



AllSaints  
CATHOLIC SCHOOL

# Assessment, tracking and reporting policy

## All Saints Catholic School



“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”

(1 Cor. 12:29)

Approved by  
Chair of  
Governor:

Date:

Last reviewed on: July 2020

Next review due  
by: June 2021  
N. Thompson



# ASSESSMENT, TRACKING AND REPORTING POLICY

“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”

(1 Cor. 12:29)

## **Rationale:**

Assessment is at the heart of student progress and achievement, it facilitates the successful progression of all students and informs the quality of teaching and learning at all levels. All Saints Catholic School is an inclusive community where all students are supported to achieve and progress to their fullest ability, through the use of appropriate and informative assessment. Assessment will support high quality teaching and learning, as well as foster effective communication between all stakeholders.

## **Principles of Assessment**

The school’s assessment policy is guided by the following principles:

1. Assessment should support students’ learning by:
  - involving the student in their own learning
  - clarifying and reviewing the intentions of each step in the learning process
  - sharing with students the standards expected of them
  - ensuring all students are appropriately challenged and make progress
  - providing useful feedback on ways to improve on past performance
2. Assessment should be curriculum led. It should be shaped by the aims of the curriculum and inform its development, but not dictate it.
3. Assessment should allow the progress made by individual students, specific groups of students, subjects and year groups. It should ensure that underachievement and outstanding achievement is identified promptly so action can be taken (whether this be in the form of recognition or support).
4. Assessment should provide information to a wide range of audiences including governors and parents through the processes of recording and reporting. In particular, parents/carers should be regularly informed and consulted about the progress made as co-educators of their child.

## **Types of Assessment**

Information from assessments can be used for the following purposes:

Formative (Assessment for Learning) – to recognise the positive achievements of students on a day-to-day basis.



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Summative (Assessment of Learning) – to record the overall achievements of the student in a systematic way.

**Practical Application of Assessment:**

In Class:

Assessment supports teaching and learning by identifying individual student strengths and weaknesses which informs classroom teachers' practice and allows students to engage with their own learning.

Departmental:

Internal teacher assessment allows a Head of Department to identify the strengths and weaknesses within the department. This includes:

- Progress of groups of students
- Skill sets
- Subject knowledge
- Areas for success/development

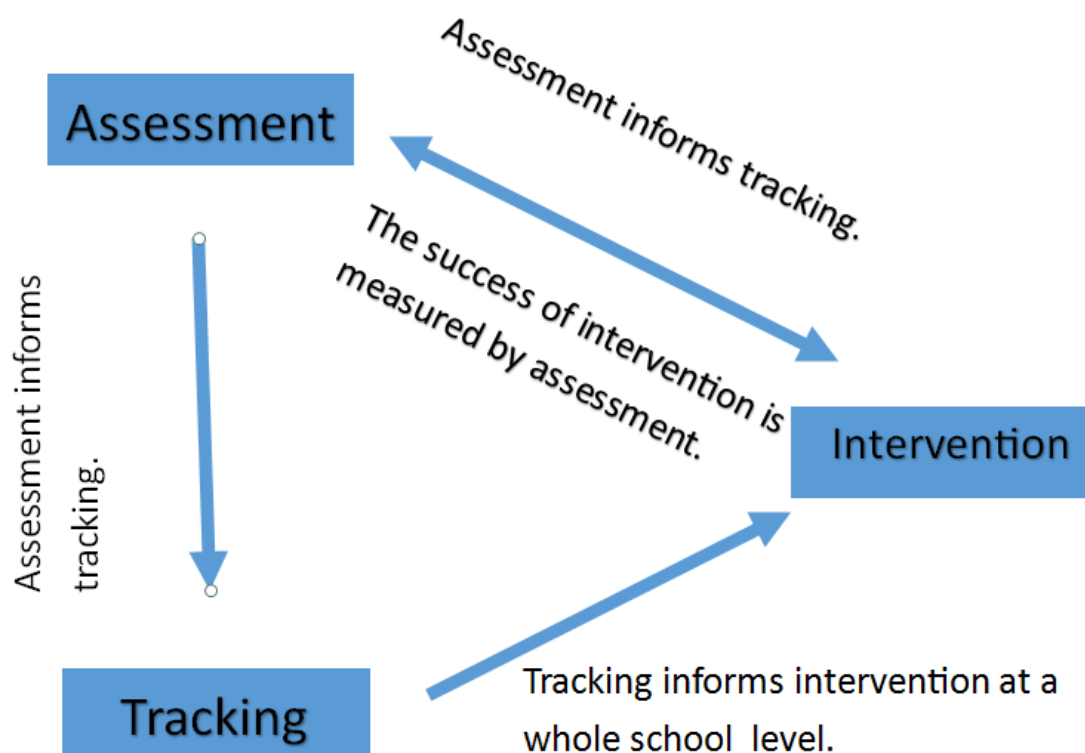
This will allow departments to develop time-limited intervention programmes which are designed to accelerate learning for particular groups, allowing them to catch up or exceed the performance of peers.

