

# THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:  
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date	June 2018	Next scheduled review	September 2023
Governor approved	September 2022	Key person/people	DHT/AHT - Assessment
Model Policy		Model localised	Yes
Pupil leadership team review		Y <del>/ N / N/A</del>	Sept 2022

## FEEDBACK, ASSESSMENT AND REPORTING

Part 1 – Formative Assessment, Feedback and Marking

Part 2 – Summative Assessment and Reporting

### Part 1 – Formative Assessment, Feedback and Marking

Principle:

Formative assessment is an integral part of teaching and learning because it informs progress and enables a constructive dialogue between pupils and their teacher, providing feedback on how to move learning forwards. Feedback should be acted on by pupils and this should be facilitated by teachers through lesson planning.

It is an expectation at The Westgate School that formal feedback about pupils' work, their learning and their progress should be given by their teacher at least fortnightly, or the equivalent to every six lessons, in addition to the on-going feedback that teachers will provide every lesson. This feedback may take a variety of forms and should be best suited to needs of the pupils, the subject and the type of work being assessed.

Practice:

- Pupils will receive on-going feedback from their teacher during lessons, through formative assessment in relation to shared success criteria and learning objectives. Formative assessment will include the use of effective questioning, tasks and activities designed to check understanding, pupil talk, peer assessment and teacher assessment of written work. Teachers will adapt their planning to be responsive to all assessment information, ensuring that lessons are well designed to match the needs of all learners.
- Teachers will facilitate opportunities for regular self and peer assessment and feedback so that learners are able to support each other and develop a detailed understanding of the criteria for success within the subject.
- Classwork and home learning will be assessed by teachers at least fortnightly, or the equivalent to every six lessons, in the Secondary Phase and daily in the Primary Phase and feedback will be provided to pupils to help them move forwards. Feedback will focus

on: presentation; misconceptions and areas for development; literacy; understanding of key content and skills; correction of errors which result from misunderstanding and, praise for effort and strengths. This may be facilitated in one of two ways:

- Written feedback in red pen in pupils' exercise books; purple for Primary Phase.
- Detailed verbal feedback to the class or to individual pupils.
- All feedback will be acted on by pupils and specific time will be set aside for this to happen. This may include: redrafting and improving previous work; responding to a target or task set by the teacher to assess improved understanding; practising an area or skill which requires consolidating or, completing an activity which provides opportunities for greater depth. Pupils' responses to feedback, including self and peer feedback, will be indicated in green pen.
- Teachers will regularly grade work according to our School's assessment framework (see Part 2) and will keep clear, up-to-date records of marks within the Colleague Handbook for Learning or digitally. Regular moderation and monitoring of assessments will be conducted by Faculty, Subject, Phase and Year Leaders and SLT to ensure consistency.

## Part 2 – Summative Assessment and Reporting

Principle:

The assessment of learning is essential for:

- Understanding and planning to overcome barriers to learning.
- Identifying where pupils have achieved age related, National Curriculum or Exam Specification criteria and where they need additional support, intervention and teaching time.
- Reporting accurately to parents about their child's current achievement and progress.
- Evaluating the impact of current schemes of work, resources and lesson plans to allow for constant improvement and fine tuning.
- Facilitating effective conversations with pupils about their progress and how they can develop as learners.
- Supporting young people in making decisions about their future (including option choices and post-16 pathways).

Practice:

- Alongside formative assessment (assessment *for* learning), teachers will summatively assess (assessment *of* learning) learning at regular intervals throughout the year. This may include quizzes, tests, end of term/topic/year exams extended tasks, independent written work or performance and effective questioning. These should be closely linked to national curriculum/exam board specification criteria, appropriate to the age of the pupils.
- Teachers will share the results of summative assessments with pupils in an appropriate way for the age of the pupil.

Phase	Criteria used for assessment	Who will assessment information be shared with?	
		Parents	Pupils
EYFS	EYFS Curriculum and Early Learning Goals	✓	
KS1	National Curriculum Age Related Expectations	✓	

Lower KS2 (Year 3/4)	National Curriculum Age Related Expectations	✓	
Upper KS2 (Year 5/6)	National Curriculum Age Related Expectations	✓	✓
KS3	National Curriculum expectations and the Westgate Achievement Grades (see below)	✓	✓
KS4	GCSE Exam Board grading criteria for each subject (on track for- see definition below). Mock exams will be graded with notional grade boundaries and shared through the reporting process to parents and pupils.	✓	✓

