



# St Joseph's

Roman Catholic High School  
& Sports College

## Assessment Reporting & Recording Policy

*Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.*

*Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.*

*We develop our potential, celebrate our talents and go forward together in faith.*

Approved by Governors: 19<sup>th</sup> March 2015

Date for Review: March 2016

Signed Chair of Governors: W Charnley

Signed Headteacher: R Woods

Governors Committee: Standards & Welfare

## Gospel Values

### **Gospel Values**

The term 'Gospel values' is commonly used in Catholic schools and other Catholic institutions; however, unless the term is unpacked and a common understanding formed of what true Gospel values are, there is a danger that what should be an objective Christian foundation, will itself become a random list of subjective values.

Whilst other 'values' may be found within the four Gospels and New Testament writings, it is the Beatitudes which: "...depict the countenance of Jesus Christ and portray his charity". Gospel values cannot therefore be values chosen subjectively from the vast corpus of the Old and New Testaments but are objective values revealed to us through Christ's proclamation. Such objective values are to be found rooted in the Beatitudes, the proclamation of Christ's Sermon on the Mount. The Beatitudes also "...reveal the goal of human existence, the ultimate end of human acts" and as such are the objective 'values' given by Christ himself.

Whilst not definitive, those Gospel values based on the Beatitudes which underpin this policy include:

*"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"*

Values: **Faithfulness & Integrity**

*"Blessed are those who mourn, for they shall be comforted"*

Values: **Dignity & Compassion**

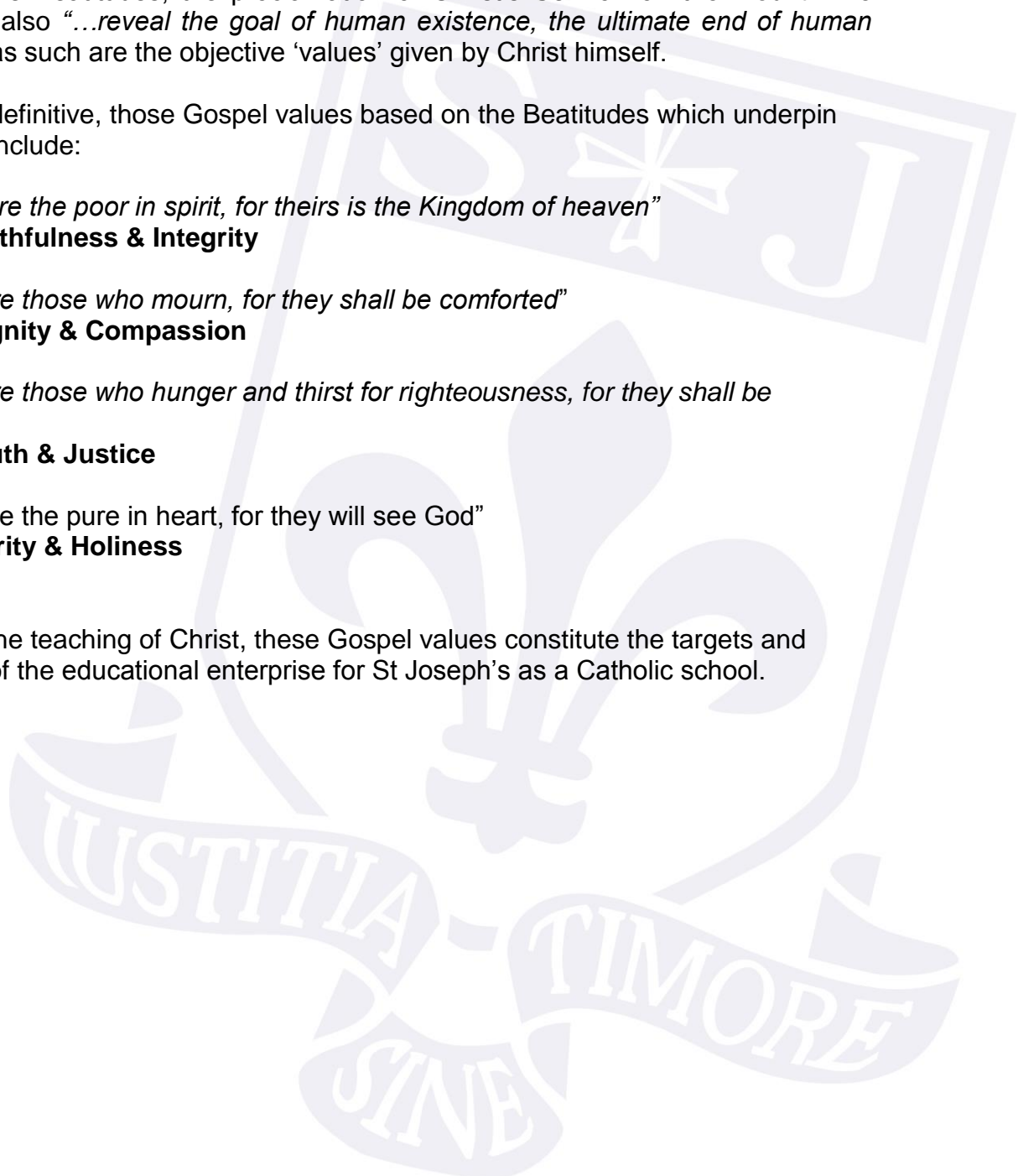
*"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"*

Values: **Truth & Justice**

*"Blessed are the pure in heart, for they will see God"*

Values: **Purity & Holiness**

Rooted in the teaching of Christ, these Gospel values constitute the targets and outcomes of the educational enterprise for St Joseph's as a Catholic school.



