• Form Tutor Report• End of Year Exam Result

Year 8 Reporting

Year 8 will have two data collection points.

One Interim Report and one Full Report will be sent home to parents/carers.

Interim reports

Each student will complete a number of summative assessments throughout a term and this will vary between subjects both in style and frequency. These assessments are not reported home to parents/carers but will inform the attainment level that is recorded internally.

The progress grade is reported home and must be an accurate reflection of how the student is performing at that time. This will consider a student's current performance in relation to their prior attainment data and an expectation that students make progress in line with students in the top 20% nationally.

An Attitude to Learning grade is also reported home to parents/carers.

In addition, Concern and Celebration Flags can be awarded for particular areas of strength or development.

Full Report

These are the longer forms or report which are sent to parents/carers at key times in the year. Only one of these is reported home per academic year.

Spring Term Full Report	Summer Term Interim Report
<ul style="list-style-type: none">• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags• Subject report and Learning Targets• Form Tutor Report	<ul style="list-style-type: none">• End of Year Exam Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags

Year 9 Reporting

Year 9 will have two data collection points.

One Interim Reports and one Full Report will be sent home to parents/carers.

Interim reports

Each student will complete a number of summative assessments throughout a term and this will vary between subjects both in style and frequency. These assessments are not reported home to parents/carers but will inform the attainment level that is recorded internally. The Current Attainment level represents how a student is performing in the subject at that time. It is not a long-term prediction of the level the student will achieve at the end of the year. The Forecast Grade is an estimation of the grade a student is likely to achieve at the end of their GCSE studies based on their work to date and attitude to learning.

The progress grade is reported home and must be an accurate reflection of how the student is performing at that time. This will consider a student's current performance in relation to their prior attainment data and an expectation that students make progress in line with students in the top 20% nationally.

An Attitude to Learning grade is also reported home to parents/carers.

In addition, Concern and Celebration Flags can be awarded for particular areas of strength or development.

Full Report

These are the longer forms or report which are sent to parents/carers at key times in the year. Only one of these is reported home per academic year.

Autumn Term Interim Report	Summer Term Full Report
<ul style="list-style-type: none">• Current Attainment Grade• Forecast Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags	<ul style="list-style-type: none">• Current Attainment Grade• Forecast Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags• Subject report and Learning Targets• Form Tutor Report

Year 10 Reporting

Year 10 will have two data collection points.

One Interim Report and one Full Report will be sent home to parents/carers.

Interim reports

Each student will complete a number of summative assessments throughout a term and this will vary between subjects both in style and frequency. These assessments are not reported home to parents/carers but will inform the attainment level that is recorded internally. The Current Attainment level represents how a student is performing in the subject at that time. It is not a long-term prediction of the level the student will achieve at the end of the year. The Forecast Grade is an estimation of the grade a student is likely to achieve at the end of their GCSE studies based on their work to date and attitude to learning.

The progress grade is reported home and must be an accurate reflection of how the student is performing at that time. This will consider a student's current performance in relation to their prior attainment data and an expectation that students make progress in line with students in the top 20% nationally.

An Attitude to Learning grade is also reported home to parents/carers.

In addition, Concern and Celebration Flags can be awarded for particular areas of strength or development.

Full Report

These are the longer forms or report which are sent to parents/carers at key times in the year. Only one of these is reported home per academic year.

Autumn Term Interim Report	Summer Term Full Report
<ul style="list-style-type: none">• Current Attainment Grade• Forecast Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags	<ul style="list-style-type: none">• Current Attainment Grade• Forecast Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags• Subject report and Learning Targets• Form Tutor Report

Year 11 Reporting

Year 11 will have two data collection points.

One Interim Report and one Full Report will be sent home to parents/carers.

Interim reports

Each student will complete a number of summative assessments throughout a term and this will vary between subjects both in style and frequency. These assessments are not reported home to parents/carers but will inform the attainment level that is recorded internally. The Current Attainment level represents how a student is performing in the subject at that time. It is not a long-term prediction of the level the student will achieve at the end of the year. The Forecast Grade is an estimation of the grade a student is likely to achieve at the end of their GCSE studies based on their work to date and attitude to learning.

The progress grade is reported home and must be an accurate reflection of how the student is performing at that time. This will consider a student's current performance in relation to their prior attainment data and an expectation that students make progress in line with students in the top 20% nationally.

An Attitude to Learning grade is also reported home to parents/carers.

In addition, Concern and Celebration Flags can be awarded for particular areas of strength or development.

Full Report

These are the longer forms or report which are sent to parents/carers at key times in the year. Only one of these is reported home per academic year.

Autumn Term Interim Report	Spring Term Full Report
<ul style="list-style-type: none">• Current Attainment Grade• Forecast Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags	<ul style="list-style-type: none">• Mock Examination Grade• Forecast Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags• Subject report and Learning Targets• Form Tutor Report

Year 12 Reporting

Year 12 will have three data collection points.

