



"The glory of God is
a human being fully alive!"

St Joseph's Catholic High School

Assessment & Reporting Policy

2023-24

Date of Review: February 2024

Date of Next Review: October 2024

ASSESSMENT

This document serves to lay out the intentions of our assessment strategy at St Joseph's Catholic High School. It is our plan to ensure that assessment within the school is highly effective at driving pupil progress and curriculum development. This document works in unison with our 'feedback policy', which serves to lay out the procedures through which we will achieve our intentions below.

INTENT

- To give importance to all types of assessment (either 'waypoint' or 'end point' and in whichever format befits the learning intentions) in order to drive a broad and balanced curriculum.
- To ensure assessments play a vital role in the sequencing and building of knowledge over time.
- To check pupil understanding at critical moments of the curriculum and provide high quality feedback and feedforward, highlighting and addressing misconceptions.
- To allow Curriculum Leaders to evaluate their curriculum on a deeper level.
- To ensure reporting reflects the broad and balanced curriculum that pupils are studying.
- To create exercise books from which pupils can effectively review learning (i.e. a record portfolio of learning).
- To check pupil understanding at critical moments of the curriculum and provide high quality feedback and feedforward to enable the building of knowledge over time.

'Waypoint' assessments are those defined as activities that routinely assess more specific parts of the curriculum in order to provide an opportunity for student recall, teacher feedback and a 'steer' as to the trajectory of progress being made by the cohort. They will highlight and address student misconceptions of specific key concepts. These will feed into the holistic grade collected for reporting but may have a lower weighting given their assessment of a small and recent part of the curriculum.

'End point' assessments are those defined as activities that assess a greater cross section of knowledge and skills from across the curriculum and will test students' long-term memory the subject domain across the key stage. These will feel like exams and we may draw more summative conclusions from them but we will use the information formatively. These will feed into the holistic grade collected for reporting and may have a greater weighting given their assessment of a larger part of the curriculum over a longer period.

IMPLEMENTATION

- All exercise books to record a curriculum map/personalised learning checklist for the year as well as all assessments so that pupils can readily track their learning journey.
- Departments will planning their assessment schedule within their scheme of learning (or as a supporting document). These will feature waypoint and endpoint assessments.
- Reports to consist of a holistic grade made up of an accumulation of waypoint and end point assessments. Curriculum leaders will decide upon the weighting of assessment activity but this should be reflective of rigour, challenge, the breadth/depth of knowledge and skills within the assessment.

Heads of Department:

The Head of Department is responsible for managing a systematic approach to assessment with their cohort. This means that departmental assessment models seek to gain global-level data about pupil progress within their subject. The department must have a model that assesses key knowledge within the curriculum, to evaluate the extent to which an intervention should be put in place using Way Point assessment. Further, the assessment model is designed to capture the End Points of pupil progress, that evaluates long term pupil progress using End Point assessment. A mixture of both will be used to report on pupil progress, by the design of the Head of Department as befits the curriculum.

Tactics that the Head of Department will employ are:

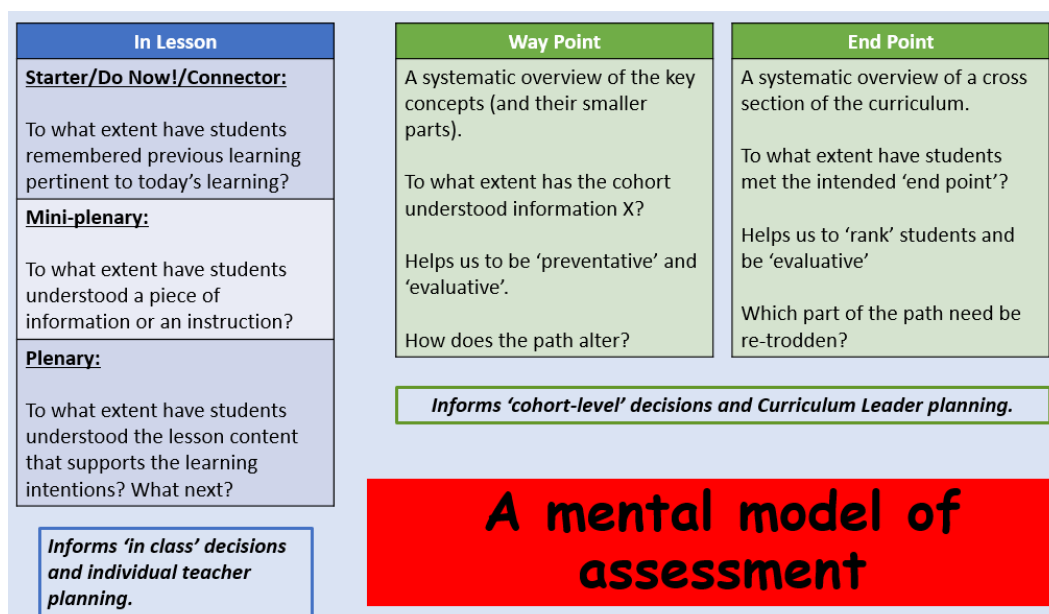
- Regular monitoring of departmental tracking mark sheets and general written & verbal feedback and marking, as per the feedback policy.
- Regularly evaluating samples of work in each class/set in each year group through book scrutiny.
- supporting and guiding individual teacher assessment activity.
- Amending schemes of work in light of learner performance and feedback, (this is a key part of our curriculum evaluation).
- Where appropriate, to review exam performance using examination board post results services (for example, through Edexcel Results Plus and AQA e-aqa)

Classroom Teachers

Classroom teachers are expected to regularly check pupil understanding in lessons through Assessment for Learning (AfL) targeted questioning, self/peer assessment as well as teacher assessment using a variety of tools (including mini white boards).

Classroom teachers will assess at the following points:

- Lesson beginning – to assess prior learning, pertinent to the learning intentions of the lesson (e.g. a Do Now! Or Connector task).
- Mini plenary – at points within the lesson, to check student understanding of instructions or chunks of information.
- Plenary – at the end of the lesson, to assess the extent to which students have understood the lesson content and how this informs next steps.



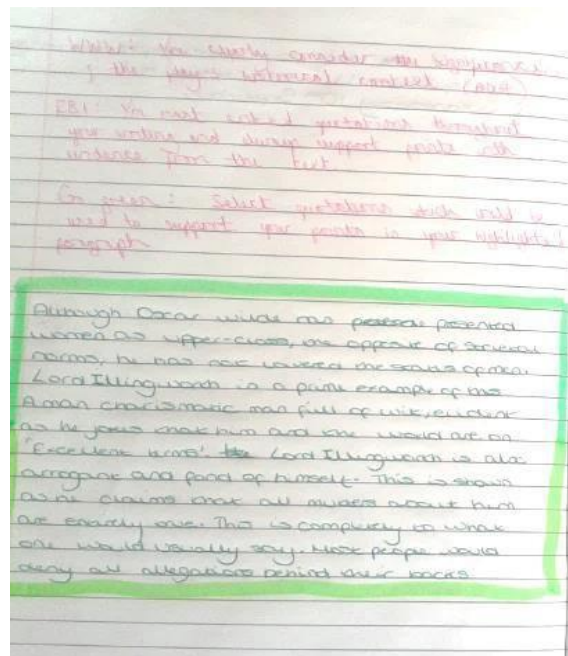
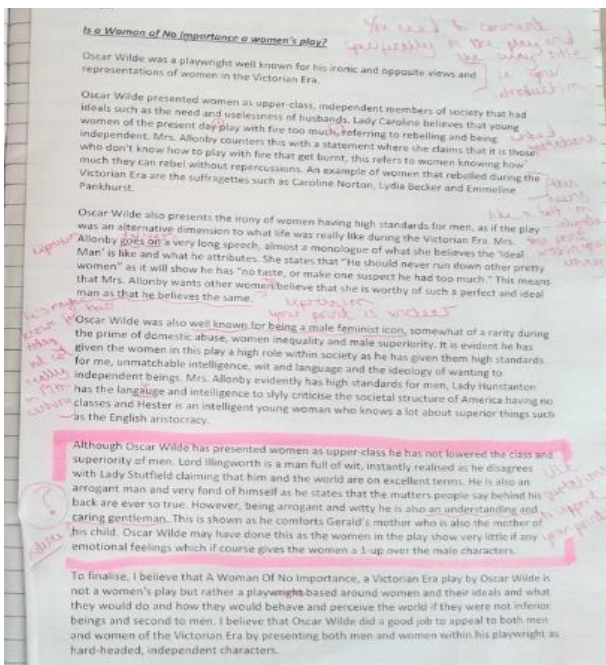
Written Feedback: Think Pink; Go Green

