



HAYDON SCHOOL

Assessment, Reporting and Quality
Assurance Policy
2024-2025

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.

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Introduction

1.1 Purpose

Our aim is to develop in all of our students the love of learning, intellectual curiosity, skills and qualities of character needed to become successful, happy and engaged members of society.

Therefore, this policy seeks to ensure:

- **Teachers** effectively guide all students with the steps they need to take in order to make excellent progress in their studies.
- **Parents and carers** are well informed about their child's performance across their studies and how they can support their child to make excellent progress.
- **Students** understand what they are doing well within the subjects and the next steps they need to take in order to make excellent progress

1.2 Principles

At Haydon School the fundamental principle behind the way we assess students and provide feedback to them is an expectation that **every student** should make **excellent progress** from his or her starting point across all the subjects in their curriculum.

We see assessment and feedback as an integral part of the teaching and learning process which is inextricably linked to our curriculum. Assessment should be underpinned by two main objectives:

- 1) It is **valid** (it measures what is important to measure in a given subject)
- 2) It is **reliable** (it provides consistent information about students' abilities in a given subject).

This policy has also been created with an acknowledgement of 'the central challenge associated with the delivery of teacher feedback: workload' (Collin & Quigley, 2021: 8)

Therefore, in line with the recommendations from the Independent Teacher Workload Review Group (2016), all assessments at Haydon School should be **meaningful, manageable** and **motivating** both for the students engaging in their learning and the teachers who are guiding students with their learning.

2. Assessment and feedback expectations

2.1 Written Communication

When teachers are assessing students written and oral work they should include the marking of SPaG and must model academic writing and talk in the classroom at all times with particular focus on:

1. The use of tier 2 and 3 vocabulary.
2. Fluidity of writing.
3. Fluidity of oracy.

2.2 React

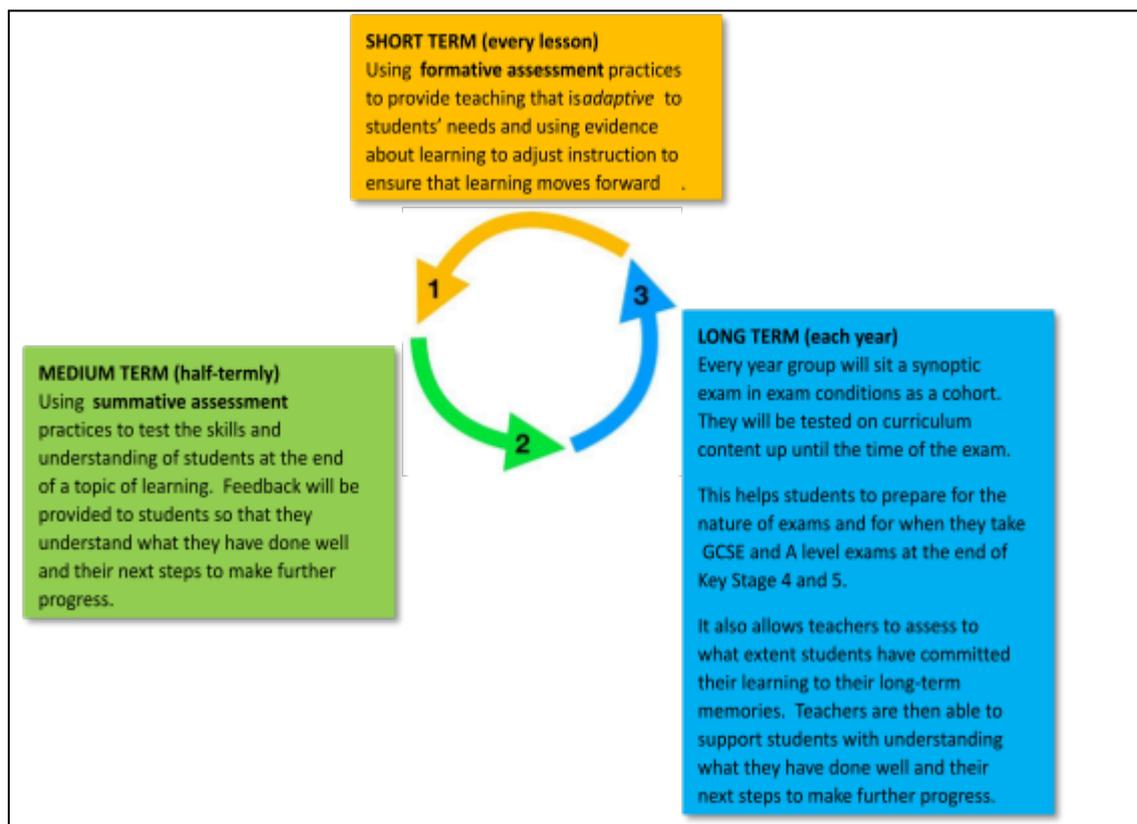
Staff must allow lesson time and / or homework for Re-ACT. The 'ACT' is students responding so 'Re-' could be Review, Refine, and Revise, Re-do, Reflect etc. To support REACT feedback should be provided on strengths, address any misconception and address the next step.

