



Assessment and Reporting Policy

Key Document Details

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Author:	Mel Peeling, Mark Suroweic	Next review date:	September 2023
Owner:	Alan Henderson		
Approved by:			

Overarching principles:

- Effective assessment, feedback and reporting is essential to the delivery of our curriculum and to supporting student progress.
- Assessment is effective and worthwhile only if it contributes to improved student progress.
- Assessment, teacher feedback and reporting must be clear and understood by the three key stakeholders involved: teachers, students and parents.
- A consistent approach is required across the school, but there must also be flexibility due to the differing nature of subject disciplines. Expert professional judgement is a key element in our approach.

Key principles of assessment:

- The purpose of assessment is to inform planning for improved progress, to support the school in forming a picture of student progress via internal data, for reporting home at key points across the year and to inform external requests for information such as from exam boards.
- Teachers should incorporate appropriate assessment opportunities within their curriculum and these should help to inform planning and delivery of curriculum content.
- Student work should be assessed in preparation for three key data collection points across the year, using the professional judgement of teaching staff, and linked to recognised exam board criteria (KS4 and 5), or to National Curriculum programmes of study (KS3).
- The information generated by assessment will be used to inform tracking and monitoring by Heads of Department and Heads of Year, which will feed into strategic planning and targeted interventions.
- Teacher workload is a key consideration in the wellbeing, recruitment and retention of high-quality teaching staff, therefore it is neither possible nor necessary to assess and provide feedback upon all student work.

How we assess at Melksham Oak:

Summative assessment

Summative assessments are generally longer exam style assessments, including content from a range of sub topic areas linked to the curriculum and/or exam specification. These will take place in all subjects in order to develop students' learning and to gather progress data for the three assessment and reporting points across the year (see below).

Each subject has the freedom to plan more frequent summative assessments, but three summative assessments per academic year is the minimum. These summative assessments **will take place in the weeks prior to each assessment point.**

The work generated from these summative assessments can be used for feedback, reflection and redrafting as part of our expected cycle of student feedback.

Qualification-linked exam papers, or parts thereof, will be used in KS4 and KS5 with internal exams taking place in order to give students the experience of public examinations.

KS3 tests will be linked to each subject's curriculum and be closely aligned to the National Curriculum.

The grades from these summative assessments will be used by subject teachers to inform their judgements on current progress for reporting home, as well as for analysis and targeted support at student, class and cohort levels.

Ongoing formative assessment

Formative assessment can be used to build a fuller, more holistic overview of students' progress. As such, it is expected that individual teachers keep accurate and up-to-date records of ongoing formative assessments where these could be used to inform their professional judgement upon individual student's attainment or progress.

The idea of 'spaced learning' will be applied in all subjects, with the aim that students are cumulatively building their knowledge by returning to previous themes as the academic year progresses.

To support students in the development of their recall, there will be shorter knowledge or terminology tests, or other approaches deployed such as practice questions, in between summative assessments. These will not be reported home, but can provide valuable information on students' progress and help to inform teachers' planning by identifying gaps in learning.

Assessment and Reporting Programme:

	Term 1	Term 2		Term 3	Term 4		Term 5	Term 6
Year 7		SA*	Assessment Point 1 - reports published via ParentPortal		SA	Assessment Point 2 - reports published via ParentPortal	SA	Assessment Point 3 – reports published via ParentPortal
Year 8		SA			SA		SA	
Year 9		SA			SA		SA	
Year 10		SA			SA		Internal exams	
Year 11	Baseline assessments	Internal exams			Internal exams		Final exams	Final exams
Year 12		SA (TBC)			Internal exams		SA	AP3 / Reports
Year 13	Baseline assessments	Internal exams			Internal exams		Final exams	Final Exams

*SA = Summative assessment in the weeks prior to Assessment Points

Target grades

Students are assigned an end of Key Stage 4 FFT20 target towards which to aspire. FFT is an external organisation which uses student data to generate aspirational target grades, reflecting our commitment to ambition and pride. If achieved, these grades would put students above average and in the top 20% of schools nationally.

At Key Stage 3, we use a ‘target grade zone’ to reflect that our students are likely to progress at varying rates across the key stage. We do not use Progress 8 estimates, since this approach provides grades which are specific to individual/current cohorts of students who have moved through the exam system already.

FFT20 target grade for end of KS4:	During KS3, students will be assessed in relation to these target grade zones which refer to the end of KS4:	During KS4, students will be assessed in relation to minimum progress grades:	During KS5, students will be assessed in relation to minimum progress grades:
1 or 2	Bespoke	Students issued with specific FFT MPG	Students issued with MPG in consultation with Head of Sixth Form – underpinned by GCSE grades
3	3-4		
4	4-5		
5	5-6		
6	6-7		
7	7-8		
8	8-9		
9	8-9		

Both target grade zones and minimum progress grades will be reviewed at the end of each academic year and may be adjusted in light of students’ progress towards them.