Think Pink; Go Green (TPGG) is our way of providing written formative feedback after assessment. Diagnostic comments are in pink and pupils are expected to 'Go Green' which involve strategic corrections or redrafting. This has been incredibly valuable in ensuring that pupils do not see a class assignment or assessment as the end point but as part of the journey.

This could be as per the example below or through the use of:


- Peer/self-assessment sheets
- Progress through feedback sheets
- Progress through feedback sheets
- Whole Class Feedback sheets

We encourage staff to adapt and experiment with resources and ideas as long as the key principles within this policy are met.




The Feedback Policy

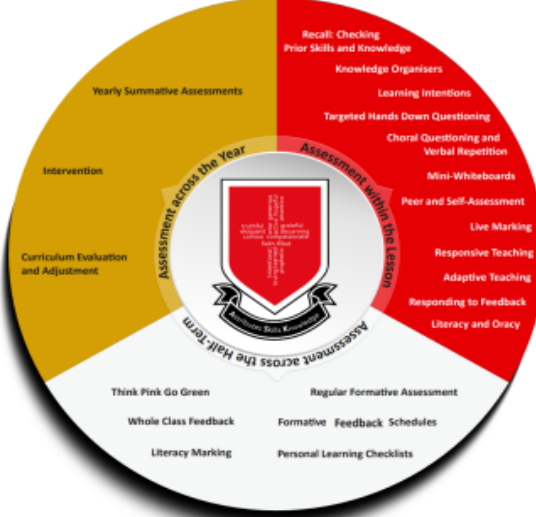
The Feedback Policy, below, serves as a non-exhaustive list of procedures by which we seek to achieve the intentions of the Assessment Policy laid out above.