Students should complete REACT work using a green pen. Teachers are not required to provide individual written feedback for the Learning Review in the student workbook.

3. Cycle of Assessment

At Haydon School, assessment takes place according to the following cycle:

3.1 Short Term Formative Assessment.



Teachers will regularly use formative assessment practices such as mini-whiteboards, think pair share, thumbs up/down and hinge point questions and shared Google documents to ensure that students have correctly understood what they have been taught.

When asking questions to assess understanding, teachers should require all students to participate using strategies such as 'no hands up' or a 'cold calling' approach to facilitate this.

Teachers should regularly and actively review the work that students are producing in lessons utilising live marking and feedback, particularly when students are engaged in independent and group work.

Teachers should ensure all students have an opportunity during every lesson to receive, understand and REACT on the feedback they have been provided with. This may mean for some students their feedback needs to be differentiated so that they understand it. Students should complete all REACT tasks, using a **green pen**.

The outcomes of formative assessment should inform intervention and planning at a classroom level.

3.2 Medium Term Summative Assessment.

At the end of topics of learning (usually a half term, or the end of a phase in carousel subjects, or topic in REP), students will be assessed on what they have learned through standardised summative assessments (set by the curriculum leader) and results logged centrally, within the curriculum area.

Summative assessment can be staff, peer or self marked or technology such as Satchel and Google tests can be utilised. Teachers will provide individual marks for these assessments along with developmental feedback. Teachers should ensure all students have an opportunity during lesson time, to receive, understand and act on the feedback they have been provided with. Students should complete their next steps on the assessment, using a **green pen**.

Practical subjects and core Physical Education may not use workbooks. However, students should still be assessed on what they have learned and be able to explain their strengths and next steps. REACT activities still need to be completed and results logged centrally.

At Key Stage 4 and 5, as students will sit exams with specific structures and question types, they should be well prepared for the nature of their exams. Therefore, medium term assessments should be exam focused, applying appropriate external rubric and mark schemes. When students complete exam questions, teachers should explain in their feedback how many marks students have gained,

why they have gained full marks (if they have) and what they need to do to gain full marks (if they have not), with reference to exam board rubric.

The outcomes of medium term summative assessment should inform intervention and planning at a curriculum and classroom level.

3.3 Long Term Summative Assessment.

Year 7, 8 and 9, have synoptic exams in the Summer term. The exam should cover the key knowledge and skills students should know across the key stage up to that point of time. For example, a Year 9 synoptic exam will cover content from Year 7, Year 8 and Year 9.

Year 10 have annual formal mock exams in the Summer term.

Year 11 have formal mock exams at the end of the autumn term and for English, mathematics and science in the spring term.

Year 12 and Year 13 have annual formal mock exams.

The outcomes of long term summative assessment should inform intervention at a curriculum, classroom and pastoral level where appropriate.

Teachers are required to mark the exams so that a grade or percentage score can be produced. Grades for all long term summative assessment will be collected at a whole school level and reported to families.

Teachers need to provide feedback to students on their performance in the exam in relation to the grade achieved. Teachers should ensure all students have an opportunity during lesson time to receive, understand and REACT on the feedback they have been provided with. This may mean for some students their feedback needs to be differentiated so that they understand it. Students should complete their next steps, using a **green pen**.

4. Presentation of Work

Teachers should have high expectations of all students regarding the way that work is presented.

Students should keep their work books neat and tidy and take care with the presentation of their work. Routines should be developed by all teachers to ensure students' books are of a high quality and include a title, good quality handwriting, underlining, and dated. There should not be evidence of graffiti. Where a student's work is presented messily, teachers should intervene in a timely manner to ensure the student understands the issue with their presentation so that it is not repeated going forward, applying sanctions if necessary.

