



THE FULHAM BOYS SCHOOL

<i>Policy Title</i>	Assessment Recording and Reporting Policy
<i>Policy Author</i>	Alun Ebenezer
<i>Reviewed By</i>	Oli Hogg
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Revisions Table

<i>Version</i>	<i>Date</i>	<i>Author</i>	<i>Description of Change</i>

The master copy of this document can be found on the FBS Google Drive, under the “Policies” folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



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ASSESSMENT RECORDING AND REPORTING POLICY

Date of Next Review: Summer 2020

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POLICY

1. INTRODUCTION

- 1.1 The Fulham Boys School recognises that assessment, recording, reporting and target setting are critical in raising boys' achievement and evaluating the quality of learning and teaching.
- 1.2 We use summative assessments to evaluate the stage a boy has reached; formative assessments to identify future targets and diagnostic assessments to identify strengths and weaknesses.
- 1.3 We believe:
- 1.3.1 in the importance of assessing all aspects of the curriculum which include subject specific skills, knowledge and understanding, enterprise skills and personal qualities (in line with our Christian principles).
 - 1.3.2 in motivating boys as fully as possible in the formative assessment process and providing an incentive for learning through developing an awareness of capability that encourages boys to take responsibility for improving their own outcomes.
 - 1.3.3 the process should enable all boys to receive the support and intervention they need to maximise their personal achievement.
 - 1.3.4 the process should be structured without being bureaucratic.
 - 1.3.5 information should be reported in a clear and effective manner i.e. records and reports are readily understood by pupils and parents.
- 1.4 This policy should be read in close conjunction with our Marking policy which includes information about Assessment for Learning.

2. TARGET SETTING

- 2.1 The school aims to achieve the most challenging targets for individuals and the whole school.
- 2.2 Achievement targets will be set annually as part of the annual School Improvement Planning cycle in consultation with the Governing Body.
- 2.3 The targets will be measurable and monitored by the Governing Body annually. The school's termly results will enable Governors to measure progress and check that the school is on target to achieve the agreed outcome targets.
- 2.4 The School will set the following targets each year (see Self Evaluation and School Improvement Policy):
- 2.4.1 Cohort Targets
 - 2.4.2 Individual Targets
 - 2.4.3 Subject Targets
 - 2.4.4 Enterprise Targets
 - 2.4.5 Sport Targets
- 2.5 Every boy will work towards a personal target in each of his subjects.

- 2.6 Boys will be set an aspirational target for each subject. Boys will not have access to these targets.
- 2.7 The basis for the setting of these targets will be KS2 attainment, CATs and Fischer Family Trust data which focus particularly on the progress made by the top 5% of similar students nationwide.
- 2.8 Where individuals make particularly rapid progress, their targets should be revised upwards accordingly.
- 2.9 All boys will know:
 - 2.9.1 the grade they are currently working at
 - 2.9.2 what they need to do to improve
 - 2.9.3 whether they are making expected progress or not

3. BENCHMARKING

- 3.1 Heads of Departments will be aware of how their department is performing against similar schools, Local Authority and nationally.
- 3.2 The member of SLT responsible for data will ensure each department has access to the data relevant to them.
- 3.3 SLT will benchmark the school against similar schools, schools nationally and schools in the Local Authority.

4. EXAMINATIONS

- 4.1 Internal examinations will take place during the months of May and June.
- 4.2 Boys in Years 11 and 13 will sit their “mock” examinations in December.
- 4.3 A timetable of examinations will be published as part of the school/ARR calendar.

5. MIS (Management Information System)

- 5.1 The school MIS will facilitate the effective use of assessment data across the curriculum.
- 5.2 Teachers and leaders will have ready access to access and input student-level data in a safe and secure fashion from any location.
- 5.3 Special Educational Needs Code of Practice monitoring system will be fully integrated with the whole school MIS.
- 5.4 Information management system and Go 4 Schools will enable sophisticated tracking and monitoring of student attendance, behaviour, attainment and progress, including the progress of groups of pupils i.e. FSM pupils, LAC children etc.
- 5.5 Go 4 Schools will be used to closely monitor and evaluate attainment and progress of individual and groups of pupils.
- 5.6 Staff will receive guidance and training on how to use the School’s MIS and Go 4 Schools.

