

Policy	Assessment, Feedback and Reporting
Aims:	We aim to provide an assessment and feedback process with a focus on student progress that further improves the success of the individuals. Our assessment and feedback processes will enable all relevant stakeholders to recognise areas of strength and areas for development and plan accordingly.
Targets / outcomes:	<p>Our assessment and feedback systems:</p> <ol style="list-style-type: none"> Allow meaningful tracking of pupils against end of key stage expectations Provide regular feedback to parents to identify progress Provide information which is transferable and easily understood, covering both qualitative and quantitative assessment. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling. Are reliable and free from bias. <p>Help drive improvement for pupils and teachers</p> <ol style="list-style-type: none"> Are closely linked to improving the quality of teaching. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time. <p>Make sure the school is keeping up with external best practice and innovation</p> <ol style="list-style-type: none"> Are created in consultation with those delivering best practice locally. Are created in consideration of, and are benchmarked against, international best practice. <p>Assessment at Fortismere should attempt, where possible, to reduce teacher workload across the academic year.</p>
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Responsible for policy	Stewart Hesse - Deputy Headteacher [Teaching and Learning]

Introduction

At Fortismere School we believe that assessment, reporting and recording are essential for effective teaching and learning. We therefore aim to provide an assessment and feedback process with a focus on student progress that further improves the success of the individuals. Our assessment and feedback processes will enable all relevant stakeholders to recognise areas of strength and areas for development and plan accordingly.

We promote the use of effective assessment systems to provide reliable information to teaching, heads of departments, parents and students to identify how each child is performing.

Assessment will involve students becoming more active in their learning. They will think more actively about where they are now, where they are going and how to get there. They will learn their mistakes and how to correct them.

At the heart of this policy is a strong emphasis on formative assessment and high quality classroom practice. The ultimate purpose of teaching that focuses on formative assessment is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives. This responsive way of teaching and assessing is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this they gain confidence in what they are expected to learn and to what standard.

We believe that the progress a student makes from their starting point is the most important measure. As such the curriculum we have designed is the progression model. Pupils will have made progress if they have learnt the curriculum.

Measuring Progress

This system is designed to measure student progress across all subjects within each Key Stage through the use of both formative and summative methods. Students will complete Summative Assessments at 2/3 (this depends on Key Stage) Key Points throughout each year where data will be compiled and analysed by classroom teachers, Heads of Department, Heads of Year and the Senior Leadership Team. This data will then be used to close the learning gaps for each student. In Key Stage 4 and 5 this data will be compared to national norms.

Students will also be required to complete a 'Hinge Assessment' at a mid-point in between each summative assessment to ensure that teachers are aware of current pupil progress through the curriculum. The Hinge Assessments are low stakes and should have timely impact on teaching and learning. The outcomes of these hinge assessments would be shared with Head of Department and students, although will not be part of a formal progress analysis. These Hinge Assessments will be used in a formative manner to assessment classroom learning and practice by teacher and HOD and therefore not in a summative manner. These 'Hinge Assessments' and what they reveal will become a key part of the departmental Monitoring and Evaluation process.

Each Formative Assessment will take many forms in the classroom, which will often be lead by the Head of Department and each classroom teachers individual design. Methods such as mastery quizzes, exit/entrance tickets, questioning and other low stakes testing will be used to measure progress against the curriculum content. All assessment is designed to measure progress against our curriculum and where possible (KS4 & 5) use a nationally normed scales support our judgments.

Marking and Teaching

Formative assessment should be at the heart of the Fortismere Teaching and Learning culture and, as such class learning should be assessed formatively every lesson. High quality formative assessment allows accurate and

timely feedback to both teachers and pupils in terms of how the learning is progressing in the lesson.

There is no requirement for teachers to mark each piece of work that a student produces in their workbooks. Instead teachers should use for either 'sample mark' or 'roam mark' whilst circulating their class and look for common errors and misconceptions that students are making and correct these during the lesson. The purpose of this is to ensure that students do not leave the class having misconceptions about the content being taught and rather have a clear idea of the curriculum content being taught. This is a key tenant of [Schema and Cognitive Load Theory](#) and '[Rosenshine's Principles of Instruction](#)'.