Whole School:

Tracking data is informed by assessment, and allows Senior Leadership and Middle Leaders to put in place appropriate intervention strategies, whilst also recognising student achievement and progress.



## Assessment is the core of student progress



### **Methodology:**

In class: Teachers are expected to undertake both formative and summative assessments within class on a regular basis. These assessments should be used by teachers to inform both the *Performance Indicator* and the content of the data collection reports. Assessment informs teaching and learning for students, as well as subsequent intervention strategies within the classroom. A Head of Department may also require assessment data in order to support student progress within the department.

Departmental: Heads of Department and Key Stage Co-ordinators will use a mixture of tracking and assessment in order to develop teaching and learning, and ensure student progress.

Whole school: Senior Leadership Team and Line managers will focus on overall student performance and progress in order to identify any whole school issue, and measure the impact of whole school intervention.

### **Reporting and Tracking**

The deadlines for tracking data and reporting will be published in the school diary at the onset of every school year. Reporting schedules can be summarised as:

<b><u>Key Stage 3 (AWOL)</u></b>	<b><u>Key Stage 4 (GCSE)</u></b>	<b><u>Key Stage 5 (A/AS Level)</u></b>
1. Assessment and	1. Assessment and	1. Assessment and



qualitative data will be collected every six weeks for each student. 2. Each student will receive six reports.	qualitative data will be collected every six weeks for each student. 2. Each student will receive six reports. <i>Excluding Year 11 who will receive 5 due to examinations.</i>	qualitative data will be collected every 6 weeks for each student. 3. Each student will receive six reports in Year 12 and five reports in Year 13.
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### Reporting

Reporting is the method by which teachers communicate student progress and targets to parents in a written format.

Reporting data is collected at pre-determined points during the academic year and covers a range of information on different aspects of student performance. This data includes:

- Target Grade
- Performance Indicators
- Current Assessment Grade
- Classwork
- Behaviour
- Homework
- Effort

### **Target**

For each subject each student will receive a Target Grade, this is based on Key Stage 2 results.

At Key Stage 3 students will receive one of two possible target grades:

- **Working Beyond** = students should attain above the national expectations.
- **Working At** = students should attain in line with national expectations.

At KS4 students will receive a target grade for the end of their course. These are based on information produced using aspirational targets from Key Stage 2 results. This information is used to inform the setting of ambitious and challenging target grades which ensure that every student makes 'Good' progress (progress above the national expectations).

These targets will be in form the GCSE grading system 1-9.



### **Performance Indicator**

Performance Indicators (PI) are a professional judgement made by teaching staff and describes a student's predicted grade for the Key Stage. The PI's main function is to determine whether a student is working towards their target grade, which is predetermined by their Key Stage 2 results and to introduce interventions when necessary. The PI is derived by examining the breadth of internal data accumulated within departments and should portray the wider picture of student attainment. Departmental data used for deriving the Performance Indicator includes (but is not limited to):

- Formative assessments
- Summative assessments
- Effort
- Behaviour

### **Classwork**

This includes how students respond to in-class instruction, the quality and effort of class work, homework, and response to intervention strategies. The teacher will provide a professional judgement on these aspects, which will take the form of a progressive 1-4 level.

These levels are defined as:

1. Outstanding
2. Good
3. Satisfactory
4. Cause for Concern

### **Behaviour**

This is solely based on a student's behaviour in lesson, and how well s/he engages with his/her learning. The teacher will provide a professional judgement on these aspects, which will take the form of a progressive 1-4 level. These levels are defined as:

1. Outstanding
2. Good
3. Satisfactory
4. Cause for Concern

### **Homework**

Based only on the work produced by students independently (outside of school), it should reflect both the quality and frequency of the homework produced. The teacher will provide a professional judgement on these aspects, which will take the form of a progressive 1-4 level.