Two Interim Report and one Full Report will be sent home to parents/carers.

Interim reports

Each student will complete a number of summative assessments throughout a term and this will vary between subjects both in style and frequency. These assessments are not reported home to parents/carers but will inform the attainment level that is recorded internally. The Current Attainment level represents how a student is performing in the subject at that time. It is not a long-term prediction of the level the student will achieve at the end of the year. The Expected Grade is an estimation of the grade a student is likely to achieve at the end of their A-level studies based on their work to date and attitude to learning.

The progress grade is reported home and must be an accurate reflection of how the student is performing at that time. This will consider a student's current performance in relation to their prior attainment data and an expectation that students make progress in line with students with similar KS4 results.

An Attitude to Learning grade is also reported home to parents/carers.

In addition, Concern and Celebration Flags can be awarded for particular areas of strength or development.

Full Report

These are the longer forms or report which are sent to parents/carers at key times in the year. Only one of these is reported home per academic year.

Autumn Term Interim Report	Spring Term Full Report
<ul style="list-style-type: none">• Current Attainment Grade• Forecast Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags	<ul style="list-style-type: none">• Current Attainment Grade• Forecast Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags• Subject report and Learning Targets• Form Tutor Report
Summer Term Interim Report	
<ul style="list-style-type: none">• Internal Examination Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags	

Year 13 Reporting

Year 13 will have two data collection points.

One Interim Report and one Full Report will be sent home to parents/carers.

Interim reports

Each student will complete a number of summative assessments throughout a term and this will vary between subjects both in style and frequency. These assessments are not reported home to parents/carers but will inform the attainment level that is recorded internally. The Current Grade represents how a student is performing in the subject at that time. It is not a long-term prediction of the level the student will achieve at the end of the year. The Expected Grade is an estimation of the grade a student is likely to achieve at the end of their A-level studies based on their work to date and attitude to learning.

The progress grade is reported home and must be an accurate reflection of how the student is performing at that time. This will consider a student's current performance in relation to their prior attainment data and an expectation that students make progress in line with students with similar KS4 results.

An Attitude to Learning grade is also reported home to parents/carers. In addition, Concern and Celebration Flags can be awarded for particular areas of strength or development.

Full Report

These are the longer forms or report which are sent to parents/carers at key times in the year. Only one of these is reported home per academic year.

Autumn Term Interim Report	Autumn Term UCAS Report
<ul style="list-style-type: none">• Current Attainment Grade• Forecast Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags	<ul style="list-style-type: none">• UCAS Predicted Grade• UCAS Amended Grade
Summer Term Interim Report	
<ul style="list-style-type: none">• Mock Examination Grade• Forecast Grade• Progress (B/E/A)• Attitude to Learning Grade (1-5)• Celebration Flags• Concern Flags• Subject report and Learning TargetsForm Tutor Report	

Principles

The Assessment, Monitoring and Reporting Policy is guided by and committed to the following principles:

- Promoting a coherent approach to assessment, monitoring and reporting within the school.
- At KS3, to support students' learning and achievements within and beyond the National Curriculum.
- To involve students in evaluating their own progress.
- To ensure equality of opportunity for all students to display achievement.
- To seek to raise standards by reviewing and improving the teaching and learning programs.
- To ensure progression and continuity of learning within the school and across the different phases of education.
- To provide valid, reliable and clear information for teachers, students, parents/carers and other users.
- To ensure that statutory requirements for assessment, recording and reporting are met.

Purpose

The aims of this Assessment, Monitoring and Reporting Policy are to:

Assessment Objective

- The purpose of assessment is to enable an informed judgment to be made about a student's knowledge, understanding, skills and attitude.
- Assessment is a continuous process which is integral to the teaching and learning programme, and should be built into the curriculum, and inform future planning.
- Assessment should be based on clear, consistent criteria which are known and understood by both teachers, students and parents/carers, and are guided by national criteria and statutory requirements where appropriate.
- In order to achieve consistent assessment, practice should be subject to effective moderation and standardising procedures.
- A wide range of assessment techniques should be used in different contexts and for different purposes.
- Assessment should provide opportunities for effective differentiation to take place.
- Assessment should be supported by a wide range of evidence collected over a period of time which provides a thorough representation of students' skills, knowledge and understanding.
- Students should be involved in the assessment process so that they are encouraged to take responsibility for their own learning.
- The assessment process should recognise achievement, not just attainment, and seek to increase students' confidence and motivation.

- Assessment should support individuals in identifying strengths and weaknesses, enabling future learning goals to be planned, and assisting them in decision-making.
- Assessment practice should be monitored regularly and systematically and assessment procedures modified if necessary as a result.
- The results of assessment should be systematically recorded and used to report to parents/carers on their children's attainment.