6. REPORTING

6.1 Reporting to parents is achieved through:

- 6.1.1 Written reports
- 6.1.2 Parents' Consultations
- 6.1.3 Meetings with individual parents as required

6.2 The school issues two types of report:

- 6.2.1 A full/annual report
- 6.2.2 Progress Reports

6.3 Parents will receive 3 reports every year outlining progress being made. Two will be progress reports and the other a full report.

6.4 Review and target-setting meetings will be held once a year with parents, pupils and tutors to ensure that everyone is kept in the loop. Parents' afternoons/evenings with subject teachers will be held once a year. These will be booked using CHQ, an online booking system.

6.5 Underachievement will be tackled by all effective methods. This could include in class intervention, extra ownwork, booster and stretch co-curricular clubs.

PROCEDURE

7. TRACKING

7.1 Pupil progress is monitored through a formal set of procedures overseen by respective Heads of Department, Form Tutors, Heads of House and the Senior Leadership Team.

7.2 The procedure is designed to measure the achievement of all boys undertaking a course of study in a consistent and comparable manner.

7.3 Each department devises a series of assessment tasks, which enables pupil progress to be tracked on a termly basis.

7.4 Heads of Department and Subject Teachers use the information gained to monitor and improve teaching and learning strategies and to measure the learning outcomes at the end of each term.

7.5 Movement between sets may occur as a result of analysis of the assessment results by Heads of Department.

7.6 Through this assessment procedure Heads of House are given a detailed overview of individual pupil progress. Improved performance is suitably recognised and rewarded and strategies and interventions are put in place to address underachievement.

7.7 Analysis of a boy's overall progress by their Head of House may result in the movement between bands.

7.8 Departments to use sub levels (High, Secure, Low) to track progress more closely and set/band pupils more accurately.

7.9 Teachers record in their planners ALN, HAP, EAL, LAC, PP and FSM pupils.

7.10 Parents are kept informed of any variation in their son's progress.

7.11 The written actions supplied to the boy by their subject teachers form the basis for interviews between the boy and their form tutor throughout the year.

- 7.12 Boys are responsible for tracking their own progress through a tracking sheet on the front of their books.
- 7.13 Boys will have an 'I Can' sheet which they complete after each assessment. On this sheet they identify what they can do and what they need to work on to improve.
- 7.14 Subject teachers need to be able to confidently evidence the level that they have given

8. BENCHMARKING

- 8.1 At KS4 we will use Ipsatives to measure subjects against each other.
- 8.2 After every termly progress check, year group league tables will be displayed on walls around the school. Each table will focus on a different aspect of the report i.e. enterprise skills, 'own work', behaviour for learning, readiness for learning (organisation), effort, grade/level. Boys will get an average score from all subjects. The tables will show where the boy is ranked in the year and the school house he belongs to. This will appeal to boys' competitive nature and will rank them not only on academic ability so all boys will have a chance to be 'top of the league'.

9. SETTING/BANDING

- 9.1 Y7 are taught in mixed ability classes (e.g 7F, 7U, 7L etc) for all subjects. Year 7 will be completely mixed ability at the start of the year with a review towards the end of the Autumn Term.
- 9.2 We will ask primary schools to indicate whether the end of KS levels are low, secure or high; this will be simply for setting/banding purposes.

Year 8 and 9 will be split into 2 bands.

- Band 1 - English, Geography, History, RE, Music, Art, Drama, Computing

Band 1 will be completely mixed ability. MRJ to lead on sets for Band 1. Mix up the sets to include a range of ability students and a mix of SEN, EAL, FSM and HAP.

- Band 2 - Maths, Science, MFL, PE

Band 2 will be sets grouped by ability e.g 8 1, 8 2 etc. The top 3 sets will be dual linguists. The remaining sets will be decided using recent data. LS to lead on sets.