Feedback Policy



The Key to Unlocking Belief



Lesson	<ul style="list-style-type: none"> Every lesson will begin with Recall: Checking Prior Skills and Knowledge. Departments will publish Knowledge Organisers sharing the important knowledge that will be taught in each sequence of their curriculum for students, teachers and parents to use. Learning Intentions - The <i>Learnnet</i> will identify key knowledge and <i>Wise</i> how it will be used. Targeted Hands Down Questioning will systematically probe understanding of key concepts. Teachers will use Choral Questioning and Verbal Repetition to secure key vocabulary. Students will carry Mini-Whiteboards to support recall and knowledge checks. Teachers will use Peer and Self-Assessment regularly including regular A3 sheets. <p style="text-align: center; color: green; font-weight: bold; margin: 5px 0;">Peer and self-assessment is completed in green pen.</p> <ul style="list-style-type: none"> Teachers will use their visualisers to Live Mark students work and provide instant feedback. Children's needs will be met through Adaptive teaching with task sheets/additional scaffolding where appropriate. Responsive Teaching—The teaching should adapt to the learning with regular adjustments made addressing misconceptions with plenaries used to secure student learning and confirm the next steps in teaching. Teachers will use curriculum time to allow students to Respond to Feedback. It is an expectation that students should spend significantly more time responding to feedback than teachers spent providing it. Teachers will adapt lessons to respond to the needs of student learning. Literacy and Oracy – Speaking prepares students to write by allowing expression and discussion of ideas. All teachers will support students' use of formal spoken language, challenging mispronunciation and grammatical errors. Students to use 3B4ME (Brain, Book, Buddy before the teacher).
Half-Term	<ul style="list-style-type: none"> All written feedback will use Think Pink Go Green where students will be advised WWW (What Went Well) and EBI (Even Better If) to Think Pink. They will then be given specific tasks to Go Green in order to improve their work or develop their understanding. Teachers will use Whole Class Feedback to identify WWW and EBI across the class using the school template. This will provide feedback on common misconceptions, spelling and grammatical errors and Go Green feedback tasks. Literacy Marking will include the use of marking codes on selected work and whole class feedback responses. Each Department will publish their own Formative Feedback Schedules. These will include written, spoken, practical, physical assessments and/or online platforms, which will generate the performance data reports for parents. Teachers will use Regular Formative Feedback, as per their departmental schedule, in and out of lessons with <u>at least 2 pieces of work receiving teacher feedback per half-term at KS3/KS4. For KS5 this should be every two weeks.</u> Departments may use PLCs (Personal Learning Checklists) as part of the feedback they provide for students.
Year	<ul style="list-style-type: none"> Yearly Summative Assessments, which are staggered across Key Stages 3, Year 10 and Year 12 alongside regular PPEs for Years 11 and 13. These will be reported home at the end of an academic year. Intervention - Curriculum Leaders will monitor data and address knowledge gaps. Pastoral leaders will focus on removing learning barriers by supporting students whose learning is effected by pastoral issues or by behavioural issues that impact multiple subjects. The SLT will support and create opportunities for intervention to take place. Curriculum Evaluation and Adjustment - Curriculum Leaders will monitor learning across sequences of lessons and evaluate the impact of that teaching making adjustments to future learning.



Feedback is Intentional and Prophetic

1. **The Intentional** - For teachers it helps us show you the way.
2. **The Prophetic** - For students it lights the path to future learning.

Student Response to Feedback is KEY

IMPACT

- Pupils are able to articulate their curriculum journey in their subjects understanding the purpose to a lesson within the bigger picture.
- Pupils appreciate a far wider range of skills through class assignment.
- Broader aspects of our curriculum are assessed (vocabulary, oracy)
- Pupils have a record of assessments that give them a portfolio of their learning and what their next sequential steps are. This will also aid them in long term memory retrieval.

Key Stage 3 Reporting Information (Years 7 – 9)

- This term we have been providing pupils with a range of formative assessments. This is a type of assessment where pupils are regularly assessed in all aspects of their learning, given feedback and then are supported in addressing their areas for development.
- From this series of assessments, we are providing you with an **Overall Assessment Percentage**
- In addition, we are also providing you with a target percentage that has been set according to prior data. **The aim is for your child to consistently meet / exceed this percentage target throughout the entire Key Stage.**

Key Stage 4 Reporting Information (Years 10 -11)

- Year 11 – Pupils will be provided with a Pre-Public Examination Grade for each Progress Drop.
- Year 10 - Pupils are given a holistic ‘Working At’ Grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments.
- GCSEs are Graded 1 to 9. Pupils in Years 10 and 11 will therefore have targets based on aspirational target grades set by the Fischer Family Trust (KS2 Data & Project Performance). These entail the expected grade to be achieved at the end of Year 11.
- Grades are sub-levelled; 3.2 – just reaching a grade 3, 3.5 – is a comfortable grade 3 and 3.8 is a strong grade 3, approaching a grade 4.