Monitoring Objectives

- Monitoring is the process of selecting and retaining a range of information about a student.
- Records should be used to review and monitor students' progress throughout the key stages and beyond, and to support their learning by setting appropriate targets for the future.
- Monitoring should be used by teachers to evaluate the effectiveness of teaching and learning programmes, and help inform curriculum planning.
- Monitoring should be used to assist continuity and progression when students move from teacher to teacher.
- Students should have some involvement in the process of monitoring which should recognise and reward achievements and thus have a positive impact on students' motivation.
- Records should provide a secure basis for reporting attainment and progress to parents/carers and other interested users.
- Records should be clear, systematically compiled, regularly updated and manageable.

Reporting Objective

- Reports should provide parents/carers and other users with full and accurate statements about students' achievements and progress, writing in clear and accessible language.
- Reports should communicate students' achievement across a wide spectrum including non-National Curriculum and extra-curricular activities, personal and social skills.
- Reports should be based on evidence from formative assessment and recording.
- Reports should be manageable for teachers to produce.
- Reports should have a positive effect on students' attitudes and motivation.
- Reports should support students' learning by setting targets for improvements.
- The reporting process should provide opportunities for student involvement.
- The reporting process should be part of a continuing dialogue with parents/carers and encourage parental involvement and support.
- Reports should aid continuity and progression within and across schools and from one phase of education to another.
- Reports should conform to statutory requirements.

Policy

1.Implementation

1.1 Central records hold a range of information to which staff as a whole have access.

In order to fulfill the above objectives, the following records should be kept:

- Departmental schemes of work; student records of achievement.

Reporting is carried out in the following ways:

1.2 School Reports

These are written and sent home to parents/carers once a year for Years 7-11. Details of current procedures and dates can be found in the Staff Handbook and on the Assessment Calendar. Reports are published via SIMS Parent App and are not printed or sent via email, unless requested.

1.3 Interim Reports

Interim reports are organised in the autumn and spring terms by the Deputy Headteacher. They report a progress grade reflecting whether the student is making expected progress (E), above expected progress (A) or below expected progress (B). They also indicate an attitude to learning grade (1-5) and, where appropriate, an indication of a student's particular areas of strength or weakness (Celebration/Concern Flags). Current attainment and GCSE forecast grades are provided on all Interim Reports. These are available to parents via the SIMS Parent App. Paper copies of reports are not sent home unless requested. Reports are not emailed to parents or students.

Interim reports help to identify problems and are acted upon by the Head of Year and the Assistant Headteacher in charge of pastoral care if required.

Parents/carers of students in Years 7-11 will be given a summary of the report. If there are any issues of concern, parents will be invited to meet with the Head of Year or the relevant teacher in the school.

Interim reports for Year 12 and Year 13 report a progress grade reflecting whether the student is making expected progress (E), above expected progress (A) or below expected progress (B). They also indicate an attitude to learning grade (1-5) and, where appropriate, an indication of a student's particular areas of strength or weakness (Celebration/Concern Flags). Current attainment and GCSE forecast grades are provided on all Interim Reports.

1.4 Parents' Evenings

Parents' evenings are held once a year for Years 7-13 and provide an opportunity for staff to give a "verbal" report on students' progress. In Years 7-13, students may accompany their parents/carers. For parents who cannot attend Parents' Evening, subject staff can provide brief written comments to be passed on verbally at a later date by the Head of Year.

1.5 Daily Report Forms

The Head of Year may determine that a student should be placed 'on report' if there are problems concerning work, attitude, behaviour, punctuality or attendance. The form of the report depends upon the circumstances of the individual student. This process involves contact with parents/carers.

1.6 Reports on Request

Reports on progress are available each term via SIMS Parent App and further discussion can be held verbally with the Head of Year if necessary.

2. Statutory Requirements

2.1 Statutory Assessment Requirements

Every student at the end of Key Stage 3 is to be assessed by teachers in all subjects except PSHE and Core P.E. in relation to all the attainment targets, based on school work over the key stage as a whole.

2.2 Statutory Recording Requirements

The school will disclose a student's record to any school/college considering the student for admission.

The record must provide information about each student's academic achievements, other skills and abilities and progress in school.

2.3 Statutory Reporting Requirements

Schools must provide a written report at least once during the school year for all students of compulsory school age. The report should be sent to parents/carers for their retention. The report must contain brief particulars of a student's progress and activities studied as part of the school curriculum; details of a student's general progress; information on performance in assessments and public examinations; an attendance record; details of the arrangements under which the report may be discussed with teachers at the school.

A brief commentary must be included in the report setting out what the results show about the student's progress, drawing attention to particular strengths and weaknesses.

Students who transfer to a new school (KS3 and KS4)

When a student transfers from one school to another, the new school (maintained and independent) must be sent the completed statutory transfer form (in paper form or electronically). All educational records relating to the student, including copies of the student's latest report.