

CARDIFF HIGH SCHOOL



Feedback, Assessment, Recording & Reporting

Policy 2.6

CARDIFF HIGH SCHOOL

ASSESSMENT, FEEDBACK & REPORTING POLICY

Aim

In Cardiff High School we have an established commitment to use assessment to support the progression of each individual learner, using high quality feedback to move pupils forward in their learning and support them to achieve to the very best of their ability. Pupils, parents and carers, and teachers obviously all play vital roles in securing strong academic progress. In order to achieve this, assessment, meaningful feedback and clear communication and reporting to parents are all designed and planned to fit together to form one coherent process.

Stakeholders

- Pupils
- Parents and carers
- Teachers
- Curriculum Leaders
- Achievement Team
- Leadership Team
- Governors

Assessment Principles

Assessment forms the key link between curriculum and pedagogy. No matter how carefully we design the curriculum and implement it through our teaching, what our pupils learn cannot be predicted with any certainty. It is only through assessment that we can discover whether the activities in which we engaged our pupils resulted in the intended learning. Assessment is the bridge between teaching and learning.


The purpose of assessment is to: i) ascertain where pupils are in their learning; and ii) use this information to support pupils' next steps in learning.

Assessment Aims

- A clear understanding by all teachers that the curriculum is the progression model and consideration of specific learning intentions is essential for good assessment.
- Teachers are confident with a toolkit of short and medium cycle assessment strategies in order to check understanding and respond accordingly.
- Curriculum Leaders are able to design and administer effective medium and long cycle assessments, using them to monitor pupil progress across each year group and put interventions in place as appropriate.
- A wide range of assessment data is used by teachers in order to record and report on pupil progress.
- Identify and share best practice across the school.

Assessment is broken into three timeframes, all following the **teach-check-respond** cycle. **Teach** specific learning intentions from the curriculum, **check** whether pupils have grasped what you intended, **respond** accordingly to re-engage aspects that haven't been fully grasped or introduce new learning.

- **Short cycle:** 'responsive teaching' every lesson carried out by the teacher.
- **Medium cycle:** carried out by a teacher after a series of lessons or designed departmentally after a unit or multiple units of work.
- **Long cycle:** designed departmentally as a standardised assessment at the end of an academic year.

The CHS Assessment Model: Teach - Check – Respond					
	Short Cycle Constant checking for understanding		Medium Cycle Regular checking for pupils' grasp of what's been taught over a period of time		Long Cycle Targeted checking for pupils' grasp of everything that's been taught up until this point
	What?		Teacher Led Teacher designed assessments used as a pedagogical tool with an individual class based on their needs	Curriculum Leader Led Centrally designed pit stops in learning undertaken by all pupils	
When?	Minute by minute every lesson	After teaching a number of different facts/topics/skills/approaches	Mid or end of a unit or topic	Once or twice per year	
Examples	Responsive Teaching techniques > Mini whiteboards > Circulation & Questioning > Discussions	> Low stakes tests and quizzes > Extended writing, oral or practical work > Presentations & performances > Questions involving multiple topics and/or techniques > Mini exam paper		> End of year assessment	
Standardised?	No – The approach determined by the teacher according to need	No – The approach will be determined by the teacher	Yes - Central control of assessment	Yes - Central control of assessment	
Recorded?	Not necessarily	Yes – Individual "Mark Book"	Yes - centrally recorded	Yes - centrally recorded	

By the end of an academic year, through a combination of different types of assessment cycle, teachers can develop a clear understanding of the extent to which a pupil has grasped the taught curriculum along a continuum from foundational to exceptional.

Foundational	Developing	Secure	High	Exceptional
5%	20%	30%	40%	5%

Lower School Assessment (Years 7-9)

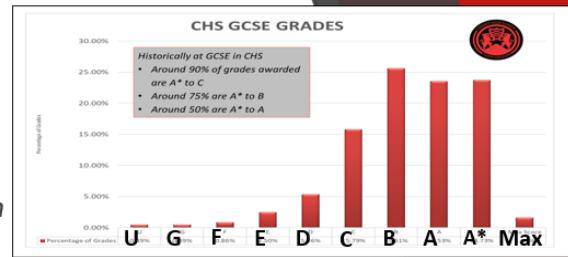
Learning Indicators

- At the end of each year, pupils in Y7, Y8 and Y9 are awarded a Learning Indicator for each subject.
- These take the form of one of five words and are a shorthand to indicate the pupil's understanding and skill based on a range of evidence.
- The indicator awarded shows the extent to which the pupil has grasped the taught curriculum by the end of each academic year.

Learning Indicators	
Exceptional	A sophisticated degree of understanding and skill has been demonstrated. Pupils have shown an ability to apply this depth and breadth of knowledge to consolidate understanding.
High	An increasingly comprehensive degree of understanding and skill has been demonstrated. Pupils have shown a strong grasp of nearly all aspects of the curriculum.
Secure	An increasingly secure degree of understanding and skill has been demonstrated. Pupils have shown a good grasp of most aspects of the curriculum.
Developing	A developing degree of understanding and skill has been demonstrated. Pupils have shown a reasonable grasp of many aspects of the curriculum.
Foundational	A foundational degree of understanding and skill has been developed. Pupils have shown a basic grasp of some aspects of the curriculum.

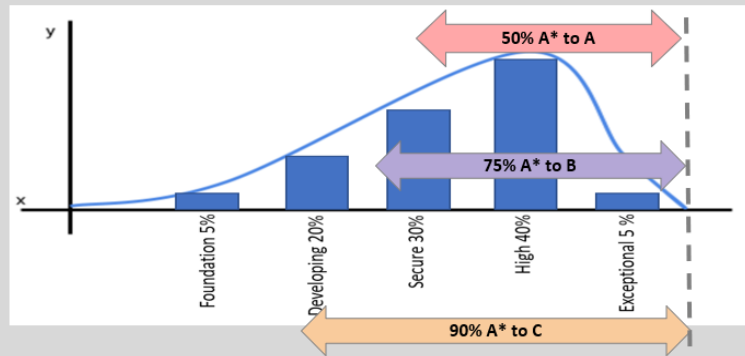
Awarding Learning Indicators

- ▶ Our GCSE performance is consistently high
- ▶ Our Lower School curriculum is intentionally ambitious
- ▶ So, the proportions of Learning Indicator awarded are designed to mirror typical outcomes at GCSE in CHS.



Historically at GCSE in CHS

- Around 90% of grades awarded are A* to C
- Around 75% are A* to B
- Around 50% are A* to A



- Whilst the definitions above provide some broad narrative definitions of each Learning Indicator, the application of numerical guidelines as to the proportion of each Learning Indicator awarded by departments, ensures that there is a coherent and shared understanding of what is meant by each Learning indicator.
- In order to award Learning Indicators in a robust and evidence based way, departments adopt subject specific strategies to rank order pupils across the whole cohort.
- This rank is initially based on the appropriately weighted aggregation of outcomes from agreed assessments, carried out throughout the academic year.
- Learning Indicators can then be refined through the application of appropriate professional judgement taking into account further evidence where necessary to arrive at a well-reasoned holistic judgement at the end of the academic year.
- Learning Indicators are only shared with pupils, parents and carers via full reports. This means that further explanation, detail and support can be provided alongside the Learning Indicator via the teacher comment.

Personalised Assessments

- In years 7-9 all students complete the statutory **Personalised Assessments** in reading and numeracy once in an academic year.
- The assessments are: English Reading; Numeracy (procedural); and Numeracy (reasoning).
- These assessments take place electronically via the Hwb website during Maths and English lessons and outcomes and feedback is shared via pupils' Hwb accounts.

Middle & Upper School Assessment (Years 10-13)

Estimative Data & Cardiff High School Targets

- In Middle and Upper School pupils Minimum Expected Grades (MEGs) are calculated using the ALPS model. This uses large databases of prior attainment data to generate a single estimative grade for each pupil. This serves as a starting point for the consideration of individual subject targets.
- Subject teachers use a range of data to help them arrive at a CHS Target, including ALPS estimations, National Literacy and Numeracy results and prior attainment data, together with their own understanding and knowledge of the individual pupil. These are the grades they believe learners could achieve in their actual GCSE, or A2 Level examinations, should they adopt a positive attitude to their learning and act on the advice offered by their subject teachers.
- CHS Targets are end of course, rather than end of year targets. CHS Targets are not fixed, they may be amended by teachers as appropriate during the course.

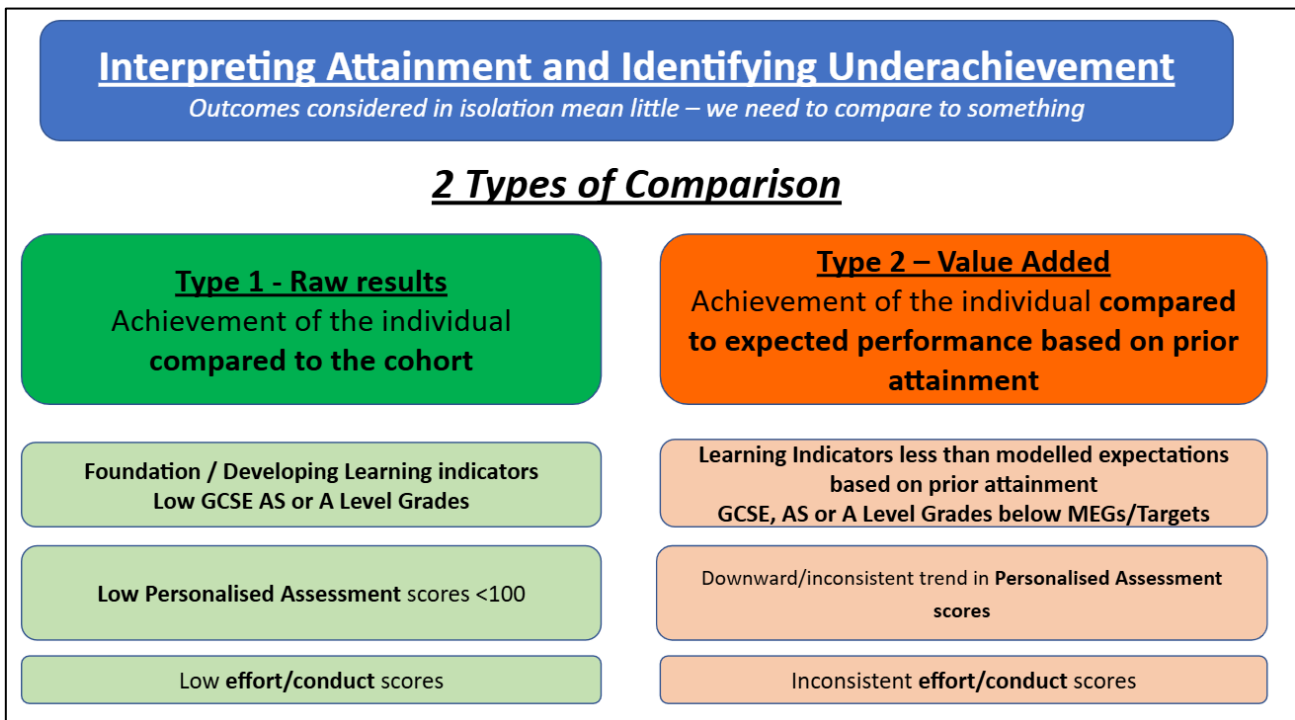
Predicted Fine Grades

- At strategic points during years 10 to 13, usually as part of a full report, pupils are awarded a Predicted Fine Grade.
- This helps all stakeholders understand where the pupil currently is in relation to their target grade. Teachers use all the evidence available to them at the time of awarding the Predicted Fine Grade.
- This grade represents the grade the teacher believes this student is likely to achieve when they sit their examinations at the end Year 13/11, if they continue to work in the same way and make the same sort of progress, as they are doing at the time.
- Teachers will use a variety of evidence to arrive at this grade. This will include the standard of the student's work, both during lessons and for homework assignments. In addition, teachers will draw evidence from the student's performance in any relevant assessments, coursework or exams completed to date.
- In order to provide some extra detail, these grades are divided into three categories to give an indication of how secure this predicted grade is at the time of writing. For example:-

B1	<i>Current performance suggests the student is secure in going on to achieve a B grade and there is scope for them to possibly achieve an A.</i>
B2	<i>Current performance suggests the student is reasonably secure in going on to achieve a B grade.</i>
B3	<i>Current performance suggests the student is demonstrating aspects of B grade potential, however, this prediction is not yet secure and there is a possibility of their grade dropping to a C.</i>

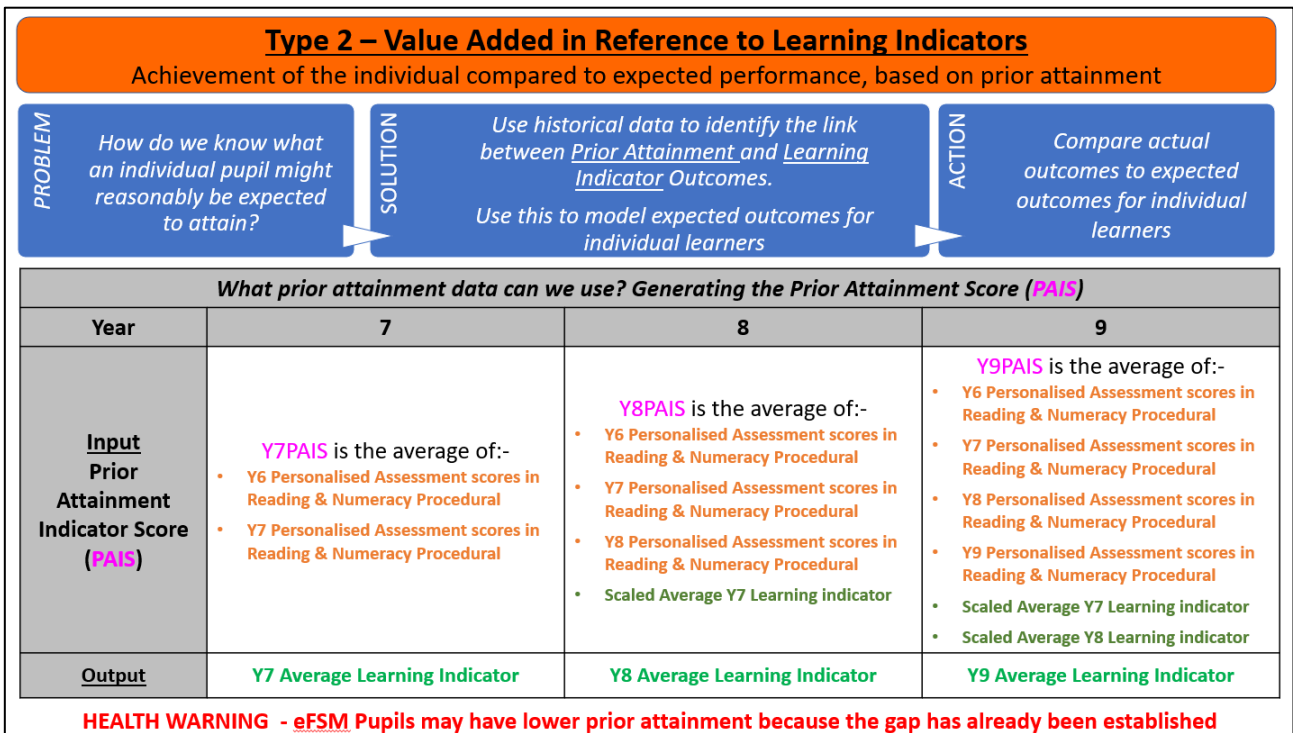
Identifying & Tackling Underachievement

The school seeks to identify underachievement in two ways:-



In Lower School, the school has developed a prior attainment measure (PAIS) and modelled expectations in order to identify type 2 underachievement.

This is used by Achievement Teams to support the early identification of pupils who may be underachieving in relation to their own potential.



- In middle and Upper School this process is achieved by consideration of Predicted Fine Grades in relation to targets and/or MEGs.
- SMID is used to provide detailed analysis of performance data for Years 10 to 13

Attitudes to Learning

- Attitude to Learning scores are collected and shared with parents via both interim and full reports according to the definitions below
- Analysis of this data supports interventions and positive behaviour strategies at both whole school and departmental levels

Attitudes to Learning – All Year Groups		
	Conduct	Effort
1	<ul style="list-style-type: none"> Always very polite and respectful to everyone, teachers, visitors and other pupils Behaves very well throughout all lessons Always works very well, both individually and with others Supportive of other people 	<ul style="list-style-type: none"> Always tries their very best, even if they find something difficult Always concentrates very well throughout all lessons Always contributes very positively to activities Always shows that they want to do well Always shows that they care about their work
2	<ul style="list-style-type: none"> Generally polite and respectful to everyone, teachers, visitors and other pupils Behaves well for nearly all lessons Works well both individually and with others 	<ul style="list-style-type: none"> Generally tries their best, even if they find something difficult Concentrates well throughout nearly all lessons Contributes positively to most activities Shows that they want to do well in nearly all lessons Shows that they care about their work in nearly all lessons
3	<ul style="list-style-type: none"> Usually polite and respectful to others Usually behaves well, but occasionally needs reminding of the rules Usually works well both individually and with others, but occasionally needs reminding to follow instructions 	<ul style="list-style-type: none"> Usually tries their best, but can be put off if they find something difficult Usually concentrates well, but occasionally needs reminding to focus Usually contributes to activities, but occasionally needs prompting to get involved Usually shows that they want to do well, but occasionally lacks motivation Usually shows that they care about their work, but occasionally needs reminding to take more pride in it
4	<ul style="list-style-type: none"> Sometimes needs reminding to be respectful Sometimes needs reminding of the rules about behaviour Sometimes needs reminding to follow instructions 	<ul style="list-style-type: none"> Sometimes tries their best Sometimes needs reminding to focus Sometimes contributes to activities Sometimes shows that they want to do well Sometimes shows that they care about their work
5	<ul style="list-style-type: none"> Often needs reminding to be respectful Often needs reminding of the rules about behaviour Often need reminding to follow instructions 	<ul style="list-style-type: none"> Rarely tries their best and is often put off if they find something difficult Rarely concentrates well and often needs reminding to focus Rarely contributes to activities Rarely shows that they want to do well Rarely shows that they care about their work

Recording Data

- Data is made available for teaching staff through the use of SIMS, CHS Knowing Our Pupils Google Sheets (KOPs) and also bespoke subject trackers in some departments.
- Marksheets on SIMS/Google are designed to provide relevant contextual, prior attainment and estimative data.
- SIMS marksheetworks are also the vehicle through which data is collected - this is entered directly by teachers. This information is used to generate both interim and full reports, which are sent home to parents.
- The analysis of report data supports the implementation of on-going intervention strategies across all year groups.
- Data is collected, provided for parents, analysed and acted upon at key points during each academic year.
- An Assessment Data Framework document is distributed to every teacher in hard copy format each September - this provides details of the timings and types of data collected and provides a strategic approach to data collection, ensuring that relevant monitoring data is available at key points during the academic year for all year groups.

Communication with Parents and Reporting

- **Welcome evenings** are held each year for the parents of pupils starting Lower, Middle or Upper School i.e. Y7, Y10 and Y12. The presentations are accompanied by a digital guide which will also be available on the school website. This helps parents to understand how their children are assessed and reported on.
- Different types of report are produced at various times during each academic year.
 - **Interim reports** are designed to provide a brief snapshot of attitudes to learning and to initiate discussion and intervention where necessary.
 - **Full reports** contain attitude to learning data and more subject specific detail about attainment, progress and next steps in learning.
- All reports are produced electronically. Teachers enter information and comments into tracking marksheets on SIMS and this data is used to generate individual reports. Rigorous quality assurance takes place through departments and the wider leadership group.
- Parents and carers also have an opportunity each academic year to attend a face-to-face parents and carers evening to meet their child's subject teachers.

Feedback Principles

Our aim is to make feedback an integral part of the cycle of lesson planning and delivery. To ensure that pupils receive timely and effective feedback across the curriculum that allows them to adapt their approaches learning in order to make progress; creating a culture where reflecting and acting upon feedback becomes embedded.

Feedback at Cardiff High School, based on the Teach-Check-Respond cycle, should be:

- **Regular and timely:** pupils will receive feedback on a regular basis, this can be written, verbal or digital;
- **Focused and specific:** should show pupils how to take their learning forward; be personalised and achievable;
- **Acted upon:** Pupils should have time to review and act on feedback and change their learning behaviour as a result;
- **Best practice is shared:** Staff will receive regular support and guidance, and opportunities to share best practice in order to enhance the quality of feedback provided.

Feedback Outcomes

- Feedback, in all its forms, written, verbal or digital, is delivered regularly and consistently within subject areas in line with the departmental vision.
- Pupils and teachers see feedback as an integral part of lesson time. Feedback is part of effective classroom practice.
- Pupils are aware of how feedback is given in each subject area and know how to act upon it in order to make progress.
- Pupil reflection and acting upon feedback becomes a habit and has visible impact
- Acknowledgment marking is rationalised and undertaken when necessary in order to promote and reinforce appropriate attitudes to learning.
- Identify and share best practice across the school.

Quality Assurance Procedures for Assessment and Feedback

Whole School

Whole school quality assurance will be undertaken through:

- Whole school work scrutiny (across the year often with a specific focus)
- Departmental work scrutiny (and identification of best practice)
- Departmental reviews (Estyn protocols)
- Lesson observations and learning walks (and identification of best practice)
- Pupil voice and listening to learner panels
- Line management meetings

Support for staff in enhancing quality of assessment and feedback will be provided in:

- Whole school INSET professional learning
- L&T focused Departmental meetings
- Bespoke support from the Learning and Teaching Team

Departmental

Department strategies and ongoing improvements will be recorded and reviewed

via:

- Departmental Quality Assurance Procedures
 - Ensuring and monitoring departmental approaches for consistency and building them into schemes of learning
 - Monitoring the impact on learning via; formal work scrutiny, departmental meetings, lesson observation and pupil voice
- Departmental Improvement Plans
 - Outlining areas for improvement and actions to be taken
 - Establishing training needs and professional learning entitlements