Key Stage 5 Reporting Information (Years 12 – 13)

- Year 13 – Pupils will be provided with a Pre-Public Examination Grade for each Progress Drop.
- Year 12 - Pupils are given a holistic ‘Working At’ Grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments.
- A Levels are Graded A* - E. BTecs & Cambridge Nationals are Graded D* - P. Pupils in Years 12 and 13 will therefore have targets based on aspirational target grades set by their GCSE Data and projected performance. These entail the expected grade to be achieved at the end of Year 13.
- Grades are sub-levelled; C3 means just reaching a grade C, C2 means a comfortable grade C and C1 represents a very strong grade C.

Reading Age

- We regularly test the reading age of our students. You will see this figure in the following format: ‘Year/Month’, for example ‘12/7’ (or 12 Years and 7 Months). This means that your son or daughter’s reading age is equivalent to that figure and signifies how far ahead or behind they are their actual age. Staff use this information to support them in class but this is important information for parents/guardians in order to support with reading at home.”

Heads of Year Email:

Year 7 - j.cooper-santos@st-josephs.slough.sch.uk

Year 8 - a.mccormack@st-josephs.slough.sch.uk

Year 9 - m.joseph@st-josephs.slough.sch.uk

Year 10 – a.romero@st-josephs.slough.sch.uk

Year 11 – s.dunleavy@st-josephs.slough.sch.uk

Year 12 – s.stevens@st-josephs.slough.sch.uk

Year 13 – l.finn@st-josephs.slough.sch.uk

Attitude to Learning Grade

4 = Excellent	The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.
3 = Good	The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.
2 = Minimal	The pupil has made the minimum effort; improvements can be made. The pupil can be disorganised or forget their equipment.
1 = Lacking Effort	The pupil has not applied themselves adequately. The pupil is disorganised and regularly forgets their equipment.

Homework Grade

4 = Excellent	Homework is always completed on time. Excellent effort and understanding is shown, it is detailed and work is well presented.
3 = Good	Homework is completed on time. Good effort is shown and it is presented to a good standard with secure understanding and detail.
2 = Needs Attention	Homework is sometimes not completed on time. Some effort is shown but work often lacks detail and understanding and requires improvement with presentation.
1 = Needs Significant Attention	Homework is not often completed on time. Work lacks effort and understanding with little detail and is presented to a poor standard.

QWC Target

Each subject will provide a Quality of Written Communication Target. The code provided indicates a specific target for you to focus on to improve your Quality of Written Communication. (Codes on the next page).

WWW / EBI

Each subject will provide information on 'what went well' and 'even better if'. The code provides you with areas of your learning that you are either succeeding in (www) or need to improve upon (ebi). (Codes on the next page).



WWW/EBI Codes

Al	Algorithm Writing	Mo	Motivation
An	Analysis	Nu	Numeracy
Ap	Application	On	Organisation
Cb	Collaboration	Or	Oracy (verbal communication)
Cf	Confidence	Pl	Planning Responses to Questions
Cl	Attend Extra-Curricular Clubs	Pc	Practical (or Visual) Work Quality
Cm	Composition Skills	Pe	Performance Skills
Co	Coursework	Rf	Response to Feedback (Go Green)
Ev	Evaluation	Re	Review Lesson Content Regularly
Ex	Explanation	Qu	Questioning
Fo	Focus/Attention	So	Problem Solving
In	Independence	Su	Super Curricular Learning
Kn	Knowledge Recall	Un	Understanding Command Words
Me	Meeting Deadlines	Us	Use of Evidence/Sources

QWC Target Codes

Ca	Use of Capital Letters	Pu	Punctuation
De	Development of Answers	Sc	Use of Full Sentences
Gr	Grammar	Sp	Spelling
Ha	Handwriting	T2	Embedding Tier 2 Words
Pa	Use of Paragraphs	T3	Embedding Tier 3 Words
Pr	PROUD	Wo	Show Working Out