Grading of assessments

During Key Stage 3, teachers will use summative assessment to inform their judgement of the probability of a student achieving their target grade zone by the time they progress through Key Stage 4. These assessments will be designed around the key knowledge and skills identified within each subject’s Key Stage 3 curriculum maps. They will be linked to subject-specific grade descriptors, which teachers will reference when determining whether each student is either ‘working towards’, ‘meeting’ or ‘at the top or beyond’ of their Key Stage 3 target zone. It is important to acknowledge that progress through Key Stage 3 is not always linear. Our system is designed to provide a straightforward and useful gauge of the current degree of progress that students are making.

In Key Stages 4 and 5, teachers assess using exam-board specification mark schemes and grade boundaries where these are available, although it should be noted that these are subject to change each year. This information is used to generate an end of key stage predicted grade and this is what we report home. We use fine grades and this process simply involves the addition of a “+” or “-” next to a student grade if they are at the top end of their grade (“+”) or at the bottom end of a grade and potentially at risk of slipping to the grade below (“-”).

Feedback

Details of our approach to feedback and marking can be found within the current iteration of the Marking and Assessment policy, located via the link, below. This policy is currently under review (September 2020).

<https://www.melkshamoak.wilts.sch.uk/downloads/melkshamOakCommunitySchool/MOCS-Marking-and-Assessment-Policy-with-Appendices.pdf>

Reporting to Parents and Students

Key principles:

- Reports home to parents should be informative and clear, without surplus statistical information which is difficult to comprehend for those outside of the education profession.
- The information contained within each written report is:
 - progress made against expected progress;
 - attitude to learning;
 - % attendance.
- Written reports should be easily available to all parents.
- Teacher workload is a key consideration in wellbeing, recruitment and retention of high-quality teaching and as such the creation and administration of reports must be carefully considered.

How we do this at Melksham Oak

Our Key Stage 3 reports include the following information:

Subject	GCSE Target Zone	Progress towards GCSE Target Zone	Attitude to Learning	Teacher
English	4-5	One from: At the top or beyond Meeting Working towards	One from: Excellent Good Inconsistent Unsatisfactory	
Maths	5-6			
History	4-5			

Our Key Stage 4 reports include the following information:

Subject	Minimum Progress Grade	Predicted end of Key Stage Grade	Attitude to Learning	Teacher
English	5	5+	One from: Excellent Good Inconsistent Unsatisfactory	

Maths	6	5		
History	5	4-		

Our Key Stage 5 reports include the following information:

Subject	Minimum Progress Grade	Predicted end of Key Stage Grade	Teacher comment	Teacher
English	C	C+	Written individually by teachers	
Maths	B	C	Written individually by teachers	
History	C	B-	Written individually by teachers	

2020/21 Addendum in response to Covid-19

In light of the impact of Covid-19 upon students' access to normal teaching and ongoing assessment, we need to adapt our approach to assessment accordingly and proportionately.

With this in mind, the following will apply to 2020/21 and will be reviewed subject to further Ofqual and government guidance. It is worth noting that a greater flexibility and fluidity of approach, including considerable contingency planning is likely to be an ongoing feature of all we do in school, including our approach to assessment.

Year 7 CATs testing

In the absence of KS2 testing, CATs tests will be run for our incoming Year 7 students during Term 1.

CATs tests will be used to generate an assessment of students' starting points, to inform the generation of target grade zones and to contribute to the organisation of student groupings within subjects which set by ability.

Baseline assessment of Year 11 and 13

During the first four weeks of Term 1, every Year 11 and 13 student should be assessed in each of their examined subjects.

The purpose of these assessments is twofold:

- To establish students' current levels of knowledge and skills, informing curriculum planning in relation to any gaps which may have arisen or been compounded during the period of lockdown;
- To generate an additional source of valid and comparable evidence to prepare for the possibility that we may be asked to prepare centre-assessment grades in 2021.

The precise format and content of these assessments will be determined by each Head of Department, within the following broad parameters:

- They should test previously taught, rather than new content;
- The assessment for each subject should, ideally, fit within a single lesson and be administered by the usual class teacher within the usual classroom;

- The assessment papers should be subject to a process of internal departmental moderation, to ensure accuracy and consistency of marking.

Our plan to run these assessments was conveyed to Year 11 and Year 13 students and parents in July 2020. This included a brief overview of what these baseline assessments will cover within each subject and resources to aid students' preparations. These were centrally collated and made available to students and parents via SharePoint.

Baseline assessment of Year 8, 9, 10 and 12

While formative assessment will undoubtedly continue to play a role in assessing students' learning and progress, there is no expectation that students in Years 8, 9, 10 and 12 undergo whole-cohort baseline assessments during Term 1. Instead, the priority during Term 1 will be upon re-establishing routines and good learning habits, prior to running summative assessments early in Term 2.