

West Moors Middle School

Assessment and Reporting Policy

West Moors Middle School

November 2018

1. Rationale

The main purpose of this policy is to clearly define assessment principles post national curriculum levels. The mandate for moving to a system beyond levels is restated here:

Despite being intended only for use in statutory national assessments, too frequently levels also came to be used for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages. This distorted the purpose of in-school assessment, particularly day-to-day formative assessment. The Commission believes that this has had a profoundly negative impact on teaching.

Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study. Depth and breadth of understanding were sometimes sacrificed in favour of pace. Levels also used a 'best fit' model, which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level. This meant it wasn't always clear exactly which areas of the curriculum the child was secure in and where the gaps were.

Commission on Assessment without levels, September 2015

This policy will refer to three types of assessment:

- In-school formative assessment
Used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly
- In-school summative assessment
Enables schools to evaluate how much a pupil has learned at the end of a teaching period
- Nationally standardised summative assessment
Used by the government to hold schools to account

The success of this policy should be judged upon:

- High pupil academic achievement
- Clarity, amongst all stakeholders, over clear why pupils are being assessed, what the assessment is intended to achieve and how the assessment information will be used

This policy will need to be used in conjunction with the Feedback Policy, revised in November 2018.

2. In-school formative assessment

The strategies outlined below can only be achieved through careful planning and a clear focus for the learning. Clearly, plans need to be flexible to reflect pupils' progress within lessons, but it is vital that pupils are aware of the key aspects of knowledge, skill and understanding which they are trying to improve and are likely to receive feedback on. This will underpin an authentic process. Planning for all forms of feedback described below should be informed by the *Progress Descriptor Grids* developed for that topic/subject in that year/term.

Oral feedback

West Moors Middle School's policy is that **oral feedback should be planned** for by the teacher (See Appendix 2) with time set aside in the lesson for pupils to respond. This will entail:

- Identifying pupils who have a greater depth (M), age-related (S), developing (D) or emerging (E) understanding of the learning;
- Planning specific feedback to groups or individuals including supplementary questions;
- Spotting misconceptions and leading subsequent learning episodes (modelling) to address them;
- Using snapshots of pupils' work as models of good practice;
- Planning differentiated NOW tasks linked to oral feedback.

One of the key components of effective dialogue through questioning, is building in wait time. This has been explained as follows:

Many teachers do not plan and conduct classroom dialogue in ways that might help students to learn. Research has shown that, after asking a question, many teachers wait less than one second and then, if no answer is forthcoming, ask another question or answer the question themselves. A consequence of such short "wait time" is that the only questions that "work" are those that can be answered quickly, without thought—that is, questions calling for memorized facts. Consequently, the dialogue is at a superficial level.

Working inside the Black Box, September 2004

With respect to planned questions, even better practice would see a teacher **anticipating the different levels of response** to be expected so that supplementary questions, or strategies to tackle misconceptions, can be thought through.

Written feedback

West Moors Middle School's feedback policy is that pupils will not receive written feedback for their work. Rather, they should receive **frequent*** and planned oral feedback with response tasks.

Pupils can expect learning objectives to be ticked according to the success of written or practical outcomes within a lesson:

- ✓ Emerging
- ✓+ Emerging with signs of developing
- ✓✓ Developing
- ✓✓+ Developing with signs of secure
- ✓✓✓ Secure (age-related expectations)
- ✓✓✓+ Secure with signs of mastery
- ✓✓✓✓ Mastery (greater depth)

Pupils should be given time within the lesson to respond to oral feedback given by their teacher. Response tasks (NOW) should vary in challenge and should not be simply repeated over time if improvements aren't made. They must evoke a thought provoking response from the pupil.

The central point here is that, to be effective, feedback should cause thinking to take place. The implementation of such reforms can change both teachers' and students' attitudes toward written work: the assessment of students' work will be seen less as a competitive and summative judgment and more as a distinctive step in the process of learning.

Working inside the Black Box, September 2004

This kind of diagnostic feedback is only possible when the work expected of pupils is sufficiently independent whilst being underpinned by clear learning objectives. It goes without saying that 'copying out' or other such passive tasks do not allow for formative feedback and are therefore questionable as learning activities.