Term to describe ACHIEVEMENT 'on track for' by the end of the academic Year	What this means for this stage in Key Stage 3
<b>Excellence</b> in academic performance	Consistently demonstrates virtuosity and adeptness across all/ most of the curriculum.
<b>Skilful</b> and accomplished in meeting the expectations of the curriculum	Mastery of the skills and knowledge covered so far across most of the curriculum.
<b>Confidently</b> and securely meeting the challenges of the curriculum	Able to meet the challenges with a measure of confidence and independence that leads to consistently secure achievement in the subject
<b>Meeting</b> the expectations of the curriculum	Is able, with a measure of support, to meet most of the challenges of the curriculum overall (minimum national standards).
<b>Developing</b> the skills in relation to meeting expectations of the curriculum	May be secure in some aspects of the subject, with additional support: some areas of the subject may be more challenging.
<b>Working</b> towards the skills needed to meet expectations of the curriculum	Not yet securely demonstrating skills/ knowledge against aspects of the curriculum.
<b>Below</b> expected national curriculum standards	Not independently demonstrating the necessary skills and knowledge for the curriculum: may be able to with extensive support.

*Above: Key Stage 3 Westgate Achievement Grades*

- The 'on track for' statement is used when reporting to parents in pupil reports. This is a holistic, professional judgement, on what the end of key stage outcome could be, based upon how the pupil has met the demands of the curriculum so far. It is not a prediction of how they will perform in parts of the curriculum not covered (predicted grade) and therefore may change from report to report. However, leaders review assessment/ curriculum intent and implementation to endeavor, as far as reasonably/ professionally possible, that the impact seen in reporting reflects end of key stage outcomes. We use this approach because curriculum areas build knowledge and skills in different ways over time therefore, the "on track for" approach enables knowledge heavy subjects to report the possible trajectory based on core knowledge learnt to date at the same time as subjects with a more skills-based curriculum. This allows parents and pupils to identify relative strength and areas for improvement across all subjects by using a common approach to reporting.
- Parents will receive reports on their child's performance at specific times during the year, including via Parents' Evenings – these can be seen on the school's website.
  - In the Primary Phase there will be two Parents' Evenings per year in which teachers will verbally share with parents whether their child is on track to meet age related expectations by the end of the year. Targets will also be shared each term. During the summer term there will be a full written report. Statutory requirements will be met by sharing: the EYFS profile at the end of Year R; the Phonics Screening results at the end of Year 1; the Key Stage 1 teacher assessments for Reading, Writing, Mathematics and Science at the end of Year 2 and, the results of the National Curriculum tests for Reading, Grammar, Punctuation, Spelling and Mathematics and the teacher assessments for Writing and Science at the end of Year 6.
  - In the Secondary Phase there will be three reporting sessions per year: a parents' evening; a short report and, a full written report. In Year 7 there will be an additional Effort Report during the first term. These will include:

<b>Key Stage</b>	<b>Effort</b>	<b>Achievement/Attainment</b>
3	1 – 4 scale:	'On track for' KS3 Achievement Grades (E, S, C, M, D, W, B)
4 (From middle of Year 9)	1= Excellent 2 = Good 3 = Below expected 4 = Unacceptable	'On track for' GCSE Grades 9-1

- When a pupil enters Year 9 they will be set a target range of attainment for the GCSE subjects. The range will usually be three grades and the lowest of these should be considered the minimum target grade. Targets are initially set using a combination of: KS2 attainment information from English (Reading) and Maths SAT scores; our own assessment information and, SEN data to ensure every pupil is set an appropriate target range – these target ranges should be achievable but also aspirational. These will be shared with parents and pupils in the final reporting session for Year 9, when pupils transition over to the KS4 assessment system.
- A review and adjustment of pupils' GCSE target ranges may be made between Years 9-11 in consultation with the pupils' Year Leader, Subject Leader, and SENCO (if the pupil

has SEND needs). Targets may be raised in individual subjects if the pupil is excelling in assessments but must still meet the rationale of being aspirational and achievable.

- Reporting information will be used by the school in a variety of ways:
  - We will follow a programme of moderation for all year groups with a range of local primary and secondary schools;
  - The SENCO and other leaders will use the information to measure the impact of any prior interventions and evaluate their success. SEND Pupil Plans and EHCPs will be updated. If a pupil is unable to access the curriculum, the school will follow statutory guidance. Parents will be informed on an individual basis.
  - CAT scores (taken in Year 7) will be used to support teaching and learning and to identify inconsistencies in learning which might require additional support
  - Year/faculty/subject/phase leaders/SENCO along with SLT will analyse the data to identify next steps, plan interventions and make adjustments to the curriculum;
  - Year/faculty/subject/phase leaders will be responsible for reporting to SLT and putting in place associated actions in relation to the evaluation of pupils' progress within the cohort;
  - The school will share information with the Local Authority as required.