



Birchfield Independent Girls School

**POLICY FOR RAISING ACHIEVEMENT THROUGH EFFECTIVE ASSESSMENT,
RECORDING, REPORTING AND TRACKING DATA**

Philosophy

At Birchfield Independent Girls School, we are concerned with the principles and practices of assessment for effective learning. Our principles are based on the belief that:

- All students can be helped to become more effective learners
- Assessment takes a variety of forms, only some of which are recorded
- Assessment occurs over various time spans, only **unaided piece of work and core assessments** are planned formally.
- The focus of assessment is the student. After student interests, there are the interests of the other parties – parents, teachers, governors, the LEA and government.
- Assessments for learning should provide teachers with information to inform their practice
- Assessment for learning should provide parents with information to know how to support their child
- Assessment of learning should provide tutors and Head teacher with sufficient data to monitor and act on individual and cohort attitudes to learning.
- Assessment of learning should provide teachers and Head teacher with sufficient data to monitor individual and cohort progress and compare against benchmark criteria.
- At Birchfield Independent Girls School, we aim to use assessment for learning as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”.
- Assessment of Learning refers to the formal assessments undertaken that present a GCSE grade that reference attainment to nationally agreed standards.

Assessment For Learning

Assessing Students’ Work

Teacher assessments of learning will be drawn from a cumulative process of data gathering from formal and informal assessments, **unaided piece** of work, class and homework tasks and longer assignments.

Assessments should be fit for purpose and will take on differing forms according to curriculum need while maintaining the key features described below.

The value of oral feedback and discussion during lessons with students should not be underestimated in their overall contribution to helping students move on in their learning and in contributing to the overall assessment of student understanding. The lesson plenary provides a valuable opportunity to make decisions about how well the learning objectives have been met by individuals and groups of students. Peer marking will take place periodically in purple pen

Evidence

Formal assessments may be written. Evidence of common assessments (CA1, CA2 and CA3) will be recorded on the school KSM programme and on internal data tracking on R -drive. All work will form part of professional assessment.

Our ongoing assessment of student work should:

- Praise students for what they have been able to do well
- Inform students of the next steps they must take in order to improve their attainment
- Provide information on how the student can improve as a learner
- Recognise that there are a range of learning styles in which students can excel
- Motivate students to continue to enjoy learning
- Inform parents of ways in which they can help their child in the learning process
- Be focused on the related learning objectives
- Be meaningful to students, parents and teachers.
- Provide a range of experiences in which the multiple intelligences of students can be valued
- Use ICT for a range of purposes

Marking

(Refer to Marking Policy)

Research has shown that the most effective feedback that teachers can give contains constructive comments that are related to learning.

Birchfield Independent Girls School expects that marking is directly concerned with stated learning objectives and over the assessment criteria known by the students.

Marking to improve student learning requires considered responses. The marking policy provides detailed guidelines on this.

Assessment of Learning

Unaided piece of work

- Provide an opportunity to learn chunks of work.
- Provide students with practice of formal assessments.
- Assessment of learning should provide tutors and progress managers with sufficient data to monitor and act on individual and cohort attitudes to learning.
- Assessment of learning should provide teachers and managers with sufficient data to monitor individual and cohort progress and compare against benchmark criteria.

Every curriculum area is expected to assess students on unaided piece of work. APP is recorded by the teacher as a percentage mark or colour coding (Green, Orange, and Red) in the teacher planner and on R-drive.

Substantial feedback to students should be given through WWW and HTI to enable students to improve because of the testing process. A gap task (MRI) will be set that pupils will respond to in purple ink and peer marking will take place periodically in purple pen.

In some areas, it may be profitable to assess towards the end of a unit, enabling students to carry out extension work or remediation work following the assessment before starting on a new module of work.

Special Considerations

No student should feel disadvantaged or have their self-esteem affected by the assessment process. Provide students with the support they require to complete formal assessments and class tests in normal timetabled lessons.

Students with statements are often entitled to 25% extra time in assessments. The Curriculum Learning Managers for Learning Support and Specific Learning Difficulties arrange for students to be granted extra time and other special considerations, such as a reader or amanuensis, in liaison with the Examination Co-ordinator.

Special arrangements apply to all public examinations and formal internal examinations. Examinations deemed to be class tests that take place simultaneously in the main hall for convenience.

Formal/Summative Assessments

- Provide parents with progress relative to national standards.
- Provide a record of progress in relation to national standards.
- Assessment of learning should provide tutors and progress managers with sufficient data to monitor and act on individual and cohort attitudes to learning.
- Assessment of learning should provide teachers and managers with sufficient data to monitor individual and cohort progress and compare against benchmark criteria.

