



Assessment and Reporting Policy

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Assessment Overview:

At UCC we aim to carry out assessments that are reliable and valid. We recognise that a student's performance on one particular assessment may be affected by many different factors therefore we believe that valid conclusions about student's progress can only be drawn from a series of reliable assessments. To be reliable, assessments need to go through a process of moderation and standardisation within departments. The aim of this is to ensure that a "test" will receive the same judgement independent of the person marking it.

Validity refers to how accurately a conclusion, measurement, or concept corresponds to what is being tested.

Reliability is the degree to which an **assessment** tool produces stable and consistent results.

- A **valid judgement** about student progress is made after a series of **reliable assessments**.
- A **reliable assessment** is one which has gone through a **moderation process**.

Departmental Autonomy

It is important that departments are not tied to a certain style of assessment; the best way to assess a student in maths will be entirely different for drama. We therefore do not prescribe the types of assessment carried out in subject areas, nor do we dictate when assessments should take place; this is to be decided by the department teams in the school. However, when summative assessments are being used to make judgements about progress then they must adhere to the principles of validity and reliability set out above.

Formative Assessment

The purpose of Formative Assessment is to inform the student how best to proceed with their learning. This is given in the form of feedback and dealt with in a separate policy (Feedback for Learning Policy). However, formative assessment can also be used in the context of building a broad picture of student progress alongside summative assessment. This formative feedback will inform the Learning Targets set for students; see Reporting below.

The Role of Go4Schools

The results of the summative assessment which inform judgements on progress are recorded in Go4Schools. Go 4 Schools enables a transparent approach to the assessment data we record for students. This allows colleagues to easily compare their students' assessment data across other teaching groups, whilst also providing greater opportunities for more regular and robust assessment moderation across all subject areas. College leaders are able to effectively monitor the progress of students in all subjects and year groups.

Reporting: Overview

At UCC we report 3 times a year for each year group.

At **Key Stage 3** each subject report consists of an Attitude to Learning statement, Progress statement and Learning Targets. For year 7 the first report will only consist of Attitude to learning and Learning targets.

At **Key Stage 4** each subject report consists of Attitude to Learning statement, Projected Grade and Learning Targets.

A Projected Grade is the teacher's professional estimate of the final GCSE that will be achieved by the student, given current effort and progress.

The Role of STEPs and Reporting Progress

The Key Stage 3 curriculum is underpinned by our STEPS assessment framework. The STEPS framework forms a criteria based set of competencies, spanning the knowledge, understanding and skills required in each subject which become incrementally more challenging.

The assessment purposes of STEPS are:

- to enable teachers to provide formative feedback to students so they can improve their work and progress in their learning
- to make summative judgements of student progress, based on a range of assessed pieces of work

STEPS assessment judgements are not given to students on individual pieces of work because we want students to focus on how to progress in their learning rather than focussing on a number.

STEPS are not sent home on reports because we want students and parents to focus on learning targets rather than a STEPS grade.

How do we track and report progress?

In order to make judgements about progress students are banded into 3 groups; high, middle and low prior attainment. This is based on KS2 performance in English and Maths. Other subjects use Family Fischer Trust targets, plus professional judgements to band students.

- For each band there is a 'progress pathway' which outlines expected levels of progress across KS3.
- At each reporting point, teachers will make summative judgements, as outlined in the Assessment Overview.

		Year 7	Year 8	Year 9	
		STEP 6			GCSE Target Band 7-9
		STEP 5			GCSE Target Band 5-7
KS 2 Score	UCC BAND	STEP 4			GCSE Target Band 4-5
Reading 120-109	A	STEP 3			
Maths 120-107		STEP 2			
108-95	B	STEP 1			
106-97					
94 – 80	C				
96-80					

Teachers can choose from 4 statements to describe progress:

- Progress is excellent
- Progress is good and in line with our expectations
- Progress is becoming a concern and slightly below our expectations
- Progress is a concern and below our expectations

At UCC we do not want to label students, nor do we want to place a ‘cap’ on what they can achieve. We believe that when used incorrectly, sometimes a flight path can become a self-fulfilling prophecy for a young person and this can limit their achievement.

We have taken elements of the Growth Mindset work from Dr Carol Dweck to inform our thinking and our approach to student progress. Therefore we do not overtly share our progress pathways with students or their parents, we merely use it as a framework from which to base our decisions on the progress students are making against their prior attainment.

Critical to all of this however, is teacher professional judgement. We trust our teachers’ professionalism to make accurate and evidence informed assessment judgements about student progress. As a school we are committed to knowing our students really well, learning about their individual needs, strengths and areas to develop and then using this knowledge of our students to guide our decisions about their progress against our assessment principles and our STEPS framework.

Learning Targets

Learning Targets direct the student to the next steps in their learning. These targets should have a direct connection to the regular formative feedback being given to students.

An effective learning target will...

- Direct the student
- Be achievable
- Be specific in terms of learning, terminology and personal to the student
- Consider audience – students and parents
- Be encouraging

Learning targets should use an imperative sentence structure for example:

- Ensure that you can explain accurately how the human body responds to intense physical activity.
- Continue to complete Corbett 5-a-day maths tasks every week with a particular focus on algebra.
- Consider using revision cards to summarise notes on the Rise of Hitler.
- Practise writing 90 essential vocabulary words and test yourself on your ability to recall them accurately.
- Develop your use of linguistic devices in your fiction and non-fiction writing including the use of more varied vocabulary and punctuation.
- Review work on graphing functions which are defined over different domains and rearranging difficult equations.
- Use technical language when answering questions. Use terms, ideas and concepts from the specifications.
- Continue the positive approach in lessons, ensuring that you keep asking questions to consolidate understanding. Revisit the more challenging topic areas to maintain your good progress.

More Examples:

To use a wide range of linguistic devices for effect.

Should be... Use a wide range of linguistic devices for effect.

Try to contribute more by asking questions to improve your confidence and understanding.

Aim to put your hand up to answer at least one question each lesson.

Should be... Contribute more by asking questions to improve your confidence and understanding. Aim to put your hand up to answer at least one question each lesson.