



Ripon Grammar School

Assessment and Reporting Policy

Rationale

The purpose of assessment is to:

- To provide feedback to students so that they can make progress in their learning.
- Engage students in their learning by setting targets so that they can focus their efforts effectively and make progress in their learning. It is important that students understand the vocabulary pertinent to this assessment.
- Enable teachers to plan appropriate work that will support student learning and enable them to make progress.
- Enable teachers and students to track progress in relation to agreed targets (informed by school and national data).
- Measure student attainment against nationally recognised standards (GCSE and A level grades) to monitor student progress.
- Inform interested parties (SLT, staff, governors, parents, students) of the standards students reach.

The purpose of reporting is to:

- To provide feedback to parents/guardians about the current attainment of their students' progress so that they can make progress in their learning.
- To engage parents/guardians in a dialogue about students and their learning by helping to establish challenging and aspirational targets based on prior attainment.
- To enable leaders, teachers and students to track progress in relation to agreed targets (informed by school and national data).
- To provide an indication of student attainment against nationally recognised standards (GCSE and A level grades) to monitor student progress.

Aims

Ripon Grammar School's Assessment and Reporting policy exists to satisfy two main aims:

1. To provide feedback to students to enable them to reflect and improve on their learning. As a consequence of this feedback, students will be able to attain at least their Benchmark grade in Public Examinations.

2. Assessment also needs to be undertaken to inform the school's reporting system and, as a result, parents as well as the school's monitoring system, to ensure appropriate intervention can be undertaken.

Policy

This policy will inform departmental assessment policies which are to be found in all departmental handbooks. There will be a variety of departmental assessment strategies which reflects the different style and different assessment needs of all curriculum subjects. However, underpinning all policies is the need to provide timely and appropriate feedback to students to enable them to make progress in their learning. Students need to know at what standard they are performing and what they need to do in order to make progress.

Assessment will take many forms and departments will use all of these different types of assessment to differing degrees. There will be a variety of forms of assessment: formative assessment such as self, peer and oral feedback, as well as summative assessment. The type of assessment will also vary according to the key stage and, to ensure that students have greater involvement in their own learning, the school has established a "Purple Pen Policy" for peer and self-assessment. It will be expected that assessment at KS4 and KS5 would provide specific focus on examination preparation and relevant guidance to ensure students can fulfil their potential in external examinations and meet their Benchmark [BM] grades.

Key Stage 3

At KS3, departments are required to assess **at least one piece of work each term** with reference to the national curriculum guidelines for that subject. Students will be assessed according to the content delivered by the department using an array of appropriate methodology.

On the basis of these assessments, teachers will be required to provide an Indicative Attainment Grade [IAG] in relation to GCSE outcomes each term. These assessments will be reported to parents and recorded on a central database that is monitored by the senior leadership team and the Head of Year.

Appropriate descriptors of attainment and progress are shared using language appropriate for students and feedback is given to students regarding their current attainment and how to improve their work. This feedback should be kept by the student in an appropriate place [e.g. progress booklet, exercise book, etc.] and it is expected that teachers will find opportunities during their lessons for students to discuss this feedback after the assessment. The form tutor will be able to discuss appropriate strategies on how to improve across the whole range of subjects studied with the student through meetings/discussions held throughout the year, including those prompted by formal reporting points.

In Year 9, teachers will be provided with updated BM grades, based on students' prior attainment in relation to GCSE outcomes; these can be adjusted based on progress over the first two years. Progress in relation to the BM grade is overseen by the Head of Year, Inclusion Manager and SLT who will put in place appropriate intervention strategies to support students.

Key Stage 4

At KS4, BM grades are established by Deputy Headteacher (Academic) based on prior attainment. Students are then monitored throughout Year 10 and 11 regarding their progress towards their BM grades. Students will be encouraged and supported to ensure they are aware of their strengths and how to make progress towards their BM grades. Monitoring will take the form of formative and summative assessment and data collection is monitored by the senior leadership team. Appropriate intervention, overseen by the Head of Upper School, (and in collaboration with Inclusion Manager, HOD, form tutor and senior leadership team), is designed to support students who are not meeting their BM grades, e.g. mentoring, parental involvement, 1:1 tuition, meeting with headmaster.

Key Stage 5

At KS5, students' BM grades are established by Deputy Headteacher (Academic) and progress is monitored against these grades. Assessment methods have a significant emphasis on examination material. A summative assessment, with appropriate formative assessment, is used prior to external examinations.

Examinations

Each year group has a formal examination or assessment week during the course of the year. This will provide an opportunity for summative assessment which can be used to inform in the reporting system as well as formative assessment through feedback to students. At other points during the year when reporting is required it will be expected that some form of summative assessment will take place prior to a report being written, e.g. a class test.

Frequency of Reporting

Throughout Key Stage 3 [Y7-9] parents will be provided with two interim reports (Autumn/Spring Term) and one full report (Summer Term) each year - details of the contents of these reports are outlined below. In addition, there will be a Parents' Consultation Evening in the Spring Term to allow for a brief verbal update on progress.