** An acceptable level of frequency for oral feedback is once a week for subjects taught at least twice a week and at least once a fortnight for subjects taught once a week. It will be for the appraisal and SEF process to monitor frequency of proper application of the feedback policy. Nevertheless, the ultimate benchmark should always be related to whether pupils are enabled to make good or better progress.*

Peer and self-assessment

West Moors Middle School's policy is that peer and self-assessment should be used provided it is underpinned by:

- The criteria for evaluating any learning achievements must be made transparent to pupils;
- The pupils being taught the skills of collaboration in peer assessment;
- Pupils being encouraged to keep in mind the aims of their work and to assess progress toward meeting these aims.

Where pupils use success criteria to highlight, they should not use yellow (self-assessment) or blue (peer assessment) highlighters.

Peer and self-assessment requires reflectiveness and resilience which are two of our learning values. Furthermore, as described by Professor Paul Black:

Pupils can achieve a learning goal only if they understand that goal and can assess what they need to do to reach it. So self-assessment is essential to learning. Many teachers who have tried to develop their pupils' self-assessment skills have found that the first and most difficult task is to get students to think of their work in terms of a set of goals. Insofar as they do so, they begin to develop an overview of that work that allows them to manage and control it for themselves. In other words, students are developing the capacity to work at a metacognitive level.

In practice, peer assessment turns out to be an important complement to self-assessment. Peer assessment is uniquely valuable because pupils may accept criticisms of their work from one another that they would not take seriously if the remarks were offered by a teacher. Peer work is also valuable because the interchange will be in language that students themselves naturally use and because students learn by taking the roles of teachers.

Working inside the Black Box, September 2004

3. In-school summative assessment

West Moors Middle School's policy is to use progress descriptor grids (**see Appendix 1**) to assess whether pupils are working at Age Related Expectations (ARE).

Individual teachers will be expected to update SIMS at least **once or twice per term** in order to make **five summative assessments** of progress per academic year. The grids describe learning outcomes linked to National Curriculum objectives. They are organised according to the following descriptors:

- Emerging (E)
- Developing (D)
- Secure (S)
- Mastery (M)

Individual teachers will also be asked to provide the Headteacher with populated tracking grids (**see appendix 4**) **at each of the five data drops**, to indicate the progress made by their teaching groups. They will also use three intermediate descriptors to recognise pupils who are close to achieving the next assessment descriptor:

- Emerging with signs of developing (E+)
- Developing with signs of secure (D+)
- Secure with signs of mastery (S+)

Pupils assessed to be *Secure* following a particular topic, will be judged to be working at ARE for that subject. Pupils assessed as *Developing* at the end of a topic, are seen to be working towards ARE. Those judged to be demonstrating *Mastery* are deemed to be working at greater depth.

The codes described above should be submitted on SIMS (see appendix 2) for each pupil, for every subject, five times a year. It is not expected that progress descriptor grids are highlighted for each pupil. Rather that the grids are used as a guide to inform planning, formative and summative assessment.

Summative tests outside the national accountability framework will also be used as necessary:

- Y4 GL assessments carried out in at feeder first schools, in reading, maths and science
- Y5 GL assessments in English, Maths and Science, carried out in Summer Term
- Y6 GL assessments in English, Maths and Science, carried out in Summer Term
- Y7 GL assessments in English and Maths carried out in Summer Term
- Y8 GL assessments in English, Maths and Science, carried out in Summer Term

An overall timetable of assessment is shown in Appendix 3.

4. Key indicators for accountability

West Moors Middle School's policy is to be able to track the % of pupils relative to ARE and their individual target as a key measure of accountability:

- The Headteacher will be accountable to governors and other stakeholders for the overall measures. This will be monitored and evaluated using the on-going SEF.
- The Head of English and Head of Maths will be accountable to the Headteacher for the % of pupils meeting ARE+ and/or their targets at any given
- Individual teachers will be accountable to their appraiser in terms of pupils meeting or exceeding their target at any given point in that specific subject. (Appendix 4)

The school will also be accountable according to the end of keys stage 2 assessment

- % pupils making good progress in reading/writing and maths
- % pupils working at least to ARE in maths
- % pupils working at least to ARE in reading
- % pupils working at least to ARE in writing
- % pupils working at least to ARE in GPS
- % pupils working at least to ARE in reading/writing/maths combined
- % pupils working at greater depth within the expected standard in reading
- % pupils working at greater depth within the expected standard in writing
- % pupils working at greater depth within the expected standard in maths
- % pupils working at greater depth within the expected standard in GPS

The school expects to move towards at least national average scores (zero) for progress of pupils in all subjects. This figure will be revised to reflect the school's ambition to outperform national norms.