- 9.3 Boys at KS4 will be set according to the Heads of Department where appropriate

10. ROLES AND RESPONSIBILITIES

10.1 SLT

- 10.1.1 Oversight of assessment data will be maintained by a member of the Senior Leadership Team who will:

- 10.1.1.1 monitor the reliability of data provided by departments and individuals within the department and the relative performance of departments
 - 10.1.1.2 advise and support departments on renewing their assessment procedures
 - 10.1.1.3 designate staff training within and across departments for internal standardisation and moderation
 - 10.1.1.4 be assisted by a member of support staff.
- 10.1.2 SLT as a whole will be involved in monitoring in a number of ways:
- 10.1.2.1 classroom observations
 - 10.1.2.2 attending meetings of those departments they have individual responsibility for
 - 10.1.2.3 reviewing minutes of departmental meetings
 - 10.1.2.4 discussing the findings of the external moderator's report with Heads of Departments they line manage.

10.2 Heads of Departments

- 10.2.1 Heads of Departments ensure assessments are clearly shown within programmes of study.
- 10.2.2 Heads of Departments meet together once every half term and all assessment issues are discussed at these meetings.
- 10.2.3 Heads of Departments ensure their department meet formally at least twice per term and are required to implement whole school policy in a manner appropriate to their particular subject and circumstances. The formal meetings of the department should play a key role in decision making in assessment matters, including the monitoring, evaluation, standardisation and moderation procedures across the department.
- 10.2.4 Heads of Departments are aware of boys who are underachieving within their department; these boys are discussed in department meetings and interventions put in place.
- 10.2.5 Heads of Departments are responsible for submitting end of Key Stage 3 Levels and for ensuring consistency in levelling across the department.
- 10.2.6 Heads of Departments prepare exam analysis; as part of their analysis they compare the progress of groups of boys.
- 10.2.7 Self-assessment and peer-assessment need to be planned into Programmes of Study.

10.3 Heads of House

- 10.3.1 The Heads of Houses meet fortnightly.
- 10.3.2 Heads of Houses to analyse progress results of each year group every term to highlight boys in their House who are underachieving.
- 10.3.3 If a boy is underachieving in **three or more** subject Heads of House put interventions in place.

10.4 **Subject teachers**

10.4.1 Subject teachers have in their mark books/teaching folders:

10.4.1.1 End of Key Stage 2/3 Level in English and Maths

10.4.1.2 Previous attainment levels

10.4.1.3 SEN, HAP, LAC, FSM and PP information

10.4.1.4 Target Levels/Grades for their subject.

10.4.2 Subject teachers' record end of previous year level in their subject (apart from Year 7).

10.4.3 Subject teachers' record assessment marks in the department progress tracker after each assessment.

10.4.4 Teachers input progress levels/grades onto school MIS towards the end of every term.

10.4.5 Teachers highlight in school MIS boys who are making expected progress (green) or not making expected progress (red).

10.4.6 Ensure boys have in their books/electronic device a recording sheet with their their marks in assessments and their progress levels

10.4.7 Ensure 'I Can' sheets are completed after each assessment.

10.4.8 Self-assessment and peer-assessment opportunities need to be planned into lessons.

10.5 **Form Tutors**

10.5.1 Form Tutors will monitor boys in their tutor group in conjunction with Head of House.

10.5.2 Form Tutor meets with all boys in their tutor group at least three times a year to discuss progress.

10.5.3 Boys who are underachieving in multiple subjects are monitored closely by their Form Tutor.

11. STANDARDISATION AND MODERATION

11.1 Departments will be required to provide an outline of all the assessments they use to level each term.

11.2 Departments will have portfolios and pupil profiles of work L1-9.

11.3 Departmental Standardisation and Moderation meeting will be held termly.

11.4 The purpose of standardisation meetings should be to use samples of work to confirm teachers' agreement on the **characteristics** of a level.

