Assessment and Examinations Policy

1.0 Forest Gate Community School mission statement

Forest Gate Community School is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

2.0 Policy overview and links to school mission, aims and values

Assessment practice should be integral to the teaching process and should help students to reach their full potential. Above all else, assessment should support learning. It should motivate students, provide feedback about their strengths and weaknesses and assist in the setting of targets.

Assessment procedures must support the school equal opportunities policy; they must not automatically exclude or fail certain students.

Assessment should assist the teacher in the evaluation of the curriculum and teaching methodology and should inform future planning. Through the process of recording and reporting, assessment should also provide information for others.

Externally accredited examinations provide vital summative assessment, generally at the end of a key stage. To this end, the school will administer these examinations in the best interests of the students and the school.

For externally accredited examinations, it is important that:

a) Staff understand fully their obligations and responsibilities.

b) The school meets the requirements of examination security.

c) The school is properly equipped to undertake the administration of examinations, including data processing and the provision of a results service.

From September 2016, instead of levels, we will report students' learning in a formative manner, against pre-defined standards/key learning objectives. Additionally, we will report on current/projected grades (1-9) for years 9, 10 and 11. This document is likely to require revision throughout the school year to meet the rapidly changing demands of the curriculum.

3.0 In-school assessment procedures

We will assess our students in the following ways:

Formative Assessment	Summative assessments	Nationally standardised summative assessments
These will be done the following ways: 1. **In class:** teachers are responsible for formative verbal and written feedback 2. **DPR:** this will facilitate learning collaboration between students, teachers and parents about how the students are learning against expected standards 3. **Homework:** Students will be expected to do homework based on poorly learnt topics	Interim Retrieval Practice: We will formally assess our students four times a year to help us assess how much learning they are able to successfully recall. The results from these tests can be used to inform the DPR judgements	These include: 1. **New Group Reading Test (NGRT)** for Y7, 8 and 9 2. **GL Pass Tests-**All years. A nationally recognised, robust self-evaluation system for the standardised measurement of pupil attitudes 3. **GL Progress Tests**-nationally benchmarked Progress Test Series for Math, Eng and Sci (for the Years 7, 8 and 9). They will be used to support our own verdict on student academic progress. 4. Year 7 national entry test 5. National Y11 Reference Test (If selected) 6. End of KS4 examinations

We will administer reading tests for all students (whilst funds permit) at the start of every year.

Our summative assessments is broken into two categories:
1) Years 7 and 8
2) Years 9 to 11

We expect all our students in years 9-11 to sit the actual GCSE papers for their interim assessments. Our Heads of departments are responsible for creating and constantly evaluating the assessments for years 7 and 8 against the following success criteria:
- Presentation resembling GCSE/Exam board exam papers
- Questions correlating to 'Long Term Plans' and 'Key Objectives' as it appears within the DPR
- Assesses previously taught contents/skills
- Questions reflect GCSE/Exam board standard
- Coherent progression between interims (subsequent assessments are cumulative)

We will assess and record the progress of all students in school in the following ways:

a) We will have a minimum of four assessment windows, called "interim retrieval practice" in each school year for each year group.

b) Years 7 and 8 will have tests produced by the Heads of Departments.

c) Years 9, 10 and 11 will have tests based on GCSE style questions.

d) We will use assessment for learning techniques, effective teacher marking and peer assessment within lessons to ensure children know how they are progressing.

e) We expect teachers to regularly mark students' work by following the whole school marking policy. Not every piece of work needs to be marked, but on-going assessment and the use of fix-it time in lessons is required. For the purpose of standardisation, we will identify collective

marking opportunities within our Mid-Term Plans (MTP). Through good marking, students will be made clear about how they are progressing in different subjects.

The curriculum is changing rapidly. To accommodate this, we will develop schemes of work for each department that cover the key skills and knowledge students are expected to know each year. We will work backwards from the final GCSE expectations to plan for this. Within each year group, we will create four pathways based on the student data we receive on admission (see below.) We will then set assessments based on these schemes of work.

Our schemes of work will be required to include assessment based on objective criteria using national curriculum or GCSE criteria. Departments will use a common approach to the marking and grading of pupils' work and record keeping.

Students will be required to be involved in their own assessment and target setting. Moderation of students' work will be carried out by departments during meeting times.

