



Assessment for Learning, Data and Reporting Policy

Introduction

This policy replaces any previous policy and follows DfE regulations and guidance. All members of staff are affected by and expected to adhere to this policy.

In line with the College's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of the college life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

This policy takes account of our aim for children to have the support they need:

- to be healthy
- to stay safe
- to enjoy and achieve
- to make a positive contribution
- to achieve economic well-being

The policy will follow the five principles of the Children's Plan:

- to support parents and families;
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs
- to use preventative measures to help students to avoid the possibility of failure

This policy is founded in the College's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the College community. It reflects the College's commitment to safeguard children, as well to encourage diversity in all aspects of College life.

Foreword

Rooks Heath College is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow and is part of the Tithe Multi-Academy Trust. The policy is subject to review by the College's Chair of Governors' Leadership Group and is subject to approval by the Governors of the College.

Rooks Heath College is fully committed to equality of opportunity for all students. We believe that every student, whatever their ability, has the right to be challenged and so encouraged to develop to his or her full potential.

This policy is formulated by the Assistant Headteacher i/c Raising Standards, in consultation with other staff and is monitored by other members of the College's Leadership and Management Group.

The aims of this policy

The policy's aim is to develop a culture of in-depth learning and mastery rather than pace. To do this the purposes of assessment is clearly identified to allow teachers the opportunity to relay the correct information at the correct time.

Formative and Summative assessment are the terms used in this policy.

Good day-to-day in- school formative assessment (self-assessment/peer-assessment/teacher marked homework) helps students to measure their knowledge and understanding and respond to feedback, provides parents with a broad picture of where their children's strengths and weaknesses lie, and allows teachers to identify when pupils are struggling and what interventions are needed to close that understanding gap.

Rooks Heath recognises:

1. the crucial role that timely, meaningful assessment can make to the learning of students and the improvement in teaching and learning
2. that assessment informs teaching and learning and that it is an integral part of this process
3. that effective assessment provides feedback to staff, students and parents and carers about progress and achievement and helps to ensure continuity and progress across the College
4. that assessment informs planning
5. that the learning takes place when the planned teaching is appropriate to the needs of the student
6. that parents and carers, the Rooks Heath staff and students are equal partners in the use of assessment to improve teaching, learning and achievement
7. that some parents are 'hard to reach' and the College needs to constantly strive to engage all parents including these parents in their child's learning
8. the role ICT can play in improving access for parents and carers, the Rooks Heath staff and the students to timely, meaningful assessment information

We aim to work in an environment in which every student:

- has access to timely, meaningful assessment information
- knows their current progress check/ grade and their target
- knows how to improve their personal academic performance
- regularly reviews and improves their own learning and achievements
- acts on advice
- has success rewarded

We aim to work in an environment in which every teacher:

- provides timely, meaningful assessment information
- has access to timely, meaningful assessment information and analysis
- uses appropriate assessment information to identify and intervene:
 - wherever students are underachieving
 - where students have misconceptions
 - to raise the bar on achievement even further
 - where parents and carers are not engaging with their child's education
 - to give teaching and learning opportunities

We aim to work in an environment in which every Parent or Carer:

- has access to timely, meaningful assessment information about their child
- comes into college at least once in each academic year to discuss their child's achievement and targets for improvement
- knows their child's current progress/ grades and targets
- knows how their child can improve their personal academic performance
- helps to reinforce Rooks Heath's advice
- encourages their children to aim high and work hard
- acknowledges and celebrates their child's successes.

Assessment for Learning, Data and Reporting Policy.

All operating procedures and practices for the use of assessment for learning, data and reporting will be in accordance with the principles set out in the policy. All staff, students, parents and carers are expected and encouraged to support the policy.

This policy should be read in conjunction with the current Assessment for Learning, Data and Reporting Handbook.

Setting Challenging Outcomes for Students

Rooks Heath is ambitious for all its students. The most successful students exceed what their prior performance outcomes may indicate for them. Our school Flight Paths and Target Outcomes, therefore, go beyond predictions based on prior attainment. The Flight Paths and Target Outcomes are set on entry to the College, using prior data from KS2, and challenges students and teachers to think differently about how to succeed and to change ways of working in order to improve outcomes. Flight Path/Target Outcome setting will not raise standards or improve students' progress without the skilled intervention of teachers and other professionals and the commitment of the student.

Aims:

- To set aspirational Flight Paths/Targets that all staff agree are achievable.
- To ensure that all staff are aware of the Flight Path/Target setting process.
- To ensure that all staff know the impact of Flight Paths/Targets on the whole of Rooks Heath's results.
- To ensure students know their flight paths/targets and know how they can achieve them.