Formal Assessments carried out under examination conditions:

Year	Assessment Type	Comment	Term
7	Entry assessments	All students Cognitive Ability test (GL assessments)	Autumn
7	Baseline test	Maths and English	Autumn
7,8,9,10	End of Year examinations	All subjects	Summer
11	Mock examinations	All subjects	Autumn
11*	GCSE	All subjects	Summer

Recording

Use of ICT, Laptops and KSM

At Birchfield Independent Girls School, we use three weekly assessments and monitor student progress centrally on KSM.

Records of assessed class work/homework/Unaided piece of work during the term need to be kept in the subject tutor’s mark book or on R-drive in APP. This will be checked by senior staff and Head teacher for their own purposes.

Monitoring, Tracking, and Data Analysis

Assessment coordinator, senior leaders and subject tutors analyse the academic progress of individuals and the year group cohort against the targets for individuals and the cohort. The analysis is made using the schools flight chart for progress tracker. Results of the analyses are recorded on R-drive every term by subject tutors on the data tracking record. The teacher highlights pupils’ data as follows; RED for under achievers, green for higher achievers and orange for the pupils who are on target. The teacher also reviews the intervention plan in the assessment review column. Every half term, subject tutor has a one to one review meeting with under achieving pupils. Every end of term, subject tutor has one to one review meeting with all pupils which is recorded in the pupils’ homework diaries.

The assessment coordinator and subject teachers monitor the specific progress of students.

Baseline Flight Path

When a pupil enrolls at BIGS, the school will take reasonable measures to obtain KS2, SAT s scores for English and Mathematics. In addition to the KS2 scores the school carries out baseline tests which will be a starting point for the child. Pupils will be given an end of year target at the beginning of the year based on their KS2 test scores. From July 2017, all national curriculum levels and old GCSE letter grades were converted into number grades (new sub-levels), using the conversion chart below:

SUB LEVELS	9+	9=	9-	8+	8=	8-	7+	7=	7-	6+	6=	6-	5+	5=	5-	4+	4=	4-	3+	3=	3-	2+	2=	2-	1+	1=	1-		W+			
NEW GCSE	9			8			7			6			5			4			3			2			1							
OLD GCSE	A*			A						B						C			D			E			F			G				
NATIONAL CURR	EP	8A	8B	8B	8C	8C	7A	7B	7B	7C	6A	6B	6C	5A	5B	5C	4A	4B	4C	3A	3B											

- We also use + and – to indicate progress within a particular grade. For example, 2- will be at the lower end of 2 and 2+ will be the top end, closer to a grade 3. We also use W-, W and W+ for students who have not accessed grade 1.

Progress Tracking (Year 7-10)

At BIGS, there are three end-of-term assessments. These are devised around subject-specific level descriptors in key stage 3 and in KS4 around the GCSE AO’s (assessment objectives). After every End of term assessment, pupils' progress will be reviewed on the progress grids. Pupils who make 'outstanding' progress will be given a 1, pupils who make 'good' progress will be given a 2, pupils whose progress 'requires improvement' will be given a 3 and for 'inadequate' progress, pupils will be given a 4. To make outstanding progress a pupil will be required to **go up 3 sub levels in one year**, to achieve ‘good’, a pupil must go up 2 sublevels in 1 year, staying at the same level is ‘requires improvement’ and ‘inadequate’ progress is a regression.

The table below shows how pupils' progress is reviewed. The criteria for 1-4 (outstanding, good, requires improvement and inadequate) in the progress review will differ for progress reviews 1 and 2.

	PROGRESS REVIEW 1	PROGRESS REVIEW 2	PROGRESS REVIEW 3
1	Made one or more sublevels progress from end of year result	Made more than one sublevel progress from end of year result	Made more than 2 sublevels progress from end of year result
2	Stayed on the same sublevel as end of year result	Made one sublevel progress from end of year result	Made 2 sublevels progress from end of year result
3	Gone down one sublevel from end of year result	Stayed on the same sublevel as end of year result	Made one sublevel progress from end of year result
	Gone down from her end of year result	Gone down from her end of year result	Stayed on the same sublevel or gone down from end of year result

NB: The new progress review system was introduced in SEP 2018.

Tutorials

Biannually, each student has a tutorial with his or her form tutor. This lasts 15 minutes during which time the student's achievements and progress are reviewed.

The first tutorial for Year 7 students is a settling in review. Parents are also invited to attend a year 7 settling-in meeting.

This document was produced in September 2020 and is due to be reviewed September 2021.

Signed (Chair)..... Date.....

Print Name..... Date of next review.....

Headteacher.....