The school expects to move towards at least 85% of pupils meeting ARE in all subjects. This figure will be revised to reflect the school's ambition to outperform national norms.

The Headteacher will also measure in-school value added using GL assessments carried out in Y4, Y5, Y6, Y7, and Y8 (E/M/S).

The Headteacher will share the above measures at relevant, half termly full governors meetings, where the SEF will be updated accordingly. Reference will also be made to benchmarking available in the annual Assessing School Progress (ASP) online information.

Regular in-school and pyramid wide moderation will be pursued so that judgements made can be substantiated and corrected where necessary.

5. Target setting

All pupils will be set a target for each subject from Y5 onwards. The target will be expressed as one of six descriptors:

- Emerging (E)
- Emerging plus (E+)
- Developing (D+)
- Secure (S)
- Secure plus (S+)
- Mastery (M)

In year 5, targets for reading, writing and maths will be based on the following:

- KS1 outcomes, including scaled scores where applicable*
- Y4 GL tests and age related scaled scores
- FFT Aspire estimates using a FFT band for forecasting that is consistent with the school's improvement journey (Currently FFT 50)
- HAST spelling and Suffolk Reading tests

In year 5, targets for humanities subjects are closely aligned to a pupil's reading and writing target.

In year 5, targets for all other subjects are set in conjunction with the class teacher after the first half term.

Targets for Y6/7/8 and will be checked annually with the expectation that some targets will be raised, but that know targets will be lowered beneath the Y5 target given.

Once individual targets has been set for Y5 in reading/writing/maths, the cohort targets will be checked against FFT estimates for the school, based on relevant FFT band forecasting.

** Targets will not be set below the outcome of the previous national test outcome.*

6. Tracking progress

The following criteria will determine judgements about progress at the five data drops:

Target	EDSM 1 (Oct)			EDSM 2 (Nov)			EDSM 3 (Jan)			EDSM 4 (March)			EDSM 5 (June)		
	N*	Y*	E*	N	Y	E	N	Y	E	N	Y	E	N	Y	E
E	U	E	E+/D/S/M	U	E	E+/D/S/M	U	E	E+/D/S/M	U	E	E+/D/S/M	U	E	E+/D/S/M
E+	U	E	E+/D/S/M	U	E	E+/D/S/M	E	E+	D/S/M	E	E+	D/S/M	E	E+	D/S/M
D	E	E+	D/S/M	E	E+	D/S/M	E/E+	D	D+/S/M	E/E+	D	D+/s/M	E/E+	D	D+/s/M
D+	E/E+	D	D+/S/M	E/E+	D	D+/S/M	E/D	D+	S/M	E/D	D+	S/M	E/D	D+	S/M
S	E/D	D+	S/M	E/D	D+	S/M	E/D/D+	S	S+/S/M	E/D/D+	S	S+/S/M	E/D/D+	S	S+/S/M
S+	E/D	S	S+/M	E/D	S	S+/M	E/D/S	S+	M	E/D/S	S+	M	E/D/S	S+	M
M	E/D/S	S+	M	E/D/S	S+	M	E/D/S/S+	M		E/D/S/S+	M		E/D/S/S+	M	

** N = not on target; Y = yes on target; E = exceeding target*

6. Reporting to parents

West Moors Middle School's policy is to provide three progress reports to parents across the school year. This will comprise of the following:

	Academic Information (for all subjects)				Pastoral Information		
	Attitude to Learning	Attainment in relation to ARE	Progress	Tutor summary of academic achievement	Attendance	Behaviour score	Tutor Summary of pastoral achievement
Autumn	Y	Y	Y	N	Y	Y	N
Spring	Y	Y	Y	N	Y	Y	N
Summer*	Y	Y	Y	Y	Y	Y	Y

An example of the layout of the reports is provided in **Appendix 5**.