Tracking student progress

We expect students to make steady progress throughout their time at Rooks Heath. From the point at which students arrive in college they are set Flight Paths for the end of KS4. These Flight Path/Targets are set as explained below.

Intervention

- Where students are falling off track teachers will put in place intervention strategies before the gap widens.
- Where students are making exceptional progress it may be appropriate to review Flight Paths/Outcome Targets set, as a student could have underachieved at KS2, been set low targets based on KS2 SATs and is now in danger of further under achievement.

The Impact Strategy and Assessment for Learning

Students are an integral part of Assessment for Learning. It is not an activity that is done by staff to students.

Every student will receive feedback and be aware of:

- where they are now, using evidence to back that up
- what their next step is, by knowing their long, medium and short term targets and building upon their current position

- how and when they are going to reach their short, medium and long term targets

The Importance of Feedback:

The College works on the knowledge that a school's 'assessment culture' influences students' feelings of confidence in their learning and motivation. Feedback on assessed learning has an important role in determining further learning. Students are influenced by the previous feedback they have received from similar tasks in relation to the effort they invest in future tasks.

Teacher feedback at Rooks Heath encourages students to have confidence in their ability to take the next steps in their learning and the confidence to do this independently. Where students have experienced success in earlier performance, they are more likely to succeed in a new task. Rooks Heath recognises that the effort students put into further learning may be adversely affected by a focus only on performance outcomes. We, therefore, promote collaborative working among teachers and teaching assistants in creating an assessment ethos that supports students' feelings of confidence in their learning and motivation. The range of teachers' assessment practices help to improve learning skills. Our teachers will explain the purpose and expectations of these tasks and provide feedback.

Students may receive feedback on class or home learning through teacher or peer marking or through verbal commentary and dialogue about learners' outcomes. Rooks Heath believes that good marking is focused on evaluating learners' progress against a learning objective and providing guidance on the steps learners may take to improve their work. This type of feedback is positive and constructive and is known to help improve the progress that learners make. For this reason we do not always give progress checks or grades on written feedback. Some pieces of work, particularly at Key Stage 4 will be graded in order to help learners their broad level of attainment. Constructive commentary enables every parent to know how their child is doing, what they need to do to improve, and how they can support their child and his or her teachers. Teachers' commentary will be linked to learning objectives and indicate the next steps students may make. Because of the importance we place on feedback to learners our learning sessions will allow time for students to reflect and act on the advice given.

We use 'What went well' (WWW) and 'Even better if' (EBI) statements when feeding back to students in exercise books.

WWW acknowledges the strengths and what the student has understood/demonstrated well.

EBI gives suggestions, examples, practice and next steps for further improvement.

Consistency in completing independent learning is an indicator of future success and, where it is not completed, an indicator of underachievement. Students and parents/carers play an active part in ensuring that home learning is a success and provides opportunities for learners to make progress.

The Rooks Heath Curriculum

The curriculum at Rooks Heath College develops students' understanding of the goals of their learning, the criteria by which they are assessed and their ability to assess their own work. It allows the testing of students when their teachers judge them to be ready to show their achievement at a certain level, thus minimising the experience of failure and its impact on self-esteem. Our curriculum allows learners to negotiate pathways for learning and to receive additional support in essential skills and to succeed.

Learning Objectives and the Schemes of Work

Learning objectives make clear the knowledge, skills and understanding that learners are expected to have gained by the end of a session. At Rooks Heath we make our expectations for learning clear in our Schemes of Work based on the standards in the national curriculum and examination

boards. Where students are taught with the majority of their peers and they achieve the main learning objective for the session it means they are working at the age-related expected level. Where students are taught in other arrangements the main learning objective will be pitched at the attainment level of the vast majority of learners and the learning will still be differentiated for others. Most students will be working at or towards the level reflected in the learning objective. Those who are working below the level and not making sufficient progress will need additional guidance or support. For those who are secure at the level exceed it a more challenging objective will be set. Assessment against learning objectives indicates what has been well understood and what has not and what the 'next steps' for learning may be. To achieve challenge for all learners each learning session will include a learning objective principally for learners who have higher levels of prior attainment and who may be regarded as particularly gifted and talented.

All learning will be built on learning objectives and will take account of the need to assess learners' progress at specific points. In planning schemes of work teachers will identify where the opportunities are to gather evidence of learners' attainment in a range of contexts. These assessment-rich opportunities may be pieces of written work done in class, homework, individual or group presentations, oral responses, research findings and so on. Simple notes, made when learners demonstrate significant knowledge, understanding or skills, can be retrieved when the time comes to make a periodic assessment.

Almost all learning sessions will involve the sharing of learning objectives and an opportunity to reflect on what learning has taken place and/or on how effective the learning process has been. In some sessions learners themselves, guided by their teachers, will design the learning objectives.

