

# **CIRENCESTER KINGSHILL SCHOOL**

## **ASSESSMENT AND REPORTING POLICY – INFORMATION FOR PARENTS**

Each Department's handbook contains the specific assessment process and criteria for that subject including reference to acceptable marking procedures. In general it is expected that:

- For pupils in Key Stage 3 on entry to the school an early decision is made about the pathway on which they should be placed. Note is taken of transfer information from primary schools about each pupils standardised scores. The standardised scores reported from National Tests in English and Mathematics are used along with other nationally benchmarked data.
- A wide range of methods of assessment are used. These can include written, oral or practical tests marked by the teacher or, on occasion but not as the norm, the pupils themselves. Self-assessment, peer assessment and group assessment are also encouraged as more informal techniques. On-going advice related to Assessment for Learning will be given through Head of Faculty, Head of Year and faculty meetings.

Feedback to pupils should be prompt and meaningful to them. Written comments in exercise books and/or planners giving details of how further progression can be achieved, are expected.

### **Performance and Target Grades**

#### ***Key Stage 3:***

Kingshill has a progression pathway system for assessing pupils and reporting their progress for our Key Stage 3 pupils. Annex A provides an outline of the system and how it relates to GCSE grades.

As detailed above, at the end of Key Stage 2 we receive details from our feeder primary schools of standardised scores in English and Mathematics for each of our new Year 7 pupils. Coupled with our own ongoing assessments of their work since joining Kingshill such details enable us to determine the most appropriate pathway for them in each subject in time for the first Year 7 report home early in Term 3.

#### ***Key Stage 4:***

For their Year 10 and Year 11 reports, staff will indicate a single GCSE or BTEC Performance and Target grade. Pupils will also receive a statement of mock examination results following the Year 11 mock examinations. The final report in Year 11 will also include details of the Predicted grades in each subject.

### **Reasonable expectation of progress during the year** (*Key Stage 3*)

Progress within each pathway will be reported as either “Making above expected progress”, “Making expected progress” or “Making below expected progress”. It is perfectly acceptable for a pupil to be “Making expected progress” thereby being on track to hit their target grade at the end of Key Stage 4. If a pupil is reported as “Making above expected progress” across two consecutive reporting periods then it is possible they would be moved up a pathway. Similarly if a pupil is reported as “Making below expected progress” across two consecutive reporting periods then it is possible they would be moved down a pathway.

Targets for the end of Key Stage 4 should make use of the latest, and most relevant data set pertaining to the individual subject at the time of the pupil's entry to that Key Stage. This will include reference to their pathway at the end of Key Stage 3.

It is important to note that assessment should serve to inform the pupil and parents/carers of progress made and what steps need to be taken to improve. It should also be used to inform teachers about pupils' understanding of work covered and feed into lesson planning and schemes of work.

The school uses an Academic Tutoring system to help pupils to set targets for improvement and the student planner incorporates sections on target setting along with progress and review pages.

### **Academic Tutoring**

The week prior to assessment grades being sent home to parents/carers, is set aside for tutors to meet tutees for Academic Tutoring.

This time should be a constructive experience when success and progress is celebrated and strategies for further improvement are discussed. By the end of the meeting, pupils should have outlined their specific targets to be achieved during the next period. Such targets should be recorded in their pupil planner. The session is also an opportunity for tutors to have a general chat with their tutees and so develop a relationship of trust and support.

### **Reporting**

Pupils' progress is reported to parents/carers using the grading system below. The dates for this are issued in the school calendar.

Assessment grades also form the basis of the Academic Tutoring process.

#### **Progress Summaries on the report**

The following criteria are used:

a) ***Homework:***

**Excellent** - Outstanding effort and completed on time

**Good** - Good effort and completed on time

**Satisfactory** - Satisfactory effort and completed on time

**Unsatisfactory** - Late, poor quality or incomplete work AND/OR not given in at all

Unsatisfactory will appear in red on the pupil report and an incident slip should have been written therefore coming as no surprise to parents/carers. If a pupil were to forget homework on 1 occasion, they would be given a second chance to bring it the next day. Failing to do so (leading to letters home and eventually a faculty detention) or a repeat offence of missing a deadline would result in unsatisfactory.

b) ***Effort:***

**Excellent** - Always tries their best in class

**Good** - Usually tries their best in class

**Need for improvement** - Sometimes needs to be reminded to work harder in class

**Unsatisfactory** - Regularly has to be reprimanded for insufficient effort in class

Comments for unsatisfactory are highlighted in red on the report that goes home to parents/carers. Staff must have completed an incident slip for an individual if they are to give an unsatisfactory comment. Parents/carers therefore should know about this in advance of the report coming home.

