Assessment, Reporting & Recording Policy

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1   Statement of Policy

1.1   Monitoring

1.1.1   Implementation and quality standards will be monitored on a regular basis as outlined in the Quality Assurance for teaching and learning booklet and will be completed both formally and informally by members of the Senior and Middle and extended leadership team.

1.2   Purpose:

- To show what a student has learned – knowledge, concepts, skills and attitudes – and what a student needs to do to make further progress – assessment for learning
- To involve the student as a basis for diagnostics target-setting
- To inform planning for future teaching and learning – assessment for planning
- To provide feedback to the Academy of the effectiveness of the teaching
- To provide evidence and information for reporting to parents and carers
- To feedback to students to ensure progress is made

2   Other Polices

2.1   This policy should be read in conjunction with the following polices:

- Homework & Extended Learning Policy
- Feedback Policy

3   Key Principles

3.1   Assessment is effective when:

- Assessment for learning is integral to the learning process
- Students understand why they are learning something – understand the big picture
- Learning intentions are shared with students
- Students know what is being assessed and what the criteria for success are
- Regular feedback lets students know how well they are doing and gives them confidence to further progress
- Students are involved in self and peer assessment and target setting
- A range of achievements is assessed
- It encourages and supports independent learning
- It lets us know whether learning has taken place and informs our future lesson planning
- It is accurate and valid

- It is manageable

3.2 Common types of assessments

- Examinations (internal and external)
- Using criteria to assess progress
- End of unit/module tests
- Short tasks/activities to judge knowledge or understanding – quiz quizzes, recall tests, spaced learning strategies, addressing misconceptions, questioning
- Speaking and listening activities
- Planned practical assignments and investigations
- Marking of written work
- Self and peer assessment
- Assessment of coursework folders
- Diagnostic tests and marking
- Assessment of residential/vocational experiences

4 Aims

4.1 A consistent Academy approach to marking which is easily understood by all.

4.2 The policy provides accurate feedback on work completed and guidance for future tasks.

5 Key Stage 3 (Year 7, Year 8 and Year 9)

5.1 Prior data.

5.2 All subject teachers will have access to:

- Key Stage 2 data
- Question level analysis from primary testing
- Prior attainment from previous years (Year 7 to Year 9)

6 Baseline Assessments and Target Setting

6.1 At the start of Year 7 all subjects will use the Year 6 data to inform planning to ensure a smooth and swift transition into Year 7.

6.1.1 Any students without prior data will be tested to ensure the school has a baseline assessment tasks in the first half-term.

6.1.2 Key Stage 2 data will be used to predict progress and attainment to Key Stage 4

7 Assessing Key Stage 3 National Curriculum Subjects

7.1 All teachers at KS3 will be assessed against 'Subