



ASHFIELD
SCHOOL

SCHOOL ASSESSMENT AND REPORTING POLICY

Date of issue: 01/01/2020

ASHFIELD SCHOOL Ambition | Teamwork | Honesty



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1.0 Principles and aims - Life after levels

To establish and maintain a common set of standards and procedures for the way that students' work is assessed, reported upon and monitored.

To have a student friendly and informative whole school approach to assessment that allows for recognition, motivation and progress.

To standardise assessment so that students across the school understand the system and see continuity across subjects and the school in terms of the key principles of assessment and reporting.

To ensure assessment that will help pupils to improve their work and will inform teacher planning and monitoring.

To ensure consistency across the Ashfield School has developed a consistent grading system based upon the new 9-1 GCSE levels. The full life after levels system can be found in the appendix.

1.1 Frequency - Key stage 3/4

There will be two parental data collection points for both KS3 and KS4.

A minimum of one substantial piece of work per half term should contribute towards the standardised assessments within each faculty area. A system which benchmarks these tests is being used to provide grade boundaries to ensure year on year comparability.

Each student will have (in each faculty area) a best book or folder in which all standardised assessments and any other key pieces of assessed work which display progress will be kept. Feedback on these will depend on the policy of each particular faculty, some will use standard written feedback others will be using the Michaela method of whole class feedback.

In addition to the above English, Maths and Science will sit formal (internal) examinations at the end of KS3 to establish end of key stage working numerical grades in those subjects. Year 11 will sit formal mock examinations mid-way through the year. The results of these exams will always be reported to parents.

1.2 Frequency - Key Stage 5

There will be two data collection points per year for each year group. The assessments that feed into these will be standardised within each faculty. The data collection points will report on current attainment, current strengths and areas for improvement.

A minimum of one substantial piece of work per half term should contribute towards the standardised assessments. Staff should provide detailed written feedback on this work indicating the level achieved and what the student needs to address to improve the work and / or move onto the next level.

Students studying AS and A2 subjects will sit formal mock examinations each January. The results of which are reported to parents.

1.3 Key Stage 3 - Communicating Attainment

At Key Stage 3 students will be awarded a numerical grade that indicates their current progress towards their target grade. This will be fine graded with a + sign to determine students who are more secure in their grades than others, e.g.

4 - predicted to achieve the standard of a grade 4 student. (Probable grade 4)

4+ - predicted to achieve the securely achieve the standard of a grade 4 student and could with a little more work achieve a grade 5. (Certain grade 4)

1.4 Key Stage 4

At Key Stage 4 end of key stage predictions are used and are in the format of the course being delivered, so are either 9-1 for GCSE or use the grade sets for BTEC or other qualifications e.g. level 2 pass etc.

1.5 Key Stage 5

At Key Stage 5 attainment is reported using standard exam board grades or levels.



2.0 Faculty Marketing Policies

Faculties will have their own marking policies to cover subject specific elements, however all areas of the school policy will be incorporated.