Within lessons, teachers are expected to use their expertise to check on the understanding of students as they progress.

4.0 How much progress do we expect?

We will provide judgements against key learning objectives. These objectives are very challenging for different students as they reflect the knowledge and skills they are required to demonstrate to reach a challenging target. These reports will be both meaningful and helpful to the parents and students, as they will clearly demonstrate how much progress the students are making and what else they need to do in order to improve.

If students demonstrate secure understanding on all of their key learning objectives before the end of the academic year, they will be allocated a new, more challenging target so that they achieve their very best.

If a child makes the expected progress between Year 7 and Year 11, it will look like this:

Students' starting points at KS2, upon entry to FGCS	Allocated pathway(s) for the student	Expected Year 11 GCSE grades linked to the pathway(s)	Old grade comparator (guidance only)
Progress **significantly above** the expected level of attainment at KS2	A	7, 8, 9	A to A*
Progress the **same as** the expected level of attainment at KS2	B	5, 6	C1 to B
Progress **below** the expected level of attainment at KS2	C	3,4	E1 to C2
Progress **significantly below** the expected level of attainment at KS2	D	1,2	G to E2

5.0 Reporting of grades

All teachers are required to report four times a year
Students and parents will receive real time judgements on the extent of student learning through our bespoke Dynamic Progress Report, after each interim retrieval practice.

For all students we record and report a judgement on the key learning objectives, which we colour code to mean the following:

E	**EMERGING:** This means the student has not yet shown understanding of the learning objective	
D	**DEVELOPING:** This means the student has shown some understanding of the learning objective	
C	**CONSOLIDATING:** This means the student has shown good understanding of the learning objective, but they need to practise more to secure their understanding	
S	**SECURED:** This means the student has shown excellent understanding of the learning objective	

a)   The table below shows what we record and report:

What We Collect	What They Mean	How We Show Progress	For Which Year Group?
ATL	Attitude Towards Learning		All
Self Regulation	The extent to which students organise themselves without intervention from teachers or adults	1 = Outstanding; 2 = Good; RI = Requires Improvement; N/A=Not Applicable	All
On/Off Track	Professional judgement made by teachers indicating if the student is on/off track to achieve their end of KS4 target	Y=Yes N=No	Years 7, 8, 9
Grades	**Current Grade:** This is the grade your child has achieved from a recent test **Projected Grade:** This is our best estimate, using the professional judgment of the teacher, of what your child will achieve at the end of the KS4 course. It is based on how well they are progressing at the moment.	We subdivide grades thus: 7a: highly secure 7b: secure 7c: insecure	Years 10, 11

6.0 Internally assessed components of externally accredited examinations

6.1 General

The school is committed to ensuring that, whenever staff assess students' work for external accreditation, this is done fairly, consistently and in accordance with the specification for the qualification concerned.

Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Students' work should be produced and authenticated according to the requirements of the examination board.

Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. If a student believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

Students may appeal against grades they are given by teachers if these grades are a component of any external assessment. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series. The

existence of this procedure is made known to students by reference in an examination booklet at the start of their course.

6.2 Appeals

Appeals should be made in writing to the examinations officer who will investigate the appeal. He/she will appoint another member of staff of similar or greater seniority to conduct the investigation if unable to conduct the investigation for any other reason.

The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice of the JCQ. This will be done before the end of the series.

The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, and any changes made to the assessment of the piece of work in question.

A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the school and is not covered by this procedure. Details of the appeals procedure for the relevant awarding body are available from the examination officer.

The school will decide whether to fund the cost of any appeals.

If a parent requests an appeal, it is entirely at the school's discretion to agree to this

Additionally, the school will make decisions about the following:

a) Suitable qualifications it offers to students.

b) Tiers of entries for any final examination for students.

Parents may request to speak to the Headteacher if they disagree with any of the points above.

7.0 Entries for externally accredited examinations

7.1 General

The Examinations Officer, using information from the HoFs/HoDs, will make entries when required in the Autumn Term.

Students will be entered, where appropriate, for the tier of entry that allows them to gain the highest possible grade of which they are capable. HOFs will discuss tiers of entry with HODs/subject staff where necessary.

Students will normally be entered for examinations in every subject that they have studied during Key Stage 4.