It may on occasion be good practice for class teachers to sample student books to ensure that they have learned what they were suppose to learn and that work is completed and understood to a satisfactory standard. Peer and Self Marking should be used in lessons to support student learning, but only when clear criteria can be used on which students can then be accurate in their marking.

The main focus for teacher marking and 'red pen' is in each Summative Assessment. When feeding back on Summative Assessments it is important that teachers don't refer to grades, but rather scores or percentages.

Each teacher should be aware of their 5 SAF Students (Seating, Assessing, Feedback) – invisible / underachieving students that need to be addressed every lesson – every teacher should know the 5 in their class. These 5 may well change depending on the topic, content type or skill required in the lesson. These students do not necessarily correlate to the SEN register. These students should not be made aware that they are SAF. These students should be:

- a. **Seated** somewhere where they can better access the learning
- b. **Assessed**/questioned regularly for understanding of tasks and learning
- c. Given more detailed **feedback** on how to develop or improve their work or understanding.

Summative Assessment

The Curriculum is the Progression Model. Pupils will have made progress if they have learnt the curriculum. As such teachers at Fortismere teach to the curriculum and not the test. We will run summative assessments 2/3 times per year for all year groups.

The assessments that take place should be designed to cover only the content of the curriculum that has been taught to the students. (These assessments should sample from the whole domain, not just what has been most recently taught.) These assessments can be broken down to allow teachers, middle leaders, students and SLT to see which areas of the curriculum are not being sufficiently well covered and then inform subsequent T&L. As mentioned in the Marking part of this policy we will only 'red pen' on these key summative assessments.

At Key Stage 3 we are assessing students' progress through the curriculum and we are not assessing on GCSE specification knowledge, therefore there should be no use of GCSE or BTEC AOs in KS3 assessments. The outcomes and data from these summative assessments are the key bits of information required by the school. Heads of Department may request teachers in their departments to mark and record outcomes and data as appropriate for the subject.

External Verification (KS3)

We will be implementing national standardised tests to sit alongside the schools' assessment policy. GL KS3 Assessment package includes English, Maths, Science Progress Test, CAT4 and PASS.

The GL Assessment Key Stage 3 Assessment Package utilises seven assessments of which Fortismere will be using three to provide a simple, reliable and consistent way of (national) benchmarking and confidently tracking pupils' progress at transition and throughout Key Stage 3.

The Assessment used throughout Key Stage 3 are:

- Cognitive Abilities Test (CAT4),
- Progress Test Series (covering English, maths and science),
- Pupil Attitudes to Self and School (PASS) attitudinal measure.

Together they identify your pupils' potential achievement, measure their attainment and progress in core subjects, and uncover any barriers to learning they may have so you can plan appropriate interventions. It's specifically designed to support you through the crucial KS3 years and for GCSE decision-making.

The Data produced through each of these assessments is used by a variety of stakeholders to monitor and assess student progress over time.

Monitoring and Evaluation

After each 'Hinge Assessment' staff should mark their class' work and look for common misconceptions and successes. These will form the basis of planning going forward for the teacher/department as they will identify areas requiring improvement or re-teaching as well as areas of strength in the department.

Each teacher will fill out the feedback form (see appendix) and hand it to the HoD. These sheets should give the HoD clear oversight of the departments' teaching and support in sharing good practice amongst colleagues. The areas identified in common misconceptions should be the focus of HODs monitoring for the subsequent few weeks – drop ins will be used to check that the misconceptions have been addressed in lessons. This process is embedded in the school calendar as well as homework sampling and summative assessment follow-ups.

Target setting

We believe that all students can achieve. As such we do not share prior data or target data with parents or students so as to promote a Growth Mindset and to avoid setting limits. Staff understand that students can make significant leaps in terms of learning and therefore should not cap students with their target data but seek to exceed it.

Students in Key Stage 3 are not given targets to aim for as we do not believe in creating a glass ceiling that this can limit the performance of some students.

Students in Key Stage 4 will be given targets based on their End of Stage Key. This will be taken from [Fischer Family Trusts Aspire programme](#) and we will use a Top 5% Predicted grade for all students. These grades are highly aspiration, but it is our belief that these are obtainable by our students. Aspire's Target Setting dashboards help Fortismere to set challenging targets for the individual students in Key Stage 4 as well as individual subjects. At this moment FFT Aspire is developing a number of new concepts, including 'Pupil Tracking' and whole school data tracking. As this product develops Fortismere will look for new ways to utilise the power of Aspire.