## **Assessment, Recording and Reporting of Achievement Policy.**

### **Rationale**

At St Joseph's, we strive to achieve the highest quality of education for all students in all aspects of school life. Students are encouraged to fulfil their potential through continuous supportive assessment, recording and reporting of their achievements within partnership based on justice and respect.

All pupils will have aspirational, progress based targets which are reviewed with staff and communicated to pupils and their families. Pupils' progress will be monitored in a regular, systematic and quality assured manner with the aim of fully informing our pupils and their families of achievement in each area, and providing an accurate indicator of the outcomes at GCSE.

### **Purposes.**

- To set appropriate, challenging targets at all levels for the pupils and our community.
- To provide accurate, validated where possible, judgements on the progress being made.
- To inform teaching and learning strategies at all levels; within the classroom, departments and across the school as a whole.
- To use assessment both formally and as an integral part of learning activities in order to build upon students abilities and to set appropriate learning targets.
- To ensure that pupils and their families are fully informed of the progress being made across the Curriculum on a regular basis through accurate reporting.
- To fulfil statutory requirements for assessment, recording and reporting.
- To monitor the progress of pupils throughout their school life, celebrate success and implement appropriate strategies for pupils who may be failing to reach their true potential.

### **Target Setting.**

All targets will be progress based using Key Stage 2 Prior Attainment Data, National Transition Matrices, National Attainment Data and Local Authority Progress Information.

**The school will re-evaluate this process over the academic year 2014-15 given the national Key Stage 2 changes and the move to the new GCSEs from 2017.**

### **Key Stage 3**

For Core subjects, targets will initially be determined at 2 levels of progress from the KS2 start point. These will, in turn, be reviewed by staff and then quality assured by Heads of Department and SLT to ensure that pupils are targeted to make appropriate progress over the Key Stage. The targeted progress of specific groups within the school will also be quality assured.

For other subjects, staff will set targets using a blend of 2 levels of progress from the average points scored at Key Stage 2 and baseline assessments. As above, these will be quality assured to ensure appropriate progress is being targeted for all groups of learners.

### **Key Stage 4**

For English and Maths, all targets will be standardised against progress from their respective KS2 results in these subjects. For all other subjects, progress will be based on the average point score at KS2.

Pupils will be *initially* be allocated a pupil target in each area which is at least 4 levels of progress from their KS2 Outcomes. The most able will be allocated targets representing 5 levels of progress. These targets will then be reviewed by each class teacher and Head of Department, with revisions quality assured by the Senior Leadership Team. The proportions of pupils targeted to achieve each level of progress will be benchmarked against national data to ensure that targets enable the school to make progress that is above the previous year's national outcome for all groups of learners.

The proportions of pupils allocated the highest grades as targets will be benchmarked against National Outcomes for the previous academic year, recognising the high relative start point of our cohorts.

Departmental targets will be established, benchmarked against previous Outcomes and National transition Matrices for each relative start point at KS2.

### **Monitoring And Reporting To Pupils And Their Families.**

Each pupil and their family will receive 5 written reports per annum to inform them of their progress, attitude, organisation and behaviour for learning, one of which will be a full written report. The opportunity to discuss pupils' progress will be presented after each report, and also during the calendared Parents' Evenings.

Prior to each Data Capture Point, Departments will be allocated time to discuss the basis for the forthcoming deadline and to standardise and moderate the assessment information. Progress To Target Meetings will then follow between each class teacher and their respective Head of Department, and also with the respective SLT link. The validity of the data, the progress of groups of learners and relevant intervention strategies will be discussed during this cycle. Progress To Target Meetings will also be held by the Pupil Premium panel, Managers of Learning for their respective cohorts, and with the SENCo.

### **Assessment**

1. Departments will have agreed assessment policies which meet the requirements set out in this whole-school policy and standards specified in the National Curriculum documents.
2. A range of assessment methods will be employed to inform accurate and standardised judgements. This should include self and peer-assessment.
3. A range of resources is to be used for assessment purposes, including those currently contained within the PiXL facilities, to ensure accurate, valid assessment.
4. Departments should ensure that judgements are standardised and moderated internally, and will validate judgements where necessary.
5. Pupils' work should be assessed regularly and inform intervention requirements and strategies. The work should be marked using the Whole School marking Policy.
6. Pupils should be aware of their target grade and current / forecast grades using the school stickers in the front of exercise books. Teachers should discuss targets with students and provide subject specific feedback on how to improve.
7. Staff and pupils should be clear about the criteria being used for assessment.
8. Departments should have a Numeracy Policy in line with the school policy.
9. Departments will follow the school Marking For Literacy Policy.
10. Assessment should support learning and be designed to promote motivation amongst students.
11. Pupils should be aware of the equivalent level at which they are currently working. During Key Stage 3 this will be a National Curriculum level and during Key Stage 4 this will be a fine GCSE grade. At GCSE they must also be made aware of their Forecast grade.

## **Recording**

1. Departments must comply with the requirements of the whole school policy, statutory requirements for recording and requirements for students with statements.
2. All staff should keep accessible records that will provide the evidence on which reports are based.
3. Internal and external assessment data will be recorded, and updated by staff in the school SIMS system, as defined on the school calendar. Pupil progress data will be shared with departments, Form Tutors and Managers Of Learning, and the SENCo who will identify strategies required in the case of underachievement.

## **Reporting**

- 1) Parents will receive an Interim Report after each data capture point. One full written report will be completed each year.
- 2) Parents should be encouraged to make a written comment about the report received by their children. This should be written on the reply slip.
- 3) Parents will be given the opportunity to discuss reports at parents' evenings and after each report.
- 4) An explanation of the grades and levels that are used on the report will be included at each point, and how they are used in relation to current attainment and progress.
- 5) Comments should highlight positive achievements and a target should be given to each pupil for each subject.