5. Exams Schedule and Reporting

5.1 Exams Schedule

Exams: Exam windows for each cohort will be published in the whole school calendar annually. All exams will be sat as a cohort in an exam venue. The Assistant Head (Key Stage) and the Year Leader will organise student and parent/carer communication and revision schedule following up on any concerns, for example behaviour and attendance.

Exams at KS3 will generally last an hour in length (except for those students who are permitted extra time). KS4 and KS5 exams should follow the awarding body rubric.

5.2 Quality Assurance:

Exam papers should have the Haydon School cover sheet on the front. Exams and mark schemes should be checked for quality by more than one person in the curriculum area. This process should be reviewed by the member of the Senior Leadership Team who manages the curriculum area in which the subject resides.

5.3 Moderation

In the marking window, a moderation meeting will take place with all teachers who are marking papers for the particular year group. Teachers should bring a selection of their marking to be moderated as directed by the Curriculum Leader. This will usually be a selection of 'high', 'middle' and 'low' graded papers. Teachers should have been provided with the mark scheme and where relevant model answers before the moderation window.

Curriculum leaders must ensure that all marking has been quality assessed and is valid before data is entered at whole school collection points.

5.4 Data Entry

Curriculum leaders must ensure that all data has been quality assessed and is valid before data is entered at whole school collection points. Teachers should enter exam results on to the school's management information system by the callendered date. For Key Stage 3 students, this will be the percentage of marks achieved according to the mark scheme devised by the Curriculum Leader. For Key Stage 4 students, this will be the GCSE, A level or Applied grade achieved according to the agreed bands, informed by previous external grade boundaries.

5.5 Progress Review

Meetings will be held with relevant SLT, Year Leaders and Curriculum Leaders after long term summative exams results have been reported. At the meeting strengths will be identified and discussed. An action plan, focused on improving student performance will be drawn up by the Curriculum Leader to ensure any areas for development are addressed and acted upon. The action plan will specifically address key subgroups identified as part of the schools Key Performance indicators.

5.6 Additional arrangements for individual year groups / subgroups:

Y7 students undertake the following additional baseline testing. The outcomes of these exams are analysed by the relevant curriculum leaders, literacy lead and SENDCO to inform intervention.

- Cognitive Abilities Test (CAT4) on entry.
- English, Mathematics and Science baseline assessments on entry and in the Summer term.
- National Reading (NRT) and Spelling (NST) tests on entry and in the Spring and Summer term.

All students new to Haydon also undertake the CAT4 test, NRT and NST on entry.

6. Target setting

Staff use student's previous results in internal and external assessments when setting Minimum Expected Grades (MEGs). A MEG is the minimum grade which a student is expected to achieve in their subject at the end of their course of study.

6.1 Target setting at KS3 and 4.

Data from the Fischer Family Trust (FFT) is used to support setting targets at Key Stage 3 and 4. The FFT uses a student's previous attainment (at KS2) to calculate their most likely grade in each of their GCSE or Applied subjects. Where students do not have KS2 results CATS data is used.

MEGs are reported to parents/carers at KS4. At KS3 targets are used to inform interventions within curriculum and pastoral areas, with percentage scores gained in assessments applied 'subjectively' to MEGs to measure progress and inform intervention, using [Ofqual's indicative grade boundaries](#).

Subject staff may set a MEG which is higher than the FFT estimate if they feel that a student has the potential to exceed it, but they can not set an MEG lower than the FFT estimate.

6.2 Target setting at KS5

KS4 average points scores are used to set MEGs. MEGs cannot be lower than a C grade at A level and a Pass grade for Applied subjects. If a student is taking an Applied qualification which is the equivalent of more than 1 A Levels they are given a MEG that consists of two grades, for example MM which stands for Merit, Merit.

7. Reporting

7.1 Principles of reporting

We acknowledge that progress is not linear, and students will reach their target grade at different speeds. We trust the professional judgement of the teacher to help identify whether the student is on track compared to their starting point at Key Stage 2 or 4.

All subjects use subject specific personalised learning checklists and assessments to enable students, their parents and teachers to view progress in lessons and identify areas of weakness.

Staff take recent assessments, classwork, any external data and any controlled assessments into account when setting target or projected grades. They are therefore not current performance grades, but nor are they predictions. These grades should enable staff, parents and students to see relative progress across all subjects, and to address any concerns or lack of progress.

