

# Keswick



# School

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## ASSESSMENT AND REPORTING (KS/CUR/049)

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<b>Lead Officer:</b>	Assistant Headteacher, Teaching, Learning and Assessment
<b>Date of Review:</b>	March 2023
<b>Date to be Reviewed:</b>	March 2026
<b>Signed:</b>	
<b>Date:</b>	



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# ASSESSMENT AND REPORTING

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	November 2016
2	Policy Review	February 2021
3	Policy Review	March 2023

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Date:	March 2023	Status:	Approved by LGB Keswick School

# ASSESSMENT AND REPORTING

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# ASSESSMENT AND REPORTING

## 1.0 POLICY STATEMENT – AIMS OF ASSESSMENT AND REPORTING POLICY

### 1.1 Formative

- To help develop self-esteem and improve motivation.
- To find out what children already know so that they can build on this
- To unpick children’s misconceptions
- Check progress in learning within (as well as at the end of) lessons
- Provide effective feedback to move learning forwards
- To assess how students are progressing through the curriculum in each subject
- To help teachers in planning the next stage in pupil’s learning.
- To give pupils feedback about their achievements and help them set targets for future work.

### 1.2 Summative

- To give pupils feedback about their achievements and help them set targets for future work.
- To diagnose learning difficulties so that appropriate help and guidance can be given.

### 1.3 Informative

- To provide parents with useful information concerning their child’s achievement and progress.
- To provide parents, pupils and other stakeholders with a complete record of progress and achievement.

### 1.4 Evaluative

- To help the school evaluate the curriculum and the quality of teaching and learning.
- To help teachers and departments reflect upon their work as a basis for improvement and development.
- To help monitor and improve progress (individual, class, subject, school and other groupings).

## 2.0 RESPONSIBILITIES IN ASSESSMENT

### 2.1 Teacher’s Responsibilities

2.1.1 Teachers are expected to plan lessons so that they find out what children already know so that they can build on this

2.1.2 Teachers are expected to plan lessons to unpick children’s misconceptions

2.1.3 Teachers are expected to check learning within (as well as at the end of) lesson

2.1.4 Teachers are expected to provide effective feedback to move learning forwards following their department’s marking a feedback policy

2.1.5 Teachers are expected to give pupils feedback about their achievements and help them set targets for future work.

2.1.6 Teaching staff are responsible for reviewing pupils’ attainment and progress data at each data entry. This data should be easily accessible and used to inform lesson planning, teaching and intervention.

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2.1.7 Key groups (gender, Pupil Premium, SEND, more able, EAL and boarders) should be identified in teacher's mark books. At data entry, key groups attainment and progress should be monitored for underachievement.

2.1.8 Teaching staff are responsible for entering data into SIMS before each calendared deadline. All pupils in KS3 will be issued with their current attainment band (see below) and ATL grade. All pupils in KS4 and 5 will be issued with a working at grade, a challenge grade and an ATL grade.

## 2.2 Summative Assessment in KS3

2.2.1 When we do summatively assess students (which for most subjects will be three times per year) we will assign students an attainment band. These bands, and the knowledge and skills checklists in their books, will give students guidance on how they are performing in that subject area / topic at that time.

2.2.2 This summative assessment may take the form of a test, an assessed piece of writing or practical work as appropriate to the subject. Staff will then assign students an attainment band which will be reported home.

**Table : Student attainment bands**

Threshold band	Description
<b>Working Above</b>	The student is working beyond the essential skills and knowledge needed for that topic
<b>Working At</b>	The student has acquired the essential skills and knowledge for that topic
<b>Working Towards</b>	The student is developing the essential skills and knowledge for that topic

## 2.3 Head of Department (HOD) Responsibilities

2.3.1 HODs are responsible for the following in their dept :

- Ensuring that the SOWs are up to date for the teaching staff to clearly see planned progression through the curriculum at each key stage.
- Ensuring that in the scheme of work misconceptions are clearly marked.
- Ensuring that summative assessments within the department are not burdensome and have a purpose.

2.3.2 HODs are also responsible for:

- Monitoring how teachers check learning within (as well as at the end of) lesson.
- Monitoring how teachers provide effective feedback in lessons to move learning forwards.
- Assessing how students are progressing through the curriculum in each subject.
- Helping teachers in planning the next stage in pupil's learning.
- Ensuring pupils get feedback about their achievements and help them set targets for future work.

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### 3.0 STANDARDISATION

3.1 Heads of Department are responsible for ensuring that there is consistency through regular standardisation of pupil work.

