

Villiers High School - Assessment and Reporting Summary

Rationale:

- To ensure that every pupil is working at a level that is challenging.
- To ensure that pupils will be assessed on the knowledge, skills and understanding that will ensure their future success.
- To easily identify pupils not on track to achieve their target grade at the end of each Key Stage and implement early intervention.
- To ensure that the curriculum and assessment opportunities are meaningful, motivating and provide outstanding preparation for the stage of learning.
- To provide parents with information progress made, improvement strategies and expected future outcomes.

Assessment and reporting cycle

- Internal data collection takes place 3 times a year in all subjects and all year groups Y7 to Y13.
- Reporting to parents takes place 3 times a year for all year groups Y7 to Y13.
- Subject parents evening once a year for each year group.
- Additional parents' evenings are scheduled with raising achievement as a focus for Y11 and Y13.

Formative assessment and feedback is continuous throughout the year in all subjects. Good day to day formative assessment helps students measure their knowledge and understanding and respond to feedback. For parents it provides a broad picture of their child's strength and areas for development. It allows teachers to target appropriate interventions in order to close the understanding gap.

Day to day in class formative assessment include:

- Questioning
- Marking of students' work
- Observational assessment
- Regular short quizzes
- Scanning work for student attainment and development

Summative assessment is also used throughout the year and gives students the opportunity to understand how well they have understood a topic or course taught over a period of time. It gives parents an understanding of achievement, progress and wider outcomes of their child over a period of time. For teachers there is the opportunity to evaluate their delivery of a topic and the impact they have made and school leaders are able to monitor performance of pupil cohorts and so identify interventions

Summative assessments include:

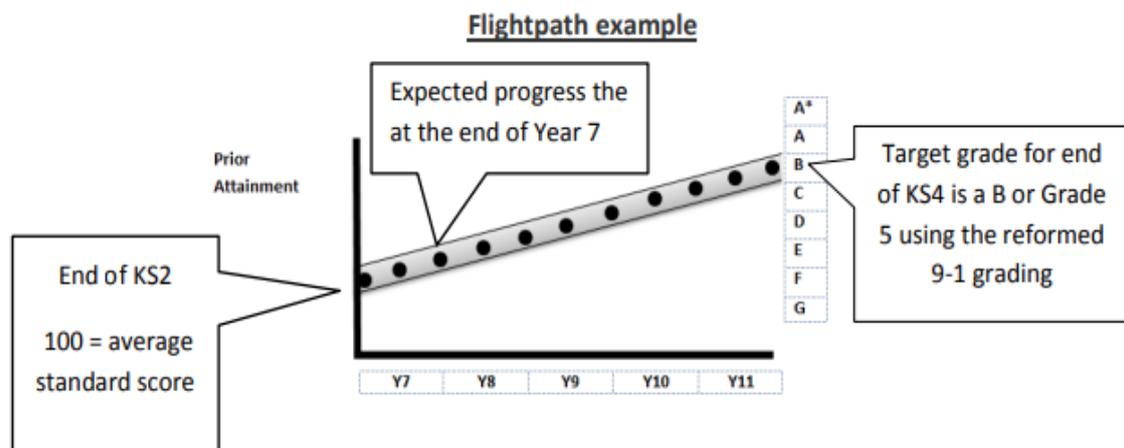
- Examinations
- End of topic/unit tests

Assessment at KEY STAGE 3:

Year 7 and 8 pupils 2016-17 is the first year of all subjects using assessment without levels.

Year 7, 8 and 9 - Baseline assessment using NFER, KS2 fine scores and internal assessments are used to set targets for pupils at the end of Year 11.

Once targets grades have been set using the above data every pupil will have an individual flightpath so that progress can be monitored and underperformance identified. Student progress is monitored by subject teachers throughout the year using a variety of formative and summative assessment. Outcomes from these assessments are reported to parents at the end of each term for all year groups. These are also used to identify the intervention needs for students.



Assessment at KEY STAGE 4:

Flight paths and end of KS4 target grades are continued to be used to track students’ progress during KS4 in all subjects.

Assessment at KEY STAGE 5:

Students’ GCSE grades are used to set their target grade for the end of KS5. Student progress is monitored by subject teachers through regular formative and summative assessments and also by the Head of 6th Form in particular at each data drop.

Development focus for 2017-18

- Internal standardisation and moderation of assessment decision in order to ensure that they are consistent and meet the assessment criteria for the subject
- Development of external moderation partners in some subjects
- Communication to parents and other stakeholders regarding changes to GCSE grades, KS3 assessments and KS5 changes.
- Ongoing monitoring and reviewing of KS3 assessment processes.
- Continue to refine the use of 4Matrix as an analysis tool for Senior and Middle Leaders.
- Subject flightpaths will be used from first reporting point.