Parents may ask to speak to their child's teacher or a member of SLT at any time during the year. Nevertheless, there will be three formal opportunities in the school's calendar:

- 'Meet the tutor' consultation (October)
- Subject Teacher consultation (January)
- Invitation for consultation (March)

The pupils' exercise books should be the richest source of information about progress. Therefore, there should be opportunities for pupils and parents to view these together, both at parent consultation meetings and informal 'book look' afternoons.

Parents will be provided with three further opportunities to visit the school and view their child's exercise books, across the year. The books will also contain a pupil progress tracker on the inside cover.

** For Year 6, the summer report will also contain information relating to the end of key stage 2 national tests*

Appendix 1 – Example of WMMS progress descriptor grid (Y5 English)

	Milestone Indicator	Emerging (pupils are working below ARE)	Developing (pupils are working towards ARE)	Secure (pupils are working at ARE)	Mastery (pupils are working at a deeper level)
To write with purpose	Can use the main features of this text type: write a story with a dilemma with events in time order, 3 rd person, and past tense.	Is beginning to recognise some of the main features of this text type.	With support and guidance, the main features of this text type are included.	The main features of this text type are included.	The main features of this text type chosen are fluently and consistently applied.
To use imaginative description	Can use vocabulary to create vivid images in the reader's mind.	Is beginning to recognise some examples of descriptive vocabulary including adjectives.	With support and guidance, descriptive verbs and adjectives are used.	Appropriate adjectives, verbs and adverbs are chosen to create vivid images in the reader's mind.	Adjectives, verbs and adverbs are selected skilfully throughout to capture and sustain the reader's attention.
To organise writing appropriately	Can use adverbials of time, place and number to build cohesion within paragraphs.	Is beginning to recognise some adverbials of time, place or number.	With support and guidance, can use some adverbials of time (eg Moments later) and number (eg First of all).	Suitable adverbials of time, place (eg On the moor,) and number are used throughout writing.	A wide range of adverbials are selected and woven adeptly into writing.
To use paragraphs	Can use paragraphs to group ideas around a theme.	Is beginning to recognise that sentences can be grouped together in paragraphs.	With support and guidance, can group sentences into paragraphs around a theme.	Can group sentences into appropriate paragraphs around a theme.	Paragraphs make sense if read alone.
Grammar and Punctuation	Can punctuate sentences appropriately with full-stops and commas.	Is beginning to understand the rule or starting a new sentence: new subject, new verb = new sentence.	Sometimes begins a new sentence when needed following the rule. Uses commas to separate items in a list.	Punctuates the vast majority of sentences appropriately. Uses commas in lists, after fronted adverbials and for relative clauses.	Punctuation of a range of sentence types is accurate throughout writing.
To use sentences appropriately	Can use a range of sentence types across writing: simple, compound and complex sentences.	Can write simple sentences with a subject, verb and extra information.	Can write simple sentences (with a subject, verb and extra information) and compound sentences joined with 'and', 'but' and 'or'	Can write simple sentences, compound sentences and complex sentences (using relative clauses with who, which, where, whom, whose and that & connectives : when, while, because)	Can write a range of sentence types using a variety of relative and subordinate clauses.
To spell correctly	Can spell most words correctly	Can understand some of the spelling rules for year 5.	Applies some of the year 5 spelling rules when writing.	Applies most of the year 5 spelling rules when writing.	Applies all of the year 5 spelling rules, when writing. Most words, including technical and scientific words are spelled correctly.
To present neatly	Can write clearly and fluently.	Letters are sometimes spaced appropriately and are of even size.	Letters are usually spaced appropriately and are of even size.	Letters and words are spaced appropriately. Upper and lower case letters are of suitable size.	Writing is legible and consistent with an emerging, personal style.