3.2 It is good practice that standardised work should be displayed in a prominent place within the departmental area or classrooms.

### 4.0 REPORTING TO PARENTS

4.1 Reporting to parents is a process of continuous dialogue which promotes partnership between pupils, parents and teachers. It involves written and spoken communication which recognises the statutory requirements, encourages greater participation and provides information to plan future progress.

#### 4.2 The Written Reporting Process

4.2.1 Annually, each student receives:

- Two Interim Grade Reports (IGRs)
- A parents' evening
- A full written report including comments on progress and target(s) for improvement: Years 9, 11, 12 and 13 or
- A shorter target setting report: Years 7, 8 and 10.

#### 4.3 Components of the Full Written Report

At the top of the report the following information is displayed:

- Attitude to Learning
- Challenge Grade (KS4 and 5 only)
- Current attainment band (KS3) or Working at Grade (KS4/5)

##### 4.2.1 Comment

As outlined by the Reports Content and Style Guide (see appendix 1)

##### 4.2.2 Target(s)

The specification of a target for improvement or sustaining good progress, using SMART guidelines.

#### 4.4 Components of the Shorter Written Report

At the top of the report the following information is displayed:

- Attitude to Learning
- Challenge Grade (KS4 and 5 only)
- Current attainment band (KS3) or Working at Grade (KS4/5)

##### 4.4.1 Target(s)

The specification of a target for improvement or sustaining good progress, using SMART guidelines.

#### 4.5 Components of the Interim Grade Report (IGR)

The IGR provides subject by subject:

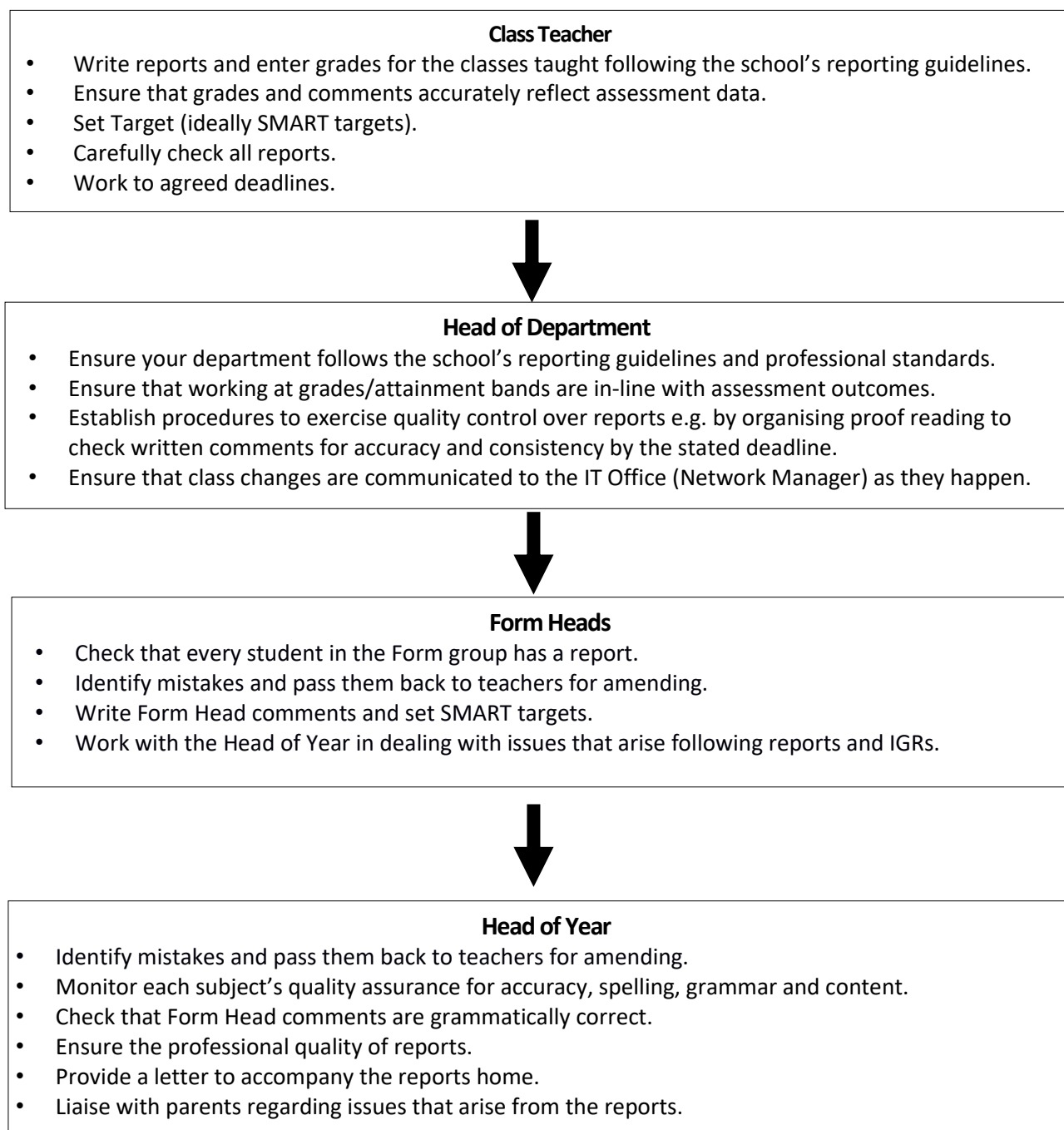
- Attitude to Learning

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- Challenge Grade (KS4 and 5 only)
- Current attainment band (KS3) or Working at Grade (KS4/5)

## 5.0 REPORTING RESPONSIBILITIES

5.1 The following flow chart sets out the responsibilities for the production of accurate and meaningful reports. It is suggested that teachers pair up to mutually proof-read reports with a departmental colleague and that TLR Curriculum post-holders sample the reports of the teachers in their department to make sure accuracy is delivered in terms of working at grades/attainment bands, ATIs and written expression.



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## Report Content and Style Guide

### Full Written Reports – Content and Style

The full written report is a very important document which parents and pupils value. Reports help pupils make progress and involve parents in their progress. Identifying and praising areas of strength motivates the pupils and help them recognise their achievements and build on them. Areas for improvement should be used to support their further progress: even for the most able students there is always room for improvement. Written comments should be accurate and should help pupils and parents in setting targets for future success.

### Content

Comments should be clear and to the point. Conciseness is appreciated. A suggested format is the four sentence model:

- Personality of the pupil, his/her approach to the subject
- 2 points about work and progress, including homework
- 1 sentence setting at least one area for improvement

Comments should be personal to the pupil being written about. Points about achievement should be specific.

Where a pupil has an IEP, please write the report in the light of that plan.

Comments should target significant areas e.g. classwork, organisational skills, performance in assessments.

Areas for improvement should be specific and related to how the pupil can make further progress. The comment on a report is not the place for a long description of course content.

The tone of the comment should be fair and honest: a pupil and his or her parents need to know if there is underachievement and how to tackle it.

Comments should match the ATL grade, the Challenge Grade, the “working at” Grade /attainment band and the relationship between these elements.

### Style

The audience for the reports is parents and pupils: jargon, slang, colloquialisms and abbreviations should not be used. Overly idiomatic language should be avoided.

Comments should be written in Standard English in a formal register: after all, this is a professional document.

Comments should name the pupil and be written in the third person for the most part, though first person statements can be useful (E.g. I have been impressed by John’s ...)

Comments in areas for improvement may be directed to the pupil using second person address or use third person. Use modal verbs to denote degree of obligation (e.g. ought to, should, must).

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Comments should be clear and succinct.

When naming use the SIMS name of the pupil.

Capital letters for names of students but not school subjects (except English, French, German, PE as a well known and acceptable abbreviation).

### **Possible Mistakes**

Spellings should be checked – do not rely on the spellchecker. Watch out for *practice* (noun) and *practise* (verb); *advice* (noun) and *advise* (verb); *affect* (verb) and *effect* (usually a noun)

Abbreviations: GCSE, A-level and AS-level only. NOT KS for key stage etc.

Punctuation: avoid the dash between clauses: use a colon or semi-colon or comma.

Contractions: *isn't*, *wasn't*, *don't* etc. should **not** be used. Write in full

Apostrophes: denote possession not plurals

Pronouns: *I* and *we* in subject position, *me* and *us* in object position; *myself* only when a reflexive is demanded.

Count nouns: if something can be counted, use *fewer* not *less* and *number* not *amount*

### **Proof Reading**

Should be undertaken by the teacher before completion. Print out a copy of your reports: it is easier to proof read a hard copy.

### **Uncertainties**

If you are not sure of a grammatical point or a usage please consult before saving finally or going to press: Jill Wilson will act as the final arbiter in the school in matters of dispute regarding English usage to try and ensure consistency.

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