

## Assessment, Recording and Reporting at Leighton Park School

### Key principles

At Leighton Park, we believe in the immense potential of every individual. Our approaches to assessment, feedback, recording and reporting are designed to nurture the development of each learner and bring out the best in every student. This philosophy, embracing our founding Quaker principles, underpins everything we do at the school, including our approach to teaching and learning.

One of the school's key responsibilities is to provide a clear, up-to-date and accurate picture of a student's progress, from the start of their time at the school all the way through to the Sixth Form, across different subjects. This will enable teachers to tailor their teaching to a student's individual learning needs to enable him or her to make the best progress. This includes identifying areas of strength where further challenge can be given, or areas where further support may be needed to support a student's learning. Our use of assessment should support the progress of a diverse range of individual students to reach their full potential.

We are committed to providing an inclusive environment that provides a supportive, stimulating education for students of all abilities and skills. Assessment and feedback should be a positive experience for students, and the ways in which we record, and report student progress should be supportive and enabling for the individual.

### Assessment

Teachers regularly assess and report on student attainment in their subject, as well as on their approaches to learning, encompassing their effort, attitude towards learning and organizational skills within that subject.

Assessment includes formative, summative and diagnostic assessment:

**Formative assessment** involves a teacher's ongoing evaluation of students' understanding and progress, in order to build up a detailed picture of an individual student's learning and enable the learner to advance and develop to the next level. This includes dialogue between teachers and students in lessons, feedback on marked work, suggestions made for students to improve their performance, opportunities for students to improve upon their work after feedback and reflection and discussions about learning following feedback. Collect and Meeting may also provide opportunities to reflect on progress so far.

Central to the usefulness of formative assessment for both teacher and student is the regular, prompt timing of feedback, which recognizes areas of strength and

achievement, as well as giving clear, specific suggestions for improvement and development.

Expectations surrounding marking and feedback are discussed in detail in the school's 'Marking and prep' policy.

**Summative assessment** evaluates a student's achievement at the end of a particular unit or topic of learning and reports the student's performance against a benchmarked standard. Summative assessments may occur at Leighton Park at the conclusion of a unit or topic, each half term, during the Autumn test week, Summer term exam week, and during nationally-standardised public examinations (GCSE, A Level and IBDP).

At frequent intervals throughout a student's education, staff and students engage in the use of summative assessment, to provide a standardised measure of learning and progress, reflecting a student's performance in a particular unit, topic or time period of study. Summative assessment takes place each half-term, with each student's Attainment Grade (Year 7 and 8) or Current Working Grade (Year 9-13) recorded and reported to students and parents through the grade tracker sheet.

The Current Working Grade reflects a student's current level of attainment in a particular subject based on recent assessments.

The criteria against which students are evaluated for summative assessment should be consistent within subjects and clearly communicated to students. It is the responsibility of the Head of Department to ensure consistent, reliable application of clear assessment criteria and the punctual recording and reporting of grades by teachers in their department. This process is supported and monitored by the Assistant Head (Teaching and Learning) and the Deputy Head (Academic).

Each summative assessment should contribute towards an ongoing learning dialogue between teachers and students, with feedback giving a clear indication of the student's strengths, areas for improvement and suggested actions to consolidate learning and show progress in future performance.

**Diagnostic assessment** occurs at Leighton Park in order to provide information about a student to best inform the teaching and support of each individual. This includes the use of CAT4 tests, GL assessments, YELLIS and ALIS tests, as well as tests to facilitate the analysis of special educational needs.

All students sit CAT4 tests at the start of Year 7, assessing their performance in four areas: verbal reasoning, non-verbal reasoning, mathematical ability and spatial ability, providing an initial indicator of a student's learning profile in these areas. This forms a starting point to inform teaching and learning, from which to monitor each student's progress against expected performance in Years 7, 8 and 9, and give an idea of whether students should have a target of 'extending', 'secure' or 'developing' in Years 7 and 8. GL assessments may also be used in certain subjects to add to the picture of a student's progress in the Lower School.