Statements of entry will be issued to every student. It is the responsibility of students and parents/carers to check this carefully. The administrative costs of amending incorrect details, and the cost of replacement certificates, will be borne by parent.

7.2 Non-entry

The Head Teacher alone will make decisions about non-entry, after consultation with other staff, the student, and parent. Decisions about withdrawal will be made by the Head Teacher in consultation with subject staff

Decisions about withdrawal will be made after the mock examinations. The school will monitor dropout rates for each subject annually.

Students whose attendance has been such that they have not submitted sufficient coursework and/or failed to sit the requisite examination may not be entered for the exams at the Head Teacher's discretion, in consultation with relevant staff.

Decisions about non-entry will not be made on the basis of behaviour.

7.3 Late entries

Late entries will only be allowed for students who arrive in school after entries have been made.

Late entries cost double the amount of a normal entry. These will be charged as follows:

a)   late entry by department – charged to department.

b)   late entry requested by parent– charged to parent.

c)   late entry for a student new to the school – school will bear the cost.

d)   school administrative errors – school will bear the cost.

7.4 Late withdrawals

Withdrawals after the boards' withdrawal deadlines incur extra cost. These will be charged as follows:

a)   Withdrawal by department – charged to department.

b)   Withdrawal by parent– charged to parent.

c)   Withdrawal because of student's failure to comply with examination requirements – charged to parent.

d)   Withdrawal for genuine medical reasons – school will bear the cost.

e)   School administrative errors – school will bear the cost.

f)   External candidates will be charged the full cost of entry, invigilation cost and an administration fee.

7.5 Other charges

The school may impose a charge on parents equal to the financial charges levied by examination boards on:

a)   Students whose entries are withdrawn because of lack of Controlled Assessments.

b) Students who make a decision to sit or not to sit an examination after the late entry/withdrawal deadline.

c) Students who fail to attend an examination and do not produce medical evidence or evidence of other mitigating circumstances. This will be communicated in writing to students and parents/carers at the start of GCSE courses.

7.6 Early entry

We will not enter students early for any examinations, unless we feel this is in the best interest of the student. For example, we will agree to enter a student early if we are convinced that the student concerned will achieve the highest possible grade from that examination. It will then free him/her to take additional subjects or to concentrate on other remaining subjects.

Early entry is not appropriate for every student and remains at the school's discretion.

Pathway A students should generally not be entered early as there is a danger of false sense of achievement with grades lower than 7-9.

8.0 Monitoring responsibilities

8.1 Examinations Officer

The examinations officer is responsible for ensuring public examination entries are correct, the conduct of examinations, the production for examination timetables, the monitoring of teacher reports and the overall co-ordination of reporting procedures. These responsibilities will be exercised throughout the year but especially at the interim retrieval practice points and during the final exam season in the summer.

The exams officer is responsible for ensuring that controlled assessment work is conducted in accordance with JCQ regulations and any subject specific instructions issued by the awarding bodies.

The exams officer is responsible for the administration of entries, organising relevant paperwork, and scheduling the examination sessions, and keeping accurate examinations records.

8.2 Head Teacher

The Head Teacher is responsible for ensuring that all staff are accountable for their roles.

The Head Teacher has overall responsibility for the school as an examinations centre.

The Head Teacher will scrutinise the progress of groups of students, including pupil premium students, and report this information to Governors in the form of written reports and the dashboard, at regular intervals throughout the year.

The Head Teacher will oversee and conduct appropriate examination report meetings in the autumn term.

8.3 The Deputy Head Teacher in charge of curriculum and data

The Deputy Head Teacher will ensure whole school intervention takes place for underachieving students. He or she will ensure target setting is accurate for KS3 and KS4. He/she will monitor the progress of students across the school, in conjunction with the Head Teacher, and suggest areas for improvement. He/she will report and liaise with the Head Teacher regularly through line management.

The Curriculum and Data Deputy Head Teacher will develop and evaluate assessment policy and practice and keep abreast of national developments, ensuring the school is compliant with all requirements.

The Deputy Head Teacher in charge of Curriculum and Data will maintain academic oversight of students and their examination entries.