WHOLE CLASS FEEDBACK FORM

Subject:

Class:

Date:

<p>Areas pupils are doing well in:</p> <p>Examples to be shown:</p>	<p>Pupils to be particularly praised. Why?</p>	<p>Pupils who have already really got it:</p> <p>What now?</p>
<p>Specific pupils with particular issues:</p> <p>What now?</p>	<p>Common misconceptions:</p> <p>What now?</p>	<p>Common SPAG errors to be addressed:</p>

Appendix 3 – Assessment and reporting calendar

	Year 5	Year 6	Year 7	Year 8
Transfer	<ul style="list-style-type: none"> • KS1 national test outcomes, incl. scaled scores • GL Progress Tests (Y4) R/W/M 			
Autumn 1	<ul style="list-style-type: none"> • HAST spelling • SRT • EDSM data feed #1 • Pupil progress meeting #1 • ‘Meet the tutor’ parents’ consultation 	<ul style="list-style-type: none"> • HAST spelling • SRT • EDSM data feed #1 • Pupil progress meeting #1 • ‘Meet the tutor’ parents’ consultation 	<ul style="list-style-type: none"> • HAST spelling • SRT • EDSM data feed #1 • Pupil progress meeting #1 • ‘Meet the tutor’ parents’ consultation 	<ul style="list-style-type: none"> • HAST spelling • SRT • EDSM data feed #1 • Pupil progress meeting #1 • ‘Meet the tutor’ parents’ consultation
Autumn 2	<ul style="list-style-type: none"> • EDSM Data feed #2 • Pupil progress meeting #2 • Autumn progress report (December) 	<ul style="list-style-type: none"> • EDSM Data feed #2 • Pupil progress meeting #2 • Autumn progress report (December) 	<ul style="list-style-type: none"> • EDSM Data feed #2 • Pupil progress meeting #2 • Autumn progress report (December) 	<ul style="list-style-type: none"> • EDSM Data feed #2 • Pupil progress meeting #2 • Autumn progress report (December)
Spring 1	<ul style="list-style-type: none"> • ‘Subject Teachers’ parents consultation • EDSM data feed #3 • Pupil Progress meeting #3 	<ul style="list-style-type: none"> • ‘Subject Teachers’ parents consultation • Mock SATs • EDSM data feed #3 • Pupil Progress meeting #3 	<ul style="list-style-type: none"> • ‘Subject Teachers’ parents consultation • EDSM data feed #3 • Pupil Progress meeting #3 	<ul style="list-style-type: none"> • ‘Subject Teachers’ parents consultation • EDSM data feed #3 • Pupil Progress meeting #3
Spring 2	<ul style="list-style-type: none"> • EDSM data feed #4 • Pupil progress meeting #4 • Spring progress report 	<ul style="list-style-type: none"> • EDSM data feed #4 • Pupil progress meeting #4 • Spring progress report 	<ul style="list-style-type: none"> • EDSM data feed #4 • Pupil progress meeting #4 • Spring progress report 	<ul style="list-style-type: none"> • EDSM data feed #4 • Pupil progress meeting #4 • Spring progress report
Summer 1		<ul style="list-style-type: none"> • End of KS2 National tests 		
Summer 2	<ul style="list-style-type: none"> • GL Progress Tests R/W/M/S • EDSM data feed #5 • Pupil Progress meeting #5 • ‘By invitation’ parents consultation • Summer progress report 	<ul style="list-style-type: none"> • GL Progress Tests R/W/M/S • EDSM data feed #5 • Pupil Progress meeting #5 • ‘By invitation’ parents consultation • Submit teacher assessments for end of KS2 attainment (R/W/M/S) • Pupil progress meeting #6 • Summer progress report and National Test results 	<ul style="list-style-type: none"> • GL Progress Tests R/W/M/S • EDSM data feed #5 • Pupil Progress meeting #5 • ‘By invitation’ parents consultation • Summer progress report 	<ul style="list-style-type: none"> • GL Progress Tests R/W/M/S • EDSM data feed #5 • Pupil Progress meeting #5 • ‘By invitation’ parents consultation • Summer progress report

West Moors Middle School
 Subject Teacher Data Analysis 2018/19
 Pupil Progress Meeting - Monday 8 October 2018
 Carried out by

Class: **Subject:**

	Data 1			Data 2			Data 3			Data 4			Data 5		
	N	Y	E	N	Y	E	N	Y	E	N	Y	E	N	Y	E
All															
Disadvantaged															
SEN register															
Boys															
Girls															

Pupils considered for wave 1 interventions:

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Wave 1 interventions describe the lesson-to-lesson actions taken by the teacher as part of normal planning. It might include planned questions, behaviour strategies; targeted feedback; seating considerations; guided group work within the lesson; special instructions for TA.