These levels are defined as:

1. Outstanding
2. Good
3. Satisfactory
4. Cause for Concern

### **Effort**

Based only on effort and commitment to the subject. The teacher will provide a professional judgement on these aspects, which will take the form of a progressive 1-4 level. These levels are defined as:

1. Outstanding
2. Good
3. Satisfactory
4. Cause for Concern



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### **Tracking Timetable**

Tracking timetable will be released at the start of each academic year. Tracking data will be collected at various points throughout the academic year and will vary dependant on Key Stage and Year Group. This data will be disseminated for analysis to leadership teams and will also be used to develop interim reports for students and parents. Interim reports will provide performance indicators, target performance, behaviour and effort marks, as well as other general information about the student. The following pages cover the assessment plan for this academic year.



<b>Week Beginning</b>	<b>Focus</b>	<b>By Whom</b>
14 <sup>th</sup> September 2020	Covid Gap Analysis Assessments	
21 <sup>st</sup> September 2020	Marking & Data Collection 1(Deadline 3.30pm 25/09/2020)	
28 <sup>th</sup> September 2020	Reports sent home	
12 <sup>th</sup> October 2020	Assessment Week 1 (Y10-13)	
19 <sup>th</sup> October 2020	Marking & Data Collection 1(Deadline 3.30pm 23/10/2020)	<i>Teaching Staff</i>
2 <sup>nd</sup> November 2020	Reports sent home	Data Team
<b>Autumn ½ Term</b>		
23 <sup>rd</sup> November 2020	Assessment Week 2 (Y7-10, 12)	
30 <sup>th</sup> November 2020	Year 13 Mocks Marking Week (Y7-10,12)	
7 <sup>th</sup> December 2020	Year 11 Mocks Marking Week (Y13 mocks)	
14 <sup>th</sup> December 2020	Y11 Mock Marking & Data Collection 2 (Deadline 3.30pm 18/12/2020 for all year groups)	Teaching Staff
<b>Christmas Holidays</b>		
4 <sup>th</sup> January 2021	Mock results sent home and assemblies (Y11 & 13) Reports home	Y11 and Sixth form team Data Team
1 <sup>st</sup> February 2021	Assessment Week 3 (Y10-13)	
8 <sup>th</sup> February 2021	Marking & Data Collection 3 (Deadline 3.30pm 12/02/2021)	Teaching Staff
22 <sup>nd</sup> February 2021	Reports sent home	Data Team
<b>Spring ½ Term</b>		
8 <sup>th</sup> March 2021	Assessment Week 4 (Y7-10,12)	
15 <sup>th</sup> March 2021	Y13 Second Mock Week Marking Week (Y7-10,12)	
22 <sup>nd</sup> March 2021	Y11 Second Mock Week Marking Week Y13 mocks	
29 <sup>th</sup> March 2021	Y11 mock Marking & Data Collection 4 for all year groups (Deadline 3.30pm 01/04/2021)	Teaching Staff
19 <sup>th</sup> April 2021	Reports sent home	Data Team
<b>Easter Holidays</b>		
17 <sup>th</sup> May 2021	Assessment Week 5 (Y10 & Y12)	
24 <sup>th</sup> May 2021	Marking & Data Collection 5 (Deadline 3.30pm 28/05/2021)	Teaching Staff
7 <sup>th</sup> June 2021	Reports sent home	Data Team
<b>Summer ½ Term</b>		
14 <sup>th</sup> June 2021	Year 12 Exam Week Assessment Week 6 (Y7-9)	
21 <sup>st</sup> June 2021	Year 10 Exam Week Marking Week Y7-9 and 12	
28 <sup>th</sup> June 2021	Marking Y10	Teaching Staff





	Marking & Data Collection 6 (Deadline 3.30pm 02/07/2021 for all year groups)	
5 <sup>th</sup> July 2021	Reports sent home with attendance report and end of year letters	Data Team
<b>End of Academic Year 2020/21</b>		

## **Data Collection**

### **Covid Gap Assessments**

This year an extra set of assessments has been added to gauge learning and understanding during the lockdown period. These will be reported with a Beyond, Achieving or Towards on SIMs and a detailed report on each section using the statement banks provided by HODs. These statements will be stuck in exercise books for each subject.

