



THE FULHAM BOYS SCHOOL

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ASSESSMENT RECORDING AND REPORTING POLICY

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POLICY

1. INTRODUCTION

- 1.1 This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it).
- 1.2 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.
- 1.3 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.
- 1.4 We believe:
- 1.4.1 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).
 - 1.4.2 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.
 - 1.4.3 the process should enable all boys to receive the support and intervention they need to maximise their personal achievement.
 - 1.4.4 the process should be structured without being bureaucratic.
 - 1.4.5 information should be reported in a clear and effective manner i.e. records and reports are readily understood by pupils and parents.
- 1.5 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 Sport Targets

- 2.5 Every boy will work towards an End of Year Target in each of his subjects.
- 2.6 The basis for the setting of these targets will be KS2 attainment, baseline data in some subjects and Fischer Family Trust data which focus particularly on the progress made by the top 5% of similar students nationwide.
- 2.7 Where individuals make particularly rapid progress, their targets will be revised upwards in agreement with HODs and SLT.

- 2.8 All boys will know:
 - 2.8.1 the grade they are currently working at
 - 2.8.2 their End of Year Target Grade
 - 2.8.3 what they need to do to improve
 - 2.8.4 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 and the data manager 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 twice per year.
- 4.2 Boys in Years 11 and 13 will sit their “mock” examinations in line with the ARR calendar
- 4.3 A timetable of examinations will be published as part of the school ARR calendar.

5. School Data System

- 5.1 Go4Schools will facilitate the effective use of assessment data across the curriculum.
- 5.2 Teachers and leaders will have ready access to 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 and Go4Schools.
- 5.4 Information management system and Go4Schools 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 Go4Schools 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 Go4Schools.

6. REPORTING

6.1 Reporting to parents is achieved through:

- 6.1.1 Progress reports (twice per year)
- 6.1.2 Parents' Consultations
- 6.1.3 Cause 4 Concern Evening
- 6.1.4 Meetings with individual parents as required

6.2 Parents will receive 2 reports every year outlining progress being made.

6.3 Personal Enterprise 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 twice a year. These will be booked using CHQ, an online booking system.

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

PROCEDURE

7. TRACKING

7.1 Pupil progress is monitored through affective assessment as outlined in the ARR calendar. This includes internal examinations and in-class assessment.

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 standardised assessment tasks 6 times per year in line with the ARR calendar, which enables pupil progress to be tracked on a half-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 half term.

7.5 Movement between sets/classes 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 Departments to use sub levels (High, Secure, Low) to track progress more closely and set/band pupils more accurately where appropriate.

7.8 All teachers use live markbooks and the seating plan module on Go4Schools to track ALN, HAP, EAL, LAC, PP and FSM pupils.

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

7.10 Boys are responsible for tracking their own progress through a tracking sheet on the front of their books.

7.11 Boys will complete reflection activities in class after each assessment. This will help them identify what they can do and what they need to work on to improve.

7.12 Subject teachers need to be able to confidently evidence the level that they have given

8. ROLES AND RESPONSIBILITIES

8.1 SLT

- 8.1.1 Oversight of assessment data will be maintained by a member of the Senior Leadership Team who will:
 - 8.1.1.1 monitor the reliability of data provided by departments and individuals within the department and the relative performance of departments
 - 8.1.1.2 advise and support departments on renewing their assessment procedures
 - 8.1.1.3 designate staff training within and across departments for internal standardisation and moderation
 - 8.1.1.4 work with the data manager to identify students who are underachieving after each data entry point.
 - 8.1.1.5 work with and direct the work of the data manager. .
- 8.1.2 SLT as a whole will be involved in monitoring in a number of ways:
 - 8.1.2.1 classroom observations
 - 8.1.2.2 attending meetings of those departments they have individual responsibility for
 - 8.1.2.3 reviewing minutes of departmental meetings
 - 8.1.2.4 discussing the findings of the examiners / external moderator's report with Heads of Departments they line manage.
 - 8.1.2.5 Cause for Concern evenings and other necessary interventions.

