

# THE ASTLEY COOPER SCHOOL



## WHOLE SCHOOL ASSESSMENT AND REPORTING POLICY

**Updated July 2019**

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## Assessment and Reporting Policy 2019-2020

The primary purpose of assessment is to **improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides**. At The Astley Cooper School we strive to ensure that for all assessments, the knowledge or skills being assessed, are central to what the student needs to understand in order to reach their end point and/or succeed in the next topic.

**The content of any assessment needs to produce meaningful data that is useful and useable at teacher/pupil level to inform short and long term planning.**

### KS3 Assessment

During KS3 all subject areas plan and conduct assessments at key points identified within their curriculum maps. The timings and frequency of assessments varies across the subject areas to ensure knowledge and/or skills are checked and addressed at pivotal points.

The outcomes of student assessments are measured against grade descriptors. These are used at teacher/pupil level to identify what the student has done well in and what they need to focus on in order to improve further.

Whole school KS3 data is collected twice during the academic year. This is an average of the grades achieved within each subject area at that point.

Students' attainment is compared to estimated pathways from Year 6 to each KS4 target grade. The school uses Fisher Family Trust Aspire (FFT Aspire) as a data tool to calculate and provide individual End of Year KS4 Target Grades for students in all subjects. It is important to recognise that it is not possible to accurately predict GCSE grades for students and targets are regularly reviewed to ensure students remain challenged and motivated to achieve their full potential.

Progress towards targets is reported to parents using the following terminology.

Developing	The student is working towards the standard of knowledge, skills and understanding expected for their personalised flight path
Secure	The student is working at the standard of knowledge, skills and understanding expected for their personalised flight path
Exceeding	The student is advancing beyond the standard of knowledge, skills and understanding expected for their personalised flight path

### Key Stage 4 and Key Stage 5 Assessment

During Key Stage 4 and 5, all subject areas continue to plan and conduct assessments at key points within their curriculum. In addition students will also complete two formal sessions of examinations based on standardised assessment material with published mark schemes. Assessment grades must be a combination of the results of those standardised tests, weighted correctly with any controlled assessment/coursework.

***All Key Stage 4 and 5 whole school assessment data must be cumulative and reflect the whole of the course and not just the last unit of work.***

At Key Stage 4 student reports will show their GCSE targets for all subjects studied, current attainment grades and a teacher judged predicted grade, which is the likely grade to be achieved based on current progress and overall attitude to learning.

## Attitude to Learning

At Key Stages 3 and 4 all students will be assessed on their attitude to learning across three main areas: Classwork, Homework and Behaviour. This data is reported to parents twice yearly. In addition, attitude to learning data is collected at other points throughout the year and is used by Heads of Year and Subject Leaders to support them in identifying and addressing emerging individual needs. The following chart defines the higher standard we want all students to aim for. We believe that great learning happens when students challenge themselves to work hard and aim high.

	<b>Classwork/Effort</b>	<b>Homework</b>	<b>Behaviour</b>
<b>Excellent</b>	Displays high levels of enthusiasm for learning. Is an independent learner. Shows great resilience, and perseveres with all challenges, even when they are difficult.	Manages their time and work effectively, completing homework to an excellent standard. Responds positively to additional optional challenge tasks.	Consistently displays exemplary behaviour. Actively participates in the lesson and is fully engaged and focused. Always arrives to lessons well equipped for learning (with appropriate equipment/kit/books)
<b>Good</b>	Is motivated to learn and make the most of every opportunity. Asks questions to extend his/her learning. Shows the ability to work independently.	Organises time effectively and meets all deadlines. Completes homework to a good standard.	Consistently displays a positive attitude in lessons. Their good behaviours supports their effective learning. Always arrives to lessons well equipped for learning (with appropriate equipment/kit/books)
<b>Coasting</b>	Often lacks the motivation to learn. Can be reluctant to participate. Has a tendency to give up easily.	Homework is completed to a satisfactory standard although not all deadlines are met.	Although behaviour can be good it is inconsistent. Sometimes arrives to lessons unprepared to learn (without appropriate equipment/kit/books)
<b>Unsatisfactory</b>	Shows little interest in improving his/her understanding of the subject. Quickly put off by failure Has a 'can't do' attitude and is reluctant in responding to teacher support.	Rarely completes homework. Homework completed is of an unacceptable standard.	Often displays disruptive behaviour, which impacts on learning. Often arrives at lessons ill-prepared to learn (without appropriate equipment/kit/books)

In addition to student attainment, we also report on attendance across all key stages.