**Notes:**

- The Effort grade norm is a “good”. When teachers grade their classes, they should start here and move pupils accordingly. Giving a pupil an “excellent” comment denotes a genuinely outstanding pupil.
- Teachers can take any of the following into account when deciding Effort grades:
  - Classroom contribution
  - Effort with classwork
  - Listening skills
  - Bringing correct equipment
- The Effort grade should not be linked to homework as this is reported separately within the report.

c) ***Behaviour:***

**Excellent** - Never has to be reminded of expectations

**Good** - Rarely has to be reminded of expectations

**Need for Improvement** - Sometimes has to be reprimanded for unacceptable behaviour

**Unacceptable** - Regularly has to be reprimanded for unacceptable behaviour

Comments for unacceptable are highlighted in red on the report that goes home to parents/carers. Staff must have completed an incident slip for an individual if they are to give an unacceptable comment. Parents/carers therefore should know about this in advance of the report coming home.

d) ***Performance and Target Grades:***

The letter to parents/carers that accompanies each Key Stage 4 report states that

*“Please note that on this report we are giving single Performance and Target grades. As previously advised there may be some revision of these grades from the (previous) reports as class teachers become more familiar with the work of their pupils. We would like to emphasise that the Target grade should be seen as an aspirational target that represents what we believe your son/daughter is capable of achieving if they work to their maximum potential.”*

**Notes:**

- Performance and Target grades must be realistic if they are to be used for monitoring – the Target grade is not to be used purely as a motivational tool. The Performance grade would not usually exceed the Target grade, and in such cases it would be expected that an explanation would be given to parents/carers e.g. at the next Parents’ Evening.
- It is perfectly acceptable for Performance and Target levels to be the same in the final report of the year but it would be unlikely for this to occur before this time. In the event that this is the case then an upwards revision of the Target grade should be considered.

“Unable to report” is only to be used in exceptional circumstances e.g. long-term illness or being educated at home but still on school roll.

## CIRENCESTER KINGSHILL SCHOOL

### **ASSESSMENT AND REPORTING POLICY – INFORMATION FOR PARENTS**

Reviewed by S Pritchard (Deputy Headteacher) \_\_\_\_\_ April 2021 \_\_\_\_\_ (Date)

Adopted by Governors \_\_\_\_\_ (Sign) \_\_\_\_\_ (Date)

Review date \_\_\_\_\_ April 2022 \_\_\_\_\_

## Annex A

### Cirencester Kingshill School Pathways

#### Tracking your progress

Your Pathway is based on your KS2 performance in English and Mathematics and set at the start of Year 7.

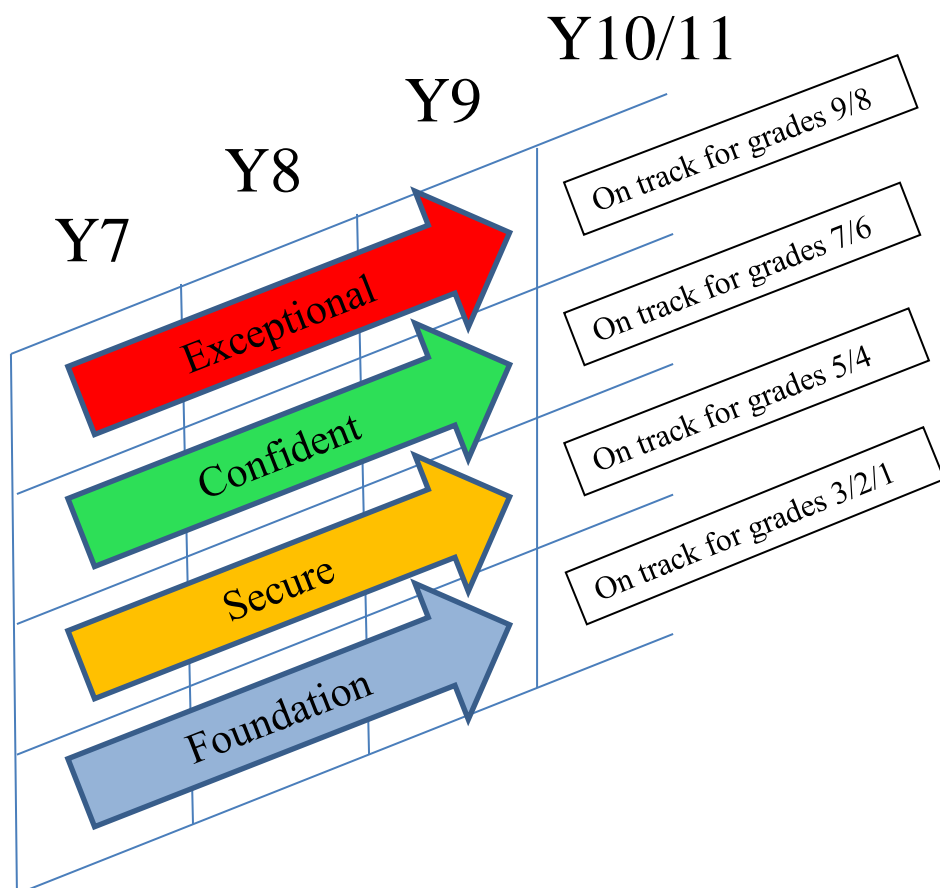
Your progress within each pathway will be a judgement made by your teacher.

These progress judgements will be:

Making above expected progress

Making expected progress

Making less than expected progress



### GCSE Grades

#### New GCSE Grading Structure

Old GCSE structure

A\* A

B C

D E F G

U

New GCSE structure

9 8 7

6 5 4

3 2 1

U

Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above

Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above

The bottom of grade 1 will be aligned with the bottom of grade G

A new grading system was introduced from 2017 at GCSE to replace the A\* to U system with a new 9 to 1 scale. Under the new system, a grade 4 is referred to as a 'standard' pass and a grade 5 as a 'strong' pass.