



## 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, Year Group Expectation judgement 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.

## Year Group Expectations

We believe knowledge and understanding form the building blocks for successful learning. Therefore knowledge and understanding is taught explicitly to students so they can apply them skilfully within a variety of contexts

Each subject sets out Year Group Expectations which are taught through the curriculum. The Year Group Expectations form the content within the Schemes of Learning in each subject. Year Group Expectations include:

- **the facts** that all students in a year group should know,
- the **key concepts** students should understand,
- what **skilful application** of this knowledge and understanding looks like.

This set of knowledge, understanding and skills defines what student will be expected to master for each subject in each year group. Simply put, this is what is taught in each year. If a student is able to demonstrate, through a series of valid and reliable assessments, and through the teacher's professional judgement of their overall performance, that they have acquired the expected knowledge, understanding and skills from the curriculum, then they are deemed to be ***meeting the Year Group Expectation***.

This is the expectation but it is acknowledged that some students will not master all the aspects of the curriculum for a particular year group/subject; these students are judged to be ***working towards the Year Group Expectation in that subject***.

It is also acknowledged that some students may be ***working beyond the Year Group Expectation*** in that subject.

These judgements are made by using the assessment methodology set out in the previous section and reported to parents 3 times a year.

If a student masters all the knowledge, understanding and skills throughout Key Stage 3, **meeting all year group expectations**, they are *GCSE ready*; meaning they can target a grade 6 or above in that subject.

### Target Setting

Students are not set targets in KS3 or KS4 at UCC. We believe that labelling a student with a target grade (that is generated from KS2 English and Maths) can detrimentally affect the mindset of a student and potentially place a 'cap' on what they can achieve. We want all our students to be aspirational and for all our teachers to be highly ambitious for what UCC students can achieve. We expect our teachers to 'teach to the top' and set the bar of expectation at a high level in all of their classes. By not setting targets we expect students to constantly strive to improve in each subject and to use the formative feedback they receive from their teachers to move their learning forwards incrementally each day.

In Key Stage 4, when students study GCSE qualifications, from the Spring Term report in Year 10, teachers will give an indication, based on valid and reliable assessments, as well as their professional judgement, on what each student is *likely* to achieve in their GCSE examination. This will be expressed in a grade band format (e.g. Grades 5-7, or Grades 7-9) and using the terminology '*if (student name) continues to work in this way, they are likely to achieve within the grade band 5-7 at GCSE.*'

### 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.