Students also sit YELLIS tests at the start of Year 10, which provide additional information about their potential performance. This assists students and teachers in identifying early the expected rate of progress necessary over the GCSE courses to fulfil potential. It also provides a starting point from which to agree a GCSE target grade for the student in each subject. The YELLIS test takes into account national data provide by the Centre for Evaluation and Monitoring (CEM) in Durham and evaluates the

probability of a student achieving a particular target grade; it should not be seen as a predictive grade.

For Sixth Form students, the ALIS (CEM) system is used to determine a picture of a student's likely performance at A Level or IBDP, based on the student's GCSE performance in relevant subjects. This will be used to agree a target grade for each of a student's A Level or IBDP subjects.

## Recording

Assessment information is retained in students' progress files using iSAMS for all years and available to all teachers, Heads of Department and the Senior Leadership Team. Before the current academic year 2020-2021, the information was recorded on SchoolBase.

Each department should have in place a system to record and monitor individual student progress through the system of Attainment Grades. This should build into a system to monitor student progress year by year and should allow progress to be compared subject by subject, indicating the strengths and weaknesses of individual students in comparison to their expected rate of progress as indicated by personalised data. All assessment grades should be recorded centrally on iSAMS at the appropriate time.

## Reporting

### Reporting attainment in Year 7 and 8

In Year 7 and 8, Attainment Grades indicate the student's level of skill, knowledge and understanding demonstrated within a subject against subject-specific criteria. Records and reports will indicate whether a student's performance is judged as 'developing', 'secure' or 'extending' against the criteria in each subject's descriptive bands.

Attainment Grade descriptors are therefore different for each subject, but are standardised against Ofqual grade descriptors for GCSE gradings in each subject, and developed by Heads of Department to reflect the expected attainment of a student on a 'flight path' towards a corresponding GCSE grade level of attainment.

Extending +	The attainment of students in the 'Extending' band is in line with a 'flight path' towards achieving between Grade 7 to Grade 9 in this subject at GCSE.
Extending =	
Extending -	
Secure +	The attainment of students in the 'Secure' band is in line with a 'flight path' towards achieving between a strong Grade 4 to Grade 6 in this subject at GCSE.
Secure =	
Secure -	
Developing +	The attainment of students in the 'Developing' band is in line with a 'flight path' towards achieving between Grade 1 to a low Grade 4 in this subject at GCSE.
Developing =	
Developing -	

Each 'band', and levels within the bands, will have a description in Department Handbooks and prominently displayed in departments and their website pages to which teachers, students, parents/guardians and the Senior Leadership Team can refer.

## **Reporting attainment in Year 9, 10 and 11**

From Year 9, through Year 10 and Year 11, Attainment Grades indicate a student's level of performance with reference to the relevant GCSE grade descriptors issued by the appropriate GCSE exam board for each subject. Current Working Grades will be reported in the form of GCSE grades 9 to 1 or A\* to F.

## **Reporting attainment in Year 12 and 13**

In the Sixth Form, Attainment Grades indicate a student's level of performance with reference to the relevant descriptors issued by the appropriate A Level or GCSE exam board for each subject. Current Working Grades will be reported in the form of A Level grades A\* to U or IBDP grades 7 to 1.

## **Target grades**

Target grades are set in order to challenge students to achieve excellence – they should be considered a motivational objective, rather than a prediction or a limiting 'ceiling'. Target grades also provide a benchmark for students, the school and parents/guardians to monitor how well a student is progressing at different stages of their education.

Target grades may be adjusted if it is considered to be in the best interest of the student, taking into account input from students and teachers, considering all the information available about a student's performance.

Target grades are set using information from benchmark tests as a starting point and incorporating discussion between teacher and student.

## **Communication with parents**

Reports and consultation evenings are essential to the communication between teachers, tutors, students and parents/guardians. They are intended to provide accurate information about an individual student's attainment, approaches to learning and attitude towards their studies and other activities. This is with a view to positive recognition of achievement and encouragement to enable a student to achieve their full potential. Self-esteem is an important goal of Quaker education and reporting contributes to this.

Written reports are produced annually at important times of the year for each year group, except for Year 7 students, who will receive two written reports. They communicate to parents both Attainment Grades, including exam grades where appropriate, and a written comment on the student's progress. In adherence to Quaker values, we encourage students to compare themselves to their own best standards, rather than each other. However, following internal summer examinations, it has been considered important to report the set/year averages, in order to help students understand their own level of achievement and inform their future learning.

