



Durham High School

Assessment, Reporting and Recording Policy

This policy applies to the Senior Department and is published to parents and pupils

Reviewed: September 2022
Next review: September 2023

This policy should be read in conjunction with: Senior Department Assessment and Reporting Calendar; Senior Department Marking and Feedback Policy; Rewards Policy; Teaching and Learning Policy.

At Durham High School we see assessment as an integral part of teaching and learning. By using a variety of assessment procedures valuable feedback is provided to pupils, parents, teachers and governors. This informs of progress thus far and identifies areas for future individual and whole class target setting, and teaching, which, in turn, increases levels of achievement.

In line with the School aims of, 'developing the potential of every pupil in all areas of their life', and 'encouraging academic excellence and a life-long love of learning', all assessment processes aim to provide each pupil with the tools for developing herself into a confident, articulate and creative learner, able to self-reflect and think independently when working alone or with others. This is achieved by using a range of appropriate assessment methods within and across all subjects.

There are two main types of assessment: formative, assessment for learning, which provides a regular assessment of each pupil's needs to inform teaching and learning and; and summative, assessment of learning, which assesses a pupil's progress.

Senior Department Assessment System

In Senior Department, 'Current Attainment' and/or 'Effort Grades' are reported to pupils and parents each half-term (except in half-terms where formal examinations take place) throughout Years 7 to 13 via 'Grades Sheets'.

In Years 7, 8 and 9, Current Attainment Grades are tracked against MIDYIS baseline data. Pupils do set themselves target grades in subjects as appropriate, but these are not formalised and not reported to parents.

In Years 10 and 11, Current Attainment Grades are tracked against 'Target Grades' that are based on baseline line YELLIS data. Target Grades are reported to parents throughout Year 11.

MIDYIS and YELLIS data is for internal use only but is available to parents on request.

In the Sixth Form Current Attainment Grades are tracked against Target Grades that are based on baseline ALIS data; ALIS data is shared with pupils and parents at the start of the Lower Sixth to give a realistic understanding of the potential each pupil has in each subject, as well as an appreciation of the chances graphs and most likely grade to be achieved at A Level.

Current Attainment Grades reflect the current overall level of achievement in a subject i.e. everything done throughout the half-term including examination/assessment tests, class work and homework.

In Key Stage 3 Attainment Grades may take the following values:
+ / = / - as mapped against the MIDYIS baseline grade.

At GCSE the following grades are used:
9, 9-, 8+, 8, 8-, 7+, 7, 7-, 6+, 6, 6-, 5+, 5, 5-, 4+, 4, 4-, 3+, 3, etc.

In L6 the following grades are used:
A, A/B, B/A, B, B/C, C/B, C, C/D, D/C, D, D/E, E/D, E

In U6, the grades are the same as for L6 with the addition of A*, A*/A and A/A*.
These grades are then tracked across the year and each Grades Sheet shows all previous half-termly grades in any academic year.

Pupil Effort Grades are awarded as "always, usually or occasionally" under the following headings:

- Fully Equipped and punctual to lessons.
- Focused and engaged in lessons.
- Actively participates in lessons.
- Homework completed and on time.
- Takes responsibility for own learning and responds to feedback.

All staff work to a detailed Assessment and Reporting Calendar which gives dates and deadlines for inputting Attainment and Effort Grades into SIMS in relation to when Grades Sheets and Full Reports are published. Parents are sent a simplified version of the same Assessment and Reporting Calendar at the beginning of each academic year. The Calendar is also available on the School website.

At each grades collection, summary spreadsheets of Current Attainment Grades and/or Effort Grades are produced in SIMS, for Heads of Year in particular to use to track and monitor current and past performance of pupils. All staff have SIMS access to these summary spreadsheets. Heads of Year will pick up any patterns or dips in performance and address any issues with pupils and parents and the Senior Deputy Head as they arise.

All Year groups have one full written report each year, at a time appropriate and at least one and sometimes two parents' evenings - *see the Assessment and Reporting Calendar for further details.*

Department Assessment Practice

We acknowledge that subjects are different and that departments will work in different ways according to subject criteria so, as long as the assessment methods are clearly justifiable within a department's assessment policy, a variety of assessment methods can be used, including: tests, pupil self-assessment, practical work, oral presentation, extended project work, coursework, past examination papers, homework and continuous assessment of classroom-based tasks. National Curriculum assessment guidelines may be followed if appropriate.

Regardless of the type of assessment, there must be a shared understanding between pupils and teachers of the criteria which will be used in each type of assessment in each subject. All assessment methods must be transparent, positive and clearly understood. It is up to each Head of Department to ensure that appropriate assessment methods are in place for their subject, that they are applied consistently by all staff within their department and that the pupils are informed of the assessment criteria.

Assessment should be a mixture of marks, grades and comments, as appropriate to the subject, with comments being constructive, informing pupils of what they need to do for future learning and to develop a deeper understanding of learning objectives. Learning objectives must be made clear to pupils at the start of each lesson and what learning outcomes are required for the assessment of the learning objective to take place at the end of the lesson or series of lessons.

Pupils should be taught the skills of self-assessment within each subject whenever the opportunity arises. Pupils should be encouraged to develop assessment techniques which help to recognise their strengths and weaknesses through target setting and self-reflection – *see Teaching and Learning Policy.*

Whilst Heads of Department are free to set their own department assessment practice, it must feed into overall Senior Department assessment practice and follow this overarching policy. Each department must have its own Assessment and Recording Policy which must be reviewed annually and passed to the SLT line manager at the start of each academic year. To ensure consistency in practice, Heads of Department are asked to regularly put assessment, marking and recording on departmental agendas so that discussions can be had amongst staff about how attainment and effort grades are awarded. All staff must realise that consistency of practice within a department is paramount for the ultimate success of department assessment practice

and hence School assessment practice. Consistency of practice will also be monitored by HoYs and SLT.

Key department assessments should be kept centrally in some way and tracking of assessment must be clear and concise. Recording of assessments must not be too onerous and must not adversely affect teaching and learning. Heads of Department are required to monitor what is recorded and to ensure consistency in recording across subject staff. Heads of Department are also responsible for ensuring previous assessment information is passed on to new teachers in a clear and informative way.

Teachers should keep a personal mark book (either hard copy or electronic format) and log certain assessment marks and grades according to department marking and assessment policy. The frequency of how often marks are recorded is set out in department policy but Heads of Department must ensure that at least one mark per half-term is recorded by every member of staff, depending on the nature of the subject and that overall enough data is recorded to enable sound judgements to be made when reporting half-termly Effort and Attainment Grades to parents in line with the Senior Department Assessment and Reporting Calendar.

Special Educational Needs and Disabilities

Pupils with SEND must be able to access the full curriculum. Heads of Department and individual subject teachers must ensure that the assessment processes within their subject are inclusive and take into account any individual special need.