Key Stage 5 students will be given a target using [ALPs Connect](#), which will be a Top 25%. These targets are their Minimum Expected Grade (MEG), given our students prior attainment we suggest that these targets should be achieved by all if they put in the appropriate amount of work. Alps Connect is used as a means of tracking student performance throughout Key Stage 5. Alps provides insights to indicate where smart and timely interventions are necessary as well as multi-level analysis including whole school, department, subject, teaching set, tutor group and student level, allowing the Head of Sixth Form, Heads of Department and class teachers to identify performance of target cohorts such as ethnicity, gender or disadvantage. Using Alps allows us to analyse student performance

across the whole curriculum, against national benchmarks. Alps sets targets for students and department performance.

Reports

Pupil reports focus on student progress and will inform students and parents of students' progress made against the curriculum.

Reports will happen after each of the Summative Assessments and students and parents will be presented with:

- A percentage Score for each student, in each subject that they study
- A score for the student's Attitude to learning/behaviour/classwork/homework
- An average percentage score for the cohort
- Minimum expected percentage (calculated after marking)
- Percentage Attendance
- The number of occasions the student was 'Late'
- The students attitude towards their learning
- Number of positive and negative behaviour points

Once a year for each Year group, parents will receive a form tutor written report to support the subject teachers grades, attendance and behaviour data. The written report will consist of a text comment about the students' performance across the subjects, their attitude towards school and their general participation in school life.

Once a year teachers of Yr 10-13 will be required to submit a 'developmental point' that will help the students improve in that subject, and their parents/carers support them to do so.

Form Tutors will write a report on one occasion throughout each academic year. Teachers will be asked to submit Summative Assessment data on two or three occasions for the required reports.

Heads of Department and Subject Teachers may record 'other' data, but this is for departmental or individual use.

Data Analysis and Progress Reviews

Data analysis and progress reviews will be staggered throughout the year and will be completed 2 or 3 times annually per year group. The system is designed to direct the maximum support to the areas of greatest need to ensure that all pupils make rapid progress and all teachers are supported to facilitate this.

Responsibilities

Whole school

- SEF Data Review completed, which focuses on drawing together trends across the school including variation of groups, teachers, departments and classes
- This informs SLT planning as well as allocation of extra support and training, should this be required or requested in the form of CPD
- Trends across the school become actions in the SIP. This analysis also creates a list of target pupils that are under-achieving across a number of areas and facilitates cross-curricular support for these pupils through the Head of Year, the Academic Coach and the SEND department where required.

Department

- Departmental analysis is completed which focuses on variation in the progress of groups, classes, teachers and areas of the curriculum
- This analysis also looks at persistent underachievement of target pupils

- Departmental Improvement Plan is updated with actions relating to these areas
- Department wide and individual Curriculum/ SoW changes are made

Individual

- Where class summaries are completed teachers use these to inform their planning for the next term
- Teachers reflect on their own practice and where they may need to seek support

Heads of Department

- The HOD will ensure the scheme of work is of high quality and makes clear the essential knowledge that students must learn and when. The schemes of work will plan for progression through each of the Key Stages.
- The scheme of work will make clear the assessment points and what will be assessed.
- HODs will evaluate and moderate the formative assessments across the department to ensure accurate assessment. This will inform any co planning and staff department training as well as refinements to the scheme of work.
- Summative assessments will be used to identify student and teacher strengths and areas requiring improvement or re-teaching.
- The HOD's analysis of the summative assessments will inform line management meetings with teachers, performance management review, co-planning including re-teach and interventions. Schemes of learning will be refined as a result of summative assessments.
- The HOD will use summative and formative assessments to measure the implementation and the impact of the curriculum.
- The HOD will use their data to address underperformance of particular groups, prioritising pupil premium students.
- They will also use this data to track the teacher's progress against class targets in order that the targets are achieved.

SLT Line Managers

- Summative assessments will be used to measure the impact of the subject leaders and will inform the HODs' performance management targets and outcomes.
- The line manager will work with the HOD to identify department strengths and areas needing improvement: knowledge, teaching, teachers, the scheme of learning.
- They will analyse the summative assessment data to monitor and track the progress towards department targets.
- They will then use this data to assess the progress and impact of the department against the whole school or year group targets.
- This will inform direct and high impact action so that whole school targets are secured.