8.2 Heads of Departments

- 8.2.1 Heads of Departments ensure assessments are clearly shown within programmes of study.
- 8.2.2 Heads of Departments ensure assessments are outlined on the FBS Assessment Map.
- 8.2.3 Heads of Departments ensure Go4Schools markbooks are set up and used for all in-class and exam based assessments.
- 8.2.4 Heads of Departments ensure their department meet formally several times per half-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.
- 8.2.5 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.
- 8.2.6 Where directed by SLT, Heads of Department will meet with underachieving boys and their parents at Cause for Concern evenings.
- 8.2.7 Heads of Departments are responsible for ensuring consistency in levelling across their department.

- 8.2.8 Heads of Departments prepare exam analysis (template provided by SLT); as part of their analysis they compare the progress of groups of boys.
- 8.2.9 Self-assessment and peer-assessment need to be planned into Programmes of Study.

8.3 Heads of House

- 8.3.1
- 8.3.2 Heads of Houses to analyse progress results of each year group every term to highlight boys in their House who are underachieving.
- 8.3.3 Where directed by SLT, Heads of House will meet with underachieving boys and their parents at Cause for Concern evenings and may coordinate interventions for certain boys / groups of boys.

8.4 Subject teachers

- 8.4.1 Subject teachers have access to the following via their Go4Schools seating plans and marksheets:
 - 8.4.1.1 Prior attainment band HPA, MPA, LPA, NPA.
 - 8.4.1.2 Previous attainment levels for years at FBS
 - 8.4.1.3 SEN, HAP, LAC, FSM, demographic and PP information
 - 8.4.1.4 Target Levels/Grades for their subject.
- 8.4.2 Subject teachers' record assessment marks in the Go4Schools markbooks after each assessment.
- 8.4.3 Ensure boys have in their books/electronic device a recording sheet with their their marks in assessments and their progress levels
- 8.4.4 Ensure reflection sheets are completed after each assessment.
- 8.4.5 Self-assessment and peer-assessment opportunities need to be planned into lessons.

8.5 Form Tutors

- 8.5.1 Form Tutors will monitor boys in their tutor group in conjunction with the Head of House.
- 8.5.2 Form Tutor meets with all boys in their tutor group during Personal Enterprise Day
- 8.5.3 Boys who are underachieving in multiple subjects are monitored closely by their Form Tutor.

9. STANDARDISATION AND MODERATION

- 9.1 Departments will be required to provide an outline of all the assessments they use to level each term via the FBS assessment map.
- 9.2
- 9.3 Departmental Standardisation and Moderation meeting will be held at least termly.
- 9.4 The purpose of standardisation meetings should be to use samples of work to confirm teachers' agreement on the *characteristics* of a level.

- 9.5 The purpose of moderation meetings is to decide upon a 'best fit' judgement on an individual's **Level** of attainment.
- 9.6 Small departments or those with limited examiner / moderator experience to ensure Departmental Standardisation and Moderation meetings take place with outstanding boys and girls schools at least once a year.

10. REPORTING

- 10.1 Instructions and deadlines 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.
- 10.2 The internet will provide connectivity with the home. Parents will be able to access progress and attendance data via parental portal in line with the reporting schedule . Parents will also be able to access the ownwork set and completed via Google Classroom. In cases where the internet is not in the homes the school will support those families.
- 10.3 Early intervention will prevent problems occurring later. Regular feedback is key for both the teacher and the learner.
- 10.4 In the Autumn and Spring Terms there will be the opportunity for parents to meet directly with their son's subject teachers through Parent Consultation afternoons.
- 10.5 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 during Cause for Concern evening or as invited by their son's form teacher or Head of House
- 10.6 Underachieving boys will also be placed on a daily report card. This report is issued by the Head of House / SLT 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 / SLT 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.
- 10.7 Reports will be published to parents/guardians twice per year. They will include progress and attainment data, End of Year Target Grades, effort, enterprise, ownwork and behaviour grading.

11. RECORDS

- 11.1 All assessment data will be stored in marksheets on the schools data management system; Go4Schools
- 11.2 Internal examinations and records of NEAs should be stored until a year after that key stage has ended..
- 11.3 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.

- 11.4 All teachers are requested to record Progress Levels/ Grades for all boys they teach at least once per half term, in line with the ARR calendar using the school's data management system; Go4Schools.
- 11.5 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.
- 11.6 Heads of Departments need to ensure access to records of all assessments and knowledge of how to gain access to them.