7.2 Attitude to learning (ATL)

Attitude to learning (ATL) is regarded as a strong determinant of outcomes in a classroom. Staff enter an ATL grade which provides a generic description of a student's conduct, effort and work ethic. (Appendix 1), across three categories, an average can then be tracked across the academic year.

7.3 Reporting Progress at Key Stage 3 (Year 7, 8 and 9)

Parents will receive four reports in the academic year. Three ATL reports in the Autumn and Spring terms and an ATL report and the results of the long term summative assessment in the summer term.

7.4 Reporting Progress at Key Stage KS4/KS5

Years 10,12: Parents will receive three reports in the academic year. These will include an ATL report, and MEG in the Autumn term; an ATL report including MEG

and projected grade in the Spring term and an ATL report including MEG and Mock result report in the summer term.

Year 11 & 13: Parents will receive three reports in the academic year. These will all include an ATL report, MEG, projected grade and Mock result (when applicable).

Parents / carers will also have the opportunity to discuss their child's progress with teachers during annual parents' evenings.

8. Quality Assurance

8.1 Work Scrutiny

Work scrutiny and lesson visits are carried out regularly to ensure that all students are receiving equivalent levels of useful and high quality feedback across their curriculum and to ensure that training needs are identified and met.

Curriculum leaders with the support of their SLT line manager should choose a minimum of two books/folders per class to review each term, this means that a sample from every class should be checked. Books can be reviewed during lesson visits. The findings will then be discussed and actions agreed.

8.2 Curriculum Review (CR)

Each Curriculum area and the SEND department will participate in a CR which will seek to establish strengths and areas for development in assessment and feedback practices each academic year. The aim of the CR is to support sharing good practice and to develop practice. CR's will be undertaken by a CL and the DHT's.

8.3 Team around the Year Group meetings (TYG)

TYGs will be timetabled for every two weeks and will consist of the AHT, YL, Attendance officer, Safeguarding staff and SEND staff. TYG's will be chaired by the AHT for the Key Stage. ATL data will be reviewed at these meetings and strategic action plans will be created to ensure the holistic development of the child.

Date	Status	Comments
May 2018	New	New Policy - to Student committee 22.05.18. Approved. To FGB for ratification 05.07.18 Approved
November 2020	Update	Minor wording change, projected to potential, To student committee 10.11.20. Approved. To FGB 03.12.20 for ratification. Approved.
June 2022	Update	Sent to Student Committee 28.06.22. Approved by FGB 20.07.22
August 2023	Update	Reviewed - no changes to be made
July 2024	Update	New Policy - Approved FGB 22nd July 2024

Appendix 1 – Attitude for Learning descriptors.

	Progress towards Learning	Organisation for Learning	Home Learning / Independent Learning
	<i>Indicates how respectful students are to peers and staff in their lessons and how well they engage and participate in their learning.</i>	<i>Indicates how well-prepared students are for their learning; whether they regularly bring the correct equipment and kit to classes.</i>	<i>Indicates how well students use opportunities to extend their learning with homework and independent learning opportunities; whether they complete homework and the level of effort they put into this.</i>
1 - Excellent	Always on task and an active contributor to class and group activities. Independently takes actions to improve. Always listens and responds respectfully to staff and peers.	Always punctual to lessons. Always brings the correct equipment. Always presents work to a high standard with care and considerable effort.	Always meets homework deadlines. Always puts 100% effort into homework / independent work.
2 - Good	Usually on task with only a few lapses in concentration. Usually an active contributor to class and group activities. Actively seeks and acts on advice to improve. Usually listens and responds respectfully to staff and peers.	Usually punctual to lessons. Usually brings the correct equipment. Usually presents work to a high standard with reasonable care and effort.	Usually meets homework deadlines. Usually puts in a great deal of effort into homework / independent work.
3 - Needs to improve	Occasionally is on task but sometimes distracts the learning of others. Occasionally is an active contributor to class and group activities. Occasionally seeks and acts on feedback to improve.	Occasionally punctual to lessons. Occasionally brings the correct equipment. Occasionally presents work to an acceptable standard and with care and effort.	Occasionally meets homework deadlines. Occasionally puts in an acceptable level of effort into homework.
4 - Serious cause for concern	Rarely is on task, frequently disturbing the learning of others. Rarely an active contributor to class and group activities. Rarely seeks and acts on feedback to improve.	Rarely punctual to lessons. Rarely brings the correct equipment. Rarely presents work to an acceptable standard, with little thought or effort.	Rarely meets homework deadlines. Rarely puts in an acceptable level of effort into homework.