11.5 The purpose of moderation meetings is to decide upon a 'best fit' judgement on an individual's **Level** of attainment.

11.6 Departments to ensure Departmental Standardisation and Moderation meetings with outstanding boys and girls schools at least once a year.

12. REPORTING

- 12.1 Instructions and deadline concerning each reporting session are published for all staff at the earliest opportunity. This is in addition to an ARR calendar, which is issued to all staff in September. The calendar outlines the timing of all assessment procedures relating to all year groups for the forthcoming session.
- 12.2 The internet will provide connectivity with the home. Parents will be able to access 'own work' set and completed, assessment records and attendance data on a daily basis. In cases where the internet is not in the homes the school will support those families.
- 12.3 Early intervention will prevent problems occurring later. Regular feedback is key for both the teacher and the learner.
- 12.4 In the Autumn Term the boys will lead the meeting using data from the termly assessments. The Form Teacher will facilitate this meeting.
- 12.5 In the Spring Term there will be the opportunity for parents to meet directly with their son's subject teachers
- 12.6 As part of the school's provision for boys who underachieve, parents will be requested to visit the school and discuss possible solutions to the problem.
- 12.7 Underachieving boys will also be placed on daily report. In these circumstances staff will be requested to provide a report on the boy concerned. This report is issued by the Head of House and completed by subject teachers at the end of each lesson. The report is shown to parents by the boy, signed and then returned to the Head of House to be counter signed. This process is repeated on a daily basis for the duration of the period the boy has been placed on report. Boys can also be placed on daily report for misbehaviour, poor attendance/punctuality/work, etc.
- 12.8 Reports to parents/guardians will include the following information:
- Behaviour
 - Enterprise Skills
 - Effort
 - 'Own work'
 - Grade/Level
 - Whether they are on target or not
 - Attendance
 - Reading Age
 - Conduct and House Points
- 12.9 Form Tutors will write pastoral comments about the boys in their form – behaviour, attitude, attendance, punctuality, co-curricular involvement etc in the full report in the Summer Term.
- 12.10 A statement bank of comments will be used by departments for the Autumn Term report. These statements will be created by heads of department.
- 12.11 To ensure full written reports are of a high quality and fit for purpose these will be proofread.
- 12.12 A Focus Group made up of parents, boys and staff to discuss ways of improving reports will be formed every year.

13. RECORDS

- 13.1 Records form the basis of identifying boys' achievements in relation to the attainment targets and statements.
- 13.2 Records help inform the planning of future work. The style selected for recording this information must be standardised within the department or faculty.
- 13.3 The selection and retention of evidence is essential in ensuring that boys' achievements are recognised and used to assist progress.
- 13.4 It is not practical or desirable that all evidence should be retained. As a general rule staff must ensure that evidence exists to demonstrate competence at the highest level an individual has recorded in any attainment target.
- 13.5 At KS3 a range of evidence must be collected in a standardisation portfolio so that the 'best fit' Level for individual pupils can be determined at the end of a key stage'.
 - 13.5.1 The evidence should be drawn from a range of classes within Year 9 and may also include work from Years 7 & 8 in order to reflect the teaching and assessment across the department.
 - 13.5.2 Evidence should show performance at the different level descriptions 1-9
 - 13.5.3 Teacher commentaries will need to be sufficiently detailed to convey the subject department's understanding of standards to the external moderators.
 - 13.5.4 Comments must make clearly stated links between the characteristics of attainment shown in boys' work and the relevant level descriptors.
- 13.6 All teachers are expected to record formative and summative assessment information in line with departmental policies. The information recorded should include the assessment of classwork, 'own work' and work produced under test conditions.
- 13.7 All teachers are requested to record Progress Levels/ Grades for all boys they teach once per term using the school's MIS.
- 13.8 It is the responsibility of Heads of Departments to ensure that all members of their department are familiar with the general requirements outlined above and are directed to subject specific guidance.
- 13.9 Heads of Departments need to ensure access to records of all assessments and knowledge of how to gain access to them.