Regular attendance at school is vital to help children achieve and get the best possible start in life. Children who frequently miss school often fall behind with their work, and there is a strong link between good school attendance and achieving good results. The table below is our interpretation of a range of attendance percentages and how your child's attendance will be defined in their school report.

**Attendance definitions**

98%+	Excellent
96-97.9%	Good
94-95.9%	Risk of underachievement
Below 93.9%	Very strong risk of underachievement

**Reading age**

In Year 7 and Year 8, we report on current reading age, which is calculated using the Accelerated Reader Programme. This is an ongoing programme that links to the books read by students in their library lessons and their daily tutor led reading time.

Sample Key Stage 3 Progress Grade Report

## Abigail Brown

8CD Form Tutor: Miss Eaton

Rewards	Consequences	Current Reading Age	Attendance	Comment	No. of Late Sessions
531	23	12.01	99.1%	Excellent	1

Subject <i>Teacher</i>	Attainment	Attitude To Learning		
		Behaviour	Classwork	Homework
<b>Art</b> <i>Miss Padam</i>	Developing	Good	Unacceptable	Unacceptable
<b>Computer Science</b> <i>Dr. Ryde</i>	Developing	Good	Coasting	Coasting
<b>Dance</b> <i>Miss Harley</i>	Developing	Good	Coasting	N/A
<b>Drama</b> <i>Mrs Keane</i>	Secure	Good	Good	Good
<b>English</b> <i>Miss Cowell</i>	Developing	Good	Good	Good
<b>Geography</b> <i>Mr. Daddow</i>	Developing	Unacceptable	Coasting	Coasting
<b>History</b> <i>Mr. Bowsher</i>	Developing	Unacceptable	Coasting	Coasting
<b>Mathematics</b> <i>Mrs. Mander</i>	Secure	Good	Coasting	Coasting
<b>MFL</b> <i>Miss Babouri</i>	Exceeding	Good	Coasting	Unacceptable
<b>Music</b> <i>Mr. O'Grady</i>	Exceeding	Good	Good	Good
<b>PE</b> <i>Miss East</i>	Exceeding	Excellent	Excellent	Excellent
<b>PRE</b> <i>Mr. Burnaby</i>	Secure	Excellent	Excellent	Excellent
<b>Science</b> <i>Mr. Baker</i>	Secure	Good	Good	Good
<b>Technology</b> <i>Mr. Elliott</i>	Secure	Good	Excellent	Excellent

# Thomas Smith

11MG Form Tutor: Mr Gatenby

DATE March 2019

Attendance	Comment	No. of Late Sessions	Unauthorised Absence	Authorised Absence
94.1%	Risk of underachievement	3	0	0

Subject	Target Grade	Mock Grade	Predicted Grade	Attitude To Learning		
				Behaviour	Classwork	Homework
<b>Art</b> <i>Miss Padam</i>	6	5	7	Good	Good	Good
<b>Computer Science</b> <i>Dr Ryde</i>	6	4	5	Unsatisfactory	Coasting	Unsatisfactory
<b>Dance</b> <i>Miss Harley</i>	7	5	7	Good	Coasting	Good
<b>Drama</b> <i>Mrs Keane</i>	7	5	7	Good	Good	Unsatisfactory
<b>English</b> <i>Miss Cowell</i>	5	5	5	Good	Good	Good
<b>Geography</b> <i>Mr Daddow</i>	5	5	6	Good	Coasting	Coasting
<b>Mathematics</b> <i>Mrs Mander</i>	6	4	5	Unsatisfactory	Coasting	Unsatisfactory
<b>Spanish</b> <i>Miss Babouri</i>	6	4	6	Good	Coasting	Coasting
<b>PE</b> <i>Miss East</i>	6	5	7	Excellent	Excellent	Good
<b>Science</b> <i>Mr Baker</i>	6	5	6	Good	Good	Good
<b>Technology</b> <i>Mr Elliott</i>	6	5	5	Excellent	Excellent	Excellent

## Head Of Year Comment

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## Tutor Comment

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