Data Manager

- The Data Manager will create data entry points for each of the Summative Assessments in advance and set data deadlines with the Senior Leadership Team.
- Once the deadline has passed The Data Manager will provide reports on each of the relevant systems for the appropriate post holders.
- Reports for Key Stage 3 will be produced from the Management Information System and GL Assessment.
- Reports for Key Stage 4 will be produced from the Management Information System using the Data Dashboard.
- Reports for Key Stage 5 will be produced using ALPs.

Assessment Feedback

- Post Assessment feedback lessons should take at least 30 minutes.
- Post assessment students are given their assessments and their feedback

Assessment Flow Chart

Teaching

- Teaching curriculum content
- Use of Formative Assessment to monitor progress through the curriculum
- 'Roam Marking' and Checking of student learning

Hinge Assessment

- Class teacher analysis of misconceptions
- HOD based analysis across department
- Support and sharing of best practice as required
- Refinement of SOW
- Use of Re-teach
- MER follow up based on outcomes of Hinge Assessment

Summative Assessment

- Class teacher analysis of misconceptions
- HOD analysis of student performance within department
- Data report completed by HODs
- Refinement of SOW
- HOD/SLT Actions
- HOY/SLT Actions
- SEND
- Academic Coaching
- Data Presentation to SLT/Governors

	Attitude to learning	Behaviour	Classwork	Homework
4	They are always ready to learn. They seek feedback on how to improve their work. They show great resilience and persevere with challenges. They consistently work above and beyond expectations and are proud of their achievements.	They are always Kind , safe positive and respectful without exception.	They actively participate in the lesson, are curious about learning and fully engaged. They make positive contributions to the class and to group work.	Their homework is always completed on time and to a high standard.
3	They are often ready to learn. They respond well to feedback. Shows resilience and is willing to persevere. They do all that is asked of them and sometimes more. They take pride in their work.	They have been Kind , safe positive and respectful almost all the time.	They are always engaged in class and participate in the lesson. They show interest in their learning and are attentive and focused.	Their homework is completed on time and to a good standard.
2	They are occasionally not ready to learn. They do not always try hard enough to improve their work after feedback. They show some resilience but sometimes give-up when things get difficult. They don't always spend an adequate amount of time on tasks.	They occasionally engage in low level behaviours that disrupt learning for others.	There have been occasions where they have not been engaged in class. They are generally focused, although may need reminding of expectations.	They have missed one or two pieces of homework or have produced some homework that was not up to expected standard.
1	They are often not ready to learn. They fail to act on feedback provided. They are not interested in being challenged and will give up without really trying. They spend an inadequate amount of time on tasks and take little pride in their work.	They often engage in low level disruptive behaviours that disrupt learning for others	They are often not engaged in class.	They often do not complete homework.

Progress Point Definition (Working At Grade)

“The grade a student is currently performing at. This is the grade the student would achieve if they were to sit an A-level/GCSE/BTEC that assessed them only on everything that they have been taught so far.”

The summative assessment will form part of this judgement as the test that students just sat may only have focussed on one unit – in these cases you must use evidence from the other parts of the course in order to have an accurate picture of the students’ progress as a whole.


Students could very well be achieving an A or a 9 in their first progress point as you are only assessing them on a small part of the course. They will be seen to be making good progress if they manage to maintain that grade over the length of the course as more knowledge and skills are being assessed.

Predicted Grade Definition

"The impression I have at this moment of this student's work, attitude, ability, skills and knowledge from all the evidence s/he has produced in and out of class, alongside my understanding of what is to come in the course, leads me to say at this stage that I would predict her/him to gain a grade X at the end of the course."

There is a chance that the prediction could be lower than the progress point (WAG) as more difficult components or units of the course are still to be taught.

Hinge Assessment Dept. Feedback sheet



Hinge Assessment Dept. Feedback Sheet

Class	
Teacher	
Date	

Successful Key Learning identified from the 'Hinge Assessment'

- 1.
- 2.
- 3.
- 4.
- 5.

Key Areas to address prior to Summative Assessment identified from the 'Hinge Assessment'

- 1.
- 2.
- 3.
- 4.
- 5.