Our assessment-rich opportunities will allow learners to carry out work independently and have a degree of choice in the methods they use or the way in which they present ideas. Students will be able to show their knowledge, understanding and skills and apply them in new or unfamiliar situations; even some time after a technique or topic has been taught.

To achieve greater independence in learning Rooks Heath will develop students' self-assessment skills and we will use learning rather than performance criteria as part of a classroom environment that promotes self-regulated learning. In this way assessment conveys a sense of learning progress to students.

Assessing Student Progress

The purpose is to inform teachers, parents and school leaders of academic progress throughout the year. This data will then be reviewed by subject leaders to identify trends and gaps in learning to create interventions to close the gaps.

Heads of Year will also use the data to identify patterns across a Year Group with regards to individual students and departments. Interventions can then be planned for to close gaps.

Judgements on progress will be made via formative and summative assessment based on the curriculum criteria covered in the topics, in that subject, up to that time.

Assessment Focus

Assessments will be designed so that students can demonstrate the assessment criteria that they have met. They will form part of the Scheme of Work and after the assessment students will use feedback to further improve their assessment.

Tracking and Intervention

Our aim is for all students to have a tracking sheet visible inside their books/folders/files, for every subject, where teachers, students and parents/carers can see the progress being made across the academic year for each subject. (See also the marking policy)

At Rooks Heath we combine the efficient collection of data with accessibility by all so that we can track student progress and quickly identify students who need help with what they need help for and intervene effectively.

Intervention and booster is the main focus of everything. Finding out who needs help. The time spent on intervention will be significant, both inside and outside the classroom.

To aid moderation, all teachers will mark a different group's assessment and all professional predictions will be moderated via discussions between colleagues with similar ability classes

Assessment, Collection and Report Writing

The aim of Rooks Heath College is to ensure that all parents and carers engage with their child's learning. Rooks Heath is committed to a partnership between students, staff, parents and carers, all working together to raise achievement. Our reporting system gives them access to termly assessments on each student. Electronic copies of reports will be available to parents and carers through My Child at School.

Academic Reviews will be held:

Students in Years 7 to 10 have three data captures throughout the year. Students in Year 11 have 2 formal data captures with rigorous testing and examining throughout Year 11. All data captures are calendared and for quality assurance, data is checked by the Head of Department and standardised and moderated during departmental time. Each data capture will compare students' progress towards their Flight Path/Target. This allows us to demonstrate progress over time.

- Year 7 three times a year (Annual report contains Tutor and HoY comments)
- Year 8 three times a year (Annual report contains Tutor and HoY comments)
- Year 9 three times a year (Annual report contains Tutor and HoY comments)
- Year 10 three times a year (Annual report contains Subject, Tutor and HoY comments)
- Year 11 three times a year (Annual report contains Subject, Tutor and HoY comments)
- Year 12 four times a year (Autumn Report contains Tutor comment and Spring Report will contain Subject Comment)
- Year 13 four times a year (Autumn Report contains Tutor comment and Spring Report will contain Subject Comment)

How the data will be used

Academic reviews – judgement is made on the progress being made at that particular time. Students making less than expected progress will have the gaps identified to them for parents, subject leaders and year team leaders to utilise for intervention. Comments will be made on all students in academic review 2 to give parents an understanding of how their child can progress further.

The following points form part of the target setting process at Rooks Heath.

- The Head of Department meets with their teachers to discuss each student's progress towards targets regularly.
- The Head of Sixth Form meets with their teachers to discuss each student's progress towards targets regularly.

- Each term a member of the Senior Management Team will meet with each Head of Department to discuss each student's progress towards targets and identify students that are in need of support, guidance and/or intervention and booster sessions.
- Regular meetings with the Raising Standards Leader/Data Manager/Directors of Learning will identify any trend in groups of students and organise relevant intervention strategies where necessary. This will include a meeting with the Intervention/Booster Team.
- Each term the Head of Year will identify any trend in groups of students and organise relevant intervention strategies where necessary. This will include a meeting with the Intervention Team.
- Any students that are identified as not progressing as they should, will receive specific intervention/booster according to their needs.
- Any students that are identified as exceeding expectations in progress will have their targets reviewed and will receive intervention according to their needs.

This rigorous process keeps assessment of progress high profile throughout the year and ensures prompt action if an individual is slipping behind. These discussions form part of the College's closing the Gap Programme that ensures that Rooks Heath meets or exceeds its already high expectations. Intervention plans from the above meetings will be discussed, at a meeting of the Short Term Planning and Review Group, to devise an overall strategy for the College. This strategy must provide best value as well as equality of opportunity, whilst ensuring that the intervention strategy within the College is sustainable and effective.