8.4 Heads of Learning

HOLs will oversee individual student target setting. They will monitor underachieving students within their year group at a minimum after every interim retrieval practice. They will work with students on the completion of their personal statements and they will oversee the completion of college references which are usually written by the form tutors once per year.

8.5 Heads of Faculty and or Heads of Department

HOFs and or HODs will set and monitor the department assessments. They will ensure that the recording and reporting of progress is accurate. HOFs and or HODs will also ensure that the projected grades for students are accurate and fair. This will be done at least four times per year, after each interim retrieval practice.

HOFs and or HODs will ensure adequate internal moderation exists to ensure internal consistency of grades.

HOFs and or HODs will use the information from assessments to challenge students and staff to improve their performance.

HOFs and HODs will be issued with a list of candidates entered for externally assessed exams in their subject(s), and tiers of entry, where applicable. It is their responsibility to check and sign this list.

8.6 All teaching staff

All staff are expected to follow departmental and whole school assessment, recording and reporting policies. They are expected to help identify students who may have Special Educational and More Able Students and follow school procedures.

8.7 Special Educational Needs Co-ordinator

Forest Gate Community School recognises that Special Educational Needs (SEN) is a whole school issue and the responsibility of all staff (please refer to our separate SEN/EAL policy). However, the SENCO is responsible for the monitoring and dissemination of information about students identified as having SEN.

The SEN Coordinator will track and monitor all students belonging to key categories, SEN/FSM/LAC/students with disability among others, and ensure interventions are in place to narrow any gap.

8.8 'Pathway A' Co-ordinator

The Pathway A co-ordinator will identify 'more able students' following each interim retrieval practice, and on admission to the school and oversee their progress. A separate policy exists for the Pathway A coordinator's role.

8.9 Transition Co-ordinator

The Transition Co-ordinator will, in the summer term and with the incoming new Head of Learning, organise transition from primary school by collecting progress and other relevant data from primary schools prior to the transfer of students.

10.0 Appendix 1: Controlled assessment procedures

Section 1: General information about controlled assessment

Controlled assessment:

- Enables a more integrated approach to teaching and learning and assessment.

- Provides and increased facility to ensure that work is the students own.

- Enables teachers to choose the timing of the controlled assessment.

- Enables teachers to select forma choice of tasks and contextualised them.

- Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning.

- Usually takes place in the classroom, within the normal timetable.

- Features levels of control designed to maximise reliability and authenticity.

Process of controlled assessment

The process has 3 stages.

1. Task Setting.

2. Task Taking.

3. Task Marking.

Task setting: Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

Task taking: Three levels of control apply:
Low control – students can work unsupervised outside the classroom. This is normally the research stage.

1. Medium control: students can work under informal supervision. This is normally the analysis stage.

2. High control: students complete their task under direct supervision throughout. This is the write up stage.

Task marking: Task Marking has either a High or Medium Control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework.

Responsibilities of staff when administering controlled assessment
Senior leadership team:

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of KS4).

- Map overall resource management requirements for the year. As part of this resolve any clashes/ problems over the timing or operation of controlled assessments and /or issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

- Ensure that all staff involved have a calendar of events

- Create, publish and update an internal appeals policy for controlled assessments.

Curriculum leaders:

- Decide on the awarding body and specification for a particular GCSE.

- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.

- Internally standardise the marking of all teachers involved in assessing an internally assessed component.

- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.

- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff:

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.

- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

- Supply to the exams officer details of all unit codes for controlled assessments.

- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.

- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.

- Retain candidates' work securely between assessment sessions (if more than one).

- Post-completion, retain candidates' work securely until the closing date for enquiries about results.

- In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams officer:

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.

- Enter students' 'cash-in' codes for the terminal exam series.

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.

- On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the

- Senior Leadership Team.

Access and Inclusion Manager:

- Ensure access arrangements have been applied for.

- Work with teaching staff to ensure requirements for support staff are met.

11.0 Other relevant linked policies and procedures

This policy should be read in conjunction with the following documents:

1. Pathways A (MAS) Policy

2. Access Arrangements & Reasonable Adjustment Policy

3. BCS ECDL - Learner Appeals Procedure

4. BCS ECDL – Malpractice & Maladministration Policy

5. BCS ECDL – Quality Assurance Policy

12.0 Policy documentation control

Policy documentation control

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