Pupils considered for wave 2 interventions:

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Wave 2 interventions are actions taken by the teacher/TA, extra to whole class teaching. It might include extra sessions delivered during assembly time or at an after school club. Or it might be targeted group work led by the teacher/TA during normal lesson time. These interventions should be time-limited (3 - 6 wks) and be underpinned by clear targets. They should be recorded on SIMS.

Pupils considered for wave 3 interventions:

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Wave 3 interventions are actions taken by senior leaders, TAs or outside agency workers which involve small pupil-to-teacher ratios. These interventions should be time-limited (3 - 6 wks) and be underpinned by clear targets. They should be recorded on SIMS.

Appendix 5 – Progress report template

Percentage attendance: 96.9

Unauthorised absence: 4

Attendance reporting period: 04/09/2017 – 18/06/2018

Special Educational Needs Status: Interventions

Pupil Conduct:

Total Achievement Points: 60

Total Behaviour Points: 0

Conduct reporting period: 04/09/2017 – 18/06/2018

Results Table:

Core Subjects:

Subject	Attitude to Learning (ATL)	Progress Indicator	Current Indicator	End of Year 6 Target
English: Reading	Outstanding	Y	Working at greater depth within ARE	Working at greater depth within ARE
English: Writing	Outstanding	Y	Working at greater depth within ARE	Working at greater depth within ARE
Maths	Outstanding	Y	Working at greater depth within ARE	Working at greater depth within ARE
Science	Outstanding	Y	Working at greater depth within ARE	Working at greater depth within ARE

Foundation Subjects:

Subject	Attitude to Learning (ATL)	Progress Indicator	Current Indicator	End of Year 6 Target
Art	Outstanding	Y	Working at ARE	Working at ARE
Computing	Good	E	Working at greater depth within ARE	Working at ARE
French	Good	Y	Working at ARE	Working at ARE
Integrated Learning B&V	Good	Y	Working at ARE	Working at ARE
Integrated Learning Geography	Outstanding	E	Working at greater depth within ARE	Working at greater depth within ARE
Integrated Learning History	Outstanding	E	Working at greater depth within ARE	Working at greater depth within ARE
Music	Satisfactory	Y	Working at ARE	Working at ARE
PE	Outstanding	Y	Working at ARE	Working at ARE

+

Tutor Comment:

This year, XX has made very pleasing progress in all subject areas and has demonstrated a positive attitude in nearly all lessons too. In English, he has made excellent progress with sentence structure and vocabulary choices. In maths, he has made very good progress with long division, percentages and fractions. In science, XX has an excellent scientific brain, understanding new concepts easily and within the evolution topic his explanations of how natural selection happened were superb. Now, XX needs to always extend his written work so that it demonstrates his greater depth knowledge. In computing, XX has exceeded his target in all areas this year. In BV, XX has made some empathetic responses, particularly the play script written within the Islam topic. In PE, XX demonstrates a good level of skill and understanding across a range of activities, and shows a fantastic attitude towards learning.

This year, XX has been an extremely polite and friendly member of the class, who is very well-liked by other pupils in the tutor group. As well as this, XX has been awarded a number of pupil points for his positive attitude and his attendance over the year has been good. XX's school uniform is always immaculate and he has been a superb representative on the school council. XX's organisation has also been excellent this year. Over the course of the year, he has been involved in a wide range of activities including performing in the Christmas and summer shows and representing the school brilliantly at rugby, athletics and swimming events.

Tutor: XX

Headteacher Comment:

This is an excellent report showing that XX fully upholds our school values. I hope he looks for continued positions of responsibility and leadership in year seven.

Headteacher: XX