### **Key Stage 3 (Years 7 - 9)**

Each collection of data will include the following

Attainment – Last Assessment Grade and Performance Indicators (using AWOL grids)

Working towards, Working at, Working Beyond the expected standard or Performing Below the assessed level (B, A, T and P codes)

Last Assessment Grade (LAG) – Grade achieved from the assessment completed for that term.

Performance Indicator (PI) – This is the grade the teacher believes the student will achieve at the end of the course (end of Key stage, end of Y8, Y11 or Y13) if the student continues to work at the same rate with the same effort.

Effort, Behaviour, Classwork and Homework

These will be graded using the following numbered system

1 = Outstanding, 2 = Good, 3 = Satisfactory and 4 = Cause for concern

### **Key Stage 4 (Years 10-11)**

Each collection of data will include the following

Attainment

Last Assessment Grade and Performance Indicators (see definitions from above) – Grades 1-9

Targets will be included based on 4 levels of progress so a comparison on progress can be made

Effort, Behaviour, Classwork and Homework

These will be graded using the following numbered system

1 = Outstanding, 2 = Good, 3 = Satisfactory and 4 = Cause for concern

### **Key Stage 5 (Years 12 and 13)**

Each collection of data will include the following

Attainment

Last Assessment Grade – Grades A\*-E (A Level) or Distinction – Pass (BTEC/CTEC)

Performance Indicators of grades A\*-E (A Level) or Distinction – Pass (BTEC/CTEC)

Targets will be included based on ALPs predictions so a comparison on progress can be made

Effort, Behaviour, Classwork, Homework and Attendance

These will be graded using the following numbered system

1 = Excellent, 2 = Good, 3 = Satisfactory and 4 = Cause for concern

See below for sample pages



## Year 8 Autumn Report 2016

### Random Student 8Z

#### Attendance Summary

# 98.2 %

Unauthorised Absences: **1**  
 Authorised Absences: **5**  
 Possible Sessions: **326**

# Lates 21

	Target	Last Assessment Grade	Performance Indicator	Behaviour	Effort	Classwork	Homework
Art	A	B	B	1	2	2	2
Computer Science	A	A	A	1	2	2	2
English	A	T	T	2	2	2	1
History	A	P	P	3	4	3	3
Games	A	B	B	2	1	2	2
Geography	A	A	A	2	3	1	1
Maths	A	T	T	1	1	1	2
Physical Education	A	P	P	1	4	3	3
Religious Studies	A	B	B	2	1	1	2
Science	A	A	A	3	2	2	1

#### Key to terms used in this report

<b>Target grade</b>	This is the grade he should be aiming for. B = Working beyond expectations A = Achieving expectations
<b>Last Assessment Grade</b>	Grade achieved in last internal assessment B = Working beyond expectations A = Achieving expectations T = Working towards expectations P = Performing below the assessed level
<b>Performance Indicator</b>	B = Working beyond expectations A = Achieving expectations T = Working towards expectations P = Performing below the assessed level
<b>Behaviour, Effort, Classwork &amp; Homework</b>	1 = Outstanding 2 = Good 3 = Satisfactory 4 = Cause for concern



## Year 12 Autumn Report 2016

### Random Student 12Z

	Target	Last Assessment Grade	Performance Indicator	Behaviour	Effort	Classwork	Attendance	Homework
Art	A	B	A	1	2	2	1	2
Computer Science	A	D	B	1	2	2	2	2
English	A	C	C	2	4	2	3	1
History	A	E	D	3	3	2	4	3

#### Key to terms used in this report

<b>Target grade</b>	This is the grade he should be aiming for.
<b>Last Assessment Grade</b>	Grade achieved in last internal assessment
<b>Performance Indicator</b>	This is the grade that he is expected to achieve if he continues to work at the current standard.
<b>Behaviour, Effort, Classwork, Homework &amp; Attendance</b>	1 = Outstanding 2 = Good 3 = Satisfactory 4 = Cause for concern

Date of adoption and approval by the Governing Body – November 2020

Date for review June 2021