



## **READING SCHOOL**

### **Reading School Assessment Policy**

Assessment at Reading School is an integral part of the teaching and learning process for all students and is a means of monitoring their progress effectively.

#### **PURPOSES**

- To recognise fully each student's achievement and progress in school.
- To provide useful information regarding every student's attitude to learning and their progress.
- To help staff, students, parents and carers to identify areas for further improvement, set targets and to facilitate conversations regarding progress and learning.
- To ensure accurate intervention and support strategies can be adopted for any student when they are needed.
- To provide students with opportunities to assess their own performance, review their work with teachers and plan ahead by using a set of individual targets.
- To provide pastoral leaders with a broad picture of the progress and attitude of each student within their tutor group/ house or year.
- To ensure that statutory requirements are implemented fully and consistently.
- To provide a consistent and balanced range of measurements that allow senior leaders, governors and staff to measure the relative progress and the contextual value added by the school.

#### **BROAD GUIDELINES**

- Testing is built into all schemes of work so that informal assessment is a formative, on-going, regular process which enables staff to provide an up-to-date profile of the student at any time in the school year.
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- Formal assessment procedures ensure that progress in KS3, KS4 and in the Sixth Form conforms to requirements for testing and facilitates regular reporting as appropriate.
- Assessment should involve all students in their own self-assessment from Year 7 onwards and invites a commitment from students to future action and improvement.
- Assessment must be seen to be fair, honest and positive by all participants; students, teachers, parents/carers and governors. To assist in this the results should be presented in a clear

comprehensible format, which takes account of the needs of the participants. Heads of Department play a key role in standardising assessment across their departmental area.

- Assessment procedures should be reviewed and evaluated across the curriculum areas by Heads of Departments to ensure effective and accurate practice.
- Every student receives two progress reports, personalised feedback at parents' evening and an annual report which is clear, understandable and informs all parents/ carers about progress or the specific requirements of each subject.
- Consideration must be taken of equal opportunity criteria. Tasks and assessment methods should be differentiated to ensure that individual needs are taken into account. The process of assessment should not favour or disadvantage a student because of ethnic origin, gender, sexual orientation disability, special educational needs, or cultural and social background.
- All assessment information about a student is confidential. It will only be divulged to others in accordance with school policy.
- The amount of time spent on assessment procedures and reports will be reviewed by the Senior Leadership Team regularly.
- Every formal report will be reviewed to ensure that trend data is carefully considered and interventions or support can be managed appropriately.
- Student and peer assessment is used regularly to ensure maximum enfranchisement, understanding and ownership of the assessment process.
- The process of assessment and its outcomes must be supportive and part of the learning of the school. It should be capable of comparison across classes.
- Teachers, students and parents should be able to use a common language to discuss learning. Above all assessment should be seen as a partnership, bringing increased motivation to learn and to raise the level of school performance.
- This policy has been developed so that assessment throughout the school is consistent and informative. Each department also has their own subject specific assessment frameworks to support this school policy.

## **MONITORING PROGRESS AND REPORTING**

### **Monitoring**

Progress is tracked as follows:

- At Key Stage 3 student attitude is prioritised with a progress grade reflecting the student's individual progress towards the skills, competencies and foundations required for GCSE readiness also being offered. KS2 scores and internal benchmark data may also be used to validate the progress towards GCSE readiness that made by the student.
- At Key Stage 4 students will also be projected GCSE grades which will reflect the outcome considered as the most likely grade in the relevant external examination. Progress is monitored and compared using comparative Value Added data from the Boys Academically Selective Schools group, the Fischer Family Trust, 4matrix and internal prior school data. External data is employed for quality assurance purposes.

- In the Sixth Form examination board guidelines will be used as the basis for projections which take into account prior attainment, current work and the direction of travel/ rate of progress being sustained. Sixth Form students will also be assessed in terms of their attitudes and competencies, with their motivation, engagement, resilience and independence being reported. Projected grades are compared to GCSE prior attainment data, ALPS 4 matrix, BASS and internal data from previous cohorts. These processes are used to establish priorities for improvement for each student.
- Sixth Form students will also be given a predicted grade, as part of the process for admission to University. This grade will be optimistic and realistic, reflecting the most likely grade a student may reasonably expect in propitious circumstances.
- Department of Education standards, examination board criteria, prior national data trends and departmental expectations will also be taken into account in projected grades at Key Stage 4 and in the Sixth Form.

These grades form the base-line for departments who can add further descriptors in order to make each grade more appropriate to their requirements.

Regular assessments take place to ensure that these reported measurements are accurate and evidence based.

Teacher comments are used in annual reports to ensure that assessment is purposeful. These comments should, where appropriate, help parents, staff and above all students to understand what they have achieved, where misunderstandings have occurred and how further progress can be made.

Monitoring is essential to ensure that each student achieves his potential. The monitoring process will also ensure support and guidance from staff are focused and tailored to individual needs.

Where appropriate, baseline and prior attainment data may be used as a benchmark to ensure an ethos of high and realistic expectations.

## **Evaluation**

After every reporting cycle Heads of House and Heads of Year consider carefully the progress and attitude revealed in each student's report. Average attitude and average progress are quintiled and compared to previous data allowing movement within the cohort and current working levels to be assessed.

This evaluation is used to inform interventions.

## **Reporting**

The progress of each year group is reported to parents/ carers three times per year. The purpose of this is to raise overall performance and to build a sense of partnership between the School and parents/ carers. High levels of effort and achievement will be rewarded using the school's reward system.

### Parents' Consultation Evening once a year

Parents' Consultation Evenings form part of the school's policy for reporting to parents/carers on their son's progress. There is one parents' consultation evening per year for each year group in the school, when parents are invited to come into school to talk to their son's individual teachers. If parents are concerned about their son's progress at any other time they may telephone the Tutor, Head of House or Head of Key Stage to arrange an appointment to talk about their concerns.

In Years 7-11 the interviews last approximately 5 minutes. In the Sixth form they last approximately 10 minutes.

In addition parents of many students will also be invited to an expectations evening which clearly lays down reporting frameworks and explicates methods for assessing progress.

Parents of students who are new to the School also benefit from one additional pastoral consultation evening, and students in the Sixth Form are invited with their parents to an additional consultation at the start of Year 12. Students in Year 11 and 13 also have additional consultation opportunities.

### Reports to Parents

The school will provide a report on each student annually for the parents. The report will be based on evidence drawn from teachers' records and test results and will include the following:-

- A comment on the student's progress in every course followed across the whole curriculum in KS3 and KS4 and for every course followed in the Sixth Form.
- The comment will indicate standards achieved and student attitudes. Targets for the future will be set for students in KS4.
- Attitude grades in all relevant subjects.
- Details of attendance in the period covered by the report.
- A report by the Form Tutor commenting on general progress.
- The name of the member of staff to be contacted if parents wish to discuss the report.
- Space for students to identify at least one target from the report.
- Space for parents to comment on the report if they wish.
- Any other information which is statutory.

The timing of reports is subject to review by the Senior Leadership Team.

### Student Academic Preview and Academic Review Days

To cement the significance of individual responsibility and self-assessment every student is expected to set themselves targets at the beginning of the academic year. They will review their targets at the end of the year. Parents are informed of these targets which may make part of the on-going process of evaluation and reporting.

Approved by: Curriculum and Standards Committee  
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