

- **Assessment** is an ongoing process that takes place in each lesson through a range of methods and feeds in to whole school data systems.
- **Marking** is the process which involves acknowledging and providing written and verbal feedback on a pupil’s daily progress in learning.
- **Moderation** is the process which involves selecting and comparing examples of pupil’s work with other subjects and schools to ensure consistency and accuracy of assessment.
- **Reporting** is the process which involves informing others about a pupil’s learning through a wide range of methods. Comparisons are made with other schools using Woodlane’s reported internal data as well as the published national data.

Flight Path Expectations:

Expectations are the point that we expect a pupil to achieve by the end of a year. An expectation can be in the form of: Progress (internal data – Progression Steps) and Outcomes (formal qualifications). Expectations are based upon each pupil’s baseline starting point, usually in Year 7. In each subject, pupils are set personalised yearly progress expectations using the Flight Path. This highlights termly whether the pupil is on track to achieve their overall KS4 expected result. The expectation data forms the headline information within the Progress Report.

Although pupil’s SEND can lead to differences from one subject to another, the following general rules can be applied in terms of expectations and pathways:

Baseline (Start of KS3)	Expectation (End of KS4)
PS 1	Personalised Progression Pathway (no formal qualifications)
PS 2 – PS 4	Entry Level 1 - 3 (Functional Pathway)
PS 5 – PS 6	GCSE 1 – 2 (Mixed Academic Pathway)
PS 7+	GCSE 3 – 4+ (Academic Pathway)

See the ‘Changes to Assessment Practices 2019’ document for specific information.

Curriculum:

The school’s curriculum is broken down in to the three areas of **Intent, Implementation and Impact**. These areas detail: *what we are trying to achieve, how the curriculum is delivered and what difference it is making on pupils*. The curriculum is broken down in to termly, or half termly units (schemes of work) which cover both the core content (National Curriculum) and the qualification areas that the school has selected. See the ‘Curriculum Executive Summary’ document, or the school website for specific information.

BSquared – Progression Steps:

It is the teacher’s responsibility to assess and record whether a pupil is meeting the learning outcomes detailed in the curriculum and through each scheme of work. This assessment should take place throughout all lessons and be recorded on B Squared – Connecting Steps at least termly.

When baselining a pupil against a Progression Step (PS), it is important to consider whether the knowledge, understanding, skills and concepts displayed by a pupil correspond, on the whole, more closely to the descriptors in one step than another. It is equally important that a pupil’s percentage within that PS reflects accurately the amount of knowledge and skills they have in relation to what is expected within each step. Teachers should use their professional judgement, but this must also be grounded in evidence of each pupil’s achievement. The progress of all pupils is tracked to ensure each is on track to meet yearly expectations. The SMT monitors and evaluates this progress to ensure

adequate progression is being made in all key stages and within all cohorts. Underperformance is flagged and strategies are implemented.

Evidence and Assessment:

Pupils should be encouraged to take part in the assessment of their work and the work of their peers. There should be a range of forms of assessment available to pupils. Some assessment should be more formal, providing evidence of impact, e.g. mock GCSE exams. Other forms may be part of lesson-by-lesson assessment to provide immediate feedback to pupils, e.g. questioning and discussion. All forms of assessment are vital to establish pupil understanding and provide opportunities for extension. The quality of a pupil's written work is equally as important as opportunities for discussion in class. These should be monitored by the teacher, and where possible reference made within marking and feedback. Teachers are actively encouraged to photograph pupils completing physical/kinaesthetic tasks or taking an active role in theme days, or educational visits to keep in pupil books. Best practice would see a pupil reflecting on the task in writing alongside the picture where this is appropriate.

Evidence Trails are conducted to confirm judgements and compare data to teaching and learning evidence. Moderation of work takes place termly, internally between staff and externally with similar schools. This process helps ensure staff judgements are consistent across the school and more widely amongst the profession.

All staff should ensure that books are on hand within the classroom, containing the pupil's learning from this academic year. Pupils' should have a clearly labelled (A4+) subject book, where possible colour co-ordinated to the subject, or a larger portfolio type folder in subjects such as Art and Design. Additionally, some evidence from previous years should be kept, either in each Pupil's Achievement Book or archived within the classroom.

Feedback to pupils:

High quality feedback should recognise the full range of achievements of all learners. Learners need information and guidance in order to take a more active part in the next steps in their learning. Pupils should have opportunities to review and reflect on feedback. Teachers should work towards:

- pinpointing a learner's strengths and advising on how to develop them,
- being clear and constructive about weaknesses and how they might be addressed, and
- providing opportunities for learners to improve upon their work.

Written feedback should be in the form:

- **What you have done well written in blue.**
- **Your area for improvement written in green.**

Reporting:

At the end of the academic year, an *Outcomes for Pupils* report is compiled by SMT, containing data related to the outcomes of the leaving cohort compared to their expectations. At the end of each term a *Progress Report* is produced, with a summative version released in the Summer Term. This reports on the internal school data and pupil's progress towards both their expected result and their end of year targets. The following elements are included within these reports:

- the percentage of pupils **meeting**, **exceeding** or working **below** expectations in progress (Progression Steps) and outcomes (qualifications),
- analysis of the progress and outcomes of groups including Pupil Premium, gender, etc.,
- analysis of the progress of pupils in literacy, numeracy, and additional testing (i.e. CATs/PASS),
- comparisons between different subjects and different years.

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