Throughout Key Stage 4 [Y10-11] parents will be provided with one interim report (Autumn Term) and one full report (Spring (Y11) or Summer (Y10) Term) each year - details of the contents of these reports are outlined below. In addition, there will be a Parents' Consultation Evening in the Autumn Term (Y11) or Spring Term (Y10) to allow for a brief verbal update on progress.

Throughout Key Stage 5 [Y12-13] parents will be provided with two interim reports (Autumn Term) and one full report (Spring Term) each year - details of the contents of these reports are outlined below. In addition, there will be a Parents' Consultation Evening in the Autumn Term to allow for a brief verbal update on progress.

Benchmark Grade (BM) – all reports from Year 9 will contain a BM.

These grades have been calculated for all students based on the prior attainment.

This grade should be challenging and may be reviewed/changed at key points with consultation but it is calculated according to "what the data suggests". This will be the basis for analysis.

Y7-11: Student lists will contain the usual array of prior attainment data and BM grades will be published separately. This grade will be finalised and published on reports in Year 9 (grades calculated in Year 7 are therefore indicative and will be amended to the latest available data set). A change of BM can occur after the Year 10 November assessments if additional data suggests the BM grade is no longer appropriate (up/down)

GCSE:

- KS2 scores are used to generate a subject-specific grade using FFT estimates, set at the 20th centile (in other words progress in line with top 20%). This should set moderately challenging yet achievable benchmark grades for most students.
- If a student does not have a KS2 score, then their CAT estimates (set at the challenging level) will be used instead.
- For students without either score a benchmark grade will be established once some initial assessment information is available and this will be reviewed carefully.

Sixth Form: All Sixth Form students will be provided with an A Level grade for their BM.

Note: UCAS forecasts will continue to be set in accordance with our current procedures

A Level:

- Average GCSE scores are used to generate a subject-specific grade using latest transition matrices published by DFE; typically these will be two years old, i.e. students will have BM grades set using transition matrices for the previous year's results – these will not be changed at the end of the year routinely.
- If a student does not have an average GCSE score, then a benchmark grade will be established once some initial assessment information is available and this will be reviewed carefully.

Written comments (provided annually)

- The purpose and style of written comments is reviewed throughout the academic year in light of teacher workload and clarity of purpose. The aim is to provide specific feedback to parents about attitude to learning and targets for improvement.

Indicative Attainment Grade (IAG)

Definition: The Indicative Attainment Grade should be allocated according to the evidence produced by the student over the course so far and at a proportionate standard. It should represent the indicative outcome for a student based on the performance of students who were at the same standard in previous years.

- This grade will be on the appropriate A Level/GCSE scale for that subject (A*-U or 9-1) and should be based on the assessed work throughout the reporting point, specifically in relation to the work/activities/skills identified within the department's assessment document.
- Teachers should consider the allocation of IAG based on the portfolio of work produced by the student but more weighting could be given to test scores especially when "past performance" is considered

- It should be an indication of the outcome of the student over the course of that reporting point and, as far as possible, cover the full range of available grades but evidence should be cumulative, especially with regard to key assessments.
- Subjects are encouraged to do some retrospective analysis of the likely outcomes for examinations based on past outcomes of students.

This grade will be used for identification of potential underachievement based on the Benchmark grade, and therefore **must** be based on current evidence. The department’s assessment document should be reviewed annually to ensure accurate information is provided.

Attitude to Learning (AtL)

We recognise that effort and work ethic are key indicators for maximising student progress.

Grade 2 will be deemed as “expected” (with all that that entails). If reporting points are going to provide accurate information to parents and encourage students to improve their attitude then they must begin the term at this standard, irrespective of past reputation, and they must be allocated as consistently as possible.

AtL grades will be imported into SISRA for comparison, progression and rewards.

AtL	Descriptor
1 (Expected+)	<ul style="list-style-type: none"> • Student works consistently to the expected standards of an RGS student (as defined below) but also demonstrates some of the following attributes: <ul style="list-style-type: none"> • Resilience • Makes a contribution to the learning of others • Submits work to a high standard
2 (Expected)	<ul style="list-style-type: none"> • Student’s conduct is appropriate and “on task” • Student can work well independently or as part of a group, as appropriate • Student is well organised, properly equipped for lessons and meets deadlines consistently • Homework is completed and submitted on time to an appropriate standard
3 (Requires Improvement)	<ul style="list-style-type: none"> • Student generally meets the expected standard (AtL 2) but should improve in one or more area
4 (Significant improvement required)	<ul style="list-style-type: none"> • Student does not meet the expected standard and must change their approach to learning. Further details will be provided to the student.

It is anticipated that nearly all students will achieve AtL 1 or 2. Students are made aware why they achieve an AtL 3 or 4 so they can make the necessary adjustments.

Updated March 2020