



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 our separate Feedback for Learning guidance. 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 Bromcom

The results of the summative assessment which inform judgements on progress are recorded in **Bromcom**. **Bromcom** 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 and Behaviour for Learning statement, Year Group Expectation judgement and Learning Targets. For year 7 the first report will only consist of Behaviour for Learning and Learning targets.

At Key Stage 4 each subject report consists of Behaviour for 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 students 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.

Example of KS3 Report:

Name: Terry Brownie Tutor Group: 9FG

Subject*	Teacher	Progress towards year group expectations	Behaviour for Learning	Learning target
English	Mrs L Reynolds	Meeting	Receptive	Ensure writing includes a range of sentence types, sophisticated punctuation and more linguistic devices. Develop depth of analysis exploring critically writer's intentions, methods and links to context.
Mathematics	Mrs A Martin	Working towards	Resistant	As we start studying the GCSE Maths content, ensure you keep your notes and examples organised and well-presented. This will help you with revision in the future. Continue the positive approach in lessons, ensuring that you keep asking questions to consolidate understanding. Revisit the more challenging topic areas to maintain your excellent progress.
Science	Mrs T Wint	Working beyond	Ambitious	Learn the content of each topic taught, use any knowledge organisers as well as the activities on the BBC Bitesize KS4 website. Use key words correctly when describing scientific concepts
Design and technology	Mr J Davis	Meeting	Active	You have produced some good models this year and followed the brief. Find ways to improve your assessment by pushing your ideas further. A well-presented booklet that showed concentration on the tasks this term.
Computer Science	Ms S Toogood	Meeting	Active	Continue creating revision notes on how computers need to be able to store programs and data when the power is switched off. Create further revision notes on how secondary storage is used to hold data and programs when the computer is not in use.
Drama	Mrs A Perkins	Meeting	Active	Demonstrate more independence in your learning by completing tasks with focus and initiative.
Geography	Mr L Redmond	Working towards	Receptive	Focus on learning your keywords and ensure you can give full and detailed definitions for each. These can easily be found on BBC Bitesize or in the index of the textbooks. Contribute more in lesson to boost your conceptual knowledge and understanding. Getting it right or wrong is a part of learning, having a go is the most important part to build and grow as a geographer.
History	Mrs K Rodgers	Meeting	Active	Work on your Point, Evidence, Explain questions by; directly linking back to the question and using detailed contextual knowledge as evidence in your answer. Make sure you make a clear point at the start of each paragraph.

French	Miss Z Frayne	Working beyond	Ambitious	Check back in your notes to help you ensure tense formation is accurate. Ensure you focus on completing work in class rather than chatting.
Physical Education	Mr D Laywood	Working beyond	Ambitious	Continue to demonstrate an exemplary attitude to learning in all lessons. Maintain current levels of effort and focus to ensure further progress in upcoming units of work. Continue to respond to teacher and peer feedback in lessons and work hard to make improvements to skill and performance levels.
Music	Ms C Nicklin	Working beyond	Ambitious	Continue to enhance your musical experience by listening to a variety of styles and genres of music through the medium of radio.

*Click for link for the curriculum map for each subject.

Behaviour for Learning

We expect everyone at UCC to be ready for school and ready to learn. We expect everyone to be respectful to those around them and the school environment. We expect everyone to be responsible for themselves, their actions and their behaviours. These expectations are underpinned by a rewards and consequences system where house points are awarded as rewards and consequences issued for not meeting our expectations.

To achieve a Behaviour for Learning descriptor, a student must display at least four of the listed criteria.

Behaviour for Learning descriptor	How can you support your child?
<p>Ambitious</p> <ul style="list-style-type: none"> ▪ Fully prepared, on time and equipped to face all learning challenges. ▪ Completes independent work and homework. ▪ Actively seeks out feedback and improve work. ▪ Takes lesson content further and shows initiative. ▪ Offers new ideas. ▪ Takes control of their own learning. ▪ Always willing to discuss and answer questions. ▪ Asks relevant, thought-provoking questions. ▪ Supports the learning of others. 	<ul style="list-style-type: none"> ▪ Enable creativity e.g. projects on areas that interest them, such as photography of their local area, writing short stories, choreographing a dance. ▪ Explore the world with them: visit museums, art galleries, get out in nature. Discuss what you see. ▪ Discuss aspirations and set ambitious goals together. ▪ Encourage resilience; when they fail, try again. Watch, read, and discuss the news together to promote critical thinking and link their learning to the wider world. ▪ <i>Link to enrichment site on website</i>
<p>Active</p> <ul style="list-style-type: none"> ▪ Fully prepared, on time and equipped to face all learning challenges. ▪ Completes independent work and homework. ▪ Thinking and engaging with class activities. ▪ Responds positively to feedback and their work improves. ▪ Shows they are actively listening to their teacher and their peers. ▪ Always willing to discuss and answer questions. ▪ Seeks clarification when unsure. 	<ul style="list-style-type: none"> ▪ Encourage your child to attend a range of extracurricular activities. ▪ Ask your child open-ended questions about what they are studying in school. ▪ Discuss aspirations and set ambitious goals together. ▪ Encourage resilience; when they fail, try again. ▪ Encourage regular reading and writing of different types of texts, both fiction and non-fiction. ▪ Watch, read, and discuss the news together to promote critical thinking and link their learning to the wider world.
<p>Receptive</p> <ul style="list-style-type: none"> ▪ Fully equipped and on time. ▪ Completes teacher-set homework. ▪ Does not actively seek to contribute in lessons, but answers questions when asked. ▪ Work is completed, but not always to the best of their ability. ▪ Needs prompting to develop and improve their work. ▪ Doesn't seek clarification when unsure. 	<ul style="list-style-type: none"> ▪ Relate daily life to a range of subjects: mental maths when shopping, reading a map when travelling etc. ▪ Ask your child about what they are studying in school and what questions they answered. ▪ Encourage regular reading by having reading material and let your child see you reading them. ▪ Ask to see your child's schoolwork regularly. ▪ Discuss aspirations and the importance of education. ▪ Communicate with your child's teachers about their progress and ways to improve.
<p>Resistant</p> <ul style="list-style-type: none"> ▪ Is not fully prepared, equipped or on time. ▪ Needs many prompts to start and complete work. ▪ Work is often incomplete, including homework. ▪ Distracts the learning of others. ▪ Does not always follow instructions. ▪ Does not actively participate in lessons. ▪ Often gives up when asked a question. ▪ Contact home has been made about behaviour for learning. 	<ul style="list-style-type: none"> ▪ Have a copy of your child's timetable and help them to organise their equipment the night before. ▪ Encourage a healthy lifestyle quality sleep, exercise, time away from screens, avoid sugary drinks etc. ▪ Have a routine and quiet space for homework. Discuss aspirations and the importance of education. ▪ If your child is on report, monitor it daily and have regular conversations with them, their tutor and Head of Year. Reward your child for a positive report.