Grade Tracker sheets are provided for parents six times a year, at the end of each half-term, detailing a student's Attainment Grades and approaches to learning/effort in the most recent period.

Parent consultation evenings and tutor consultation evenings are held annually, except in Year 7, where there are two tutor consultation evenings. These provide the opportunity for parents and students to discuss their progress in detail.

Parents are encouraged to direct concerns about their child's progress to the child's tutor, in the first instance.

## Reporting Effort and Attitude to Learning

### Effort/Attitude/Organisation: Attitude to Learning Descriptors for Year 7-11

1 *Exceptional* (outstanding approach to learning demonstrated)

2 *Good* (exceeding required expectation for learning)

3 *Satisfactory* (meeting required expectation for learning)

4 *Less than satisfactory: cause for concern* (approach to learning demonstrated is below expectation)

### Sixth Form Effort Descriptors:

(1) Working independently: Students at this level:

- Take responsibility for extending their knowledge and understanding
- Read widely, taking a proactive approach to their work
- Demonstrate tenacity, improving their attainment in response to feedback.

(2) Working as directed: Students at this level:

- Complete assignments on time and to an acceptable standard
- Are up to date with work
- Participate well in lessons, asking and answering questions.

In order to achieve their full potential in Sixth Form, they will need to develop a more proactive approach, working more independently and taking greater responsibility for their own learning.

(3) Not yet working at a Sixth Form Level: Students at this level:

- Complete sufficient work to merely pass the course
- Are not always up to date with all work
- Do not participate well in lessons.

To make further progress, students will need to improve their time management and organisation, recognising the greater level of independent effort required at Sixth Form.

(4) Of concern: Students at this level:

- Are falling significantly behind in assignments and on the course
- Are not yet rising to the challenges of Sixth Form study.

The concern may reflect a lack of effort, lack of involvement in class, poor motivation or study skills, or poor attendance and punctuality.

## Leighton Park Expectations

*The school expectations and reminders sheet (below) should be displayed in classrooms, exercise books, houses, prep diaries and in the school diary to highlight the*

*school's classroom and lesson expectations. Department specific expectations can be added to the sheet (where appropriate).*

- Be **punctual** for all lessons and be prepared to engage and start learning immediately.
- Arrive **on time** to every lesson with:
  - Exercise book or file
  - Textbook (if appropriate)
  - Pens
  - Pencils
  - Ruler
  - Prep Diary
- Prep must be completed with care, to the best of your ability and handed in **on time**.
- If prep work is going to be late please contact your teacher to explain and ask for an extension.
- **Respect** and be tolerant of other people's opinions and listen to what others have to say in class
- **Reflect** on your work and set yourself targets to improve, taking note of your teacher's recommendations
- **Standard and presentation of work:**
  - Written work should be neat and spaced out.
  - All work should feature a title and date and should be underlined.
  - Start each piece of work on a new page (*leaving space for your teacher's comments*).
  - All loose sheets and worksheets should be stuck into your book or attached to your folder in the appropriate place.
  - Label prep work as 'Prep' to help your teacher mark your work.
- If you miss a lesson it is your responsibility to find out what you have missed, including prep work and find time to catch up on the work as soon as possible.
- If you know you will be absent from a lesson for any reason, please let your teacher know in advance and politely request absence beforehand and the work to catch up on.
- If you need any help with your work or if you are worried about any aspect of your work, please talk to or email your class teacher or tutor.
- Help to create a happy, encouraging and purposeful learning environment by being enthusiastic and participating in a positive manner in lessons as much as you can.
- Listen carefully to your class teacher's instructions. They are responsible for giving you the best experience possible, but it is a team effort!
- Please listen to your teacher and respond positively to advice, help and instructions.

- Leave the classroom tidy and treat all equipment with care and respect.
- Put in maximum effort to your work and perform to the best of your ability at all times.
- Please check your school email at least once a day.

**Department/Subject Specific Expectations & Reminders:**

*\* Departments to add in subject specific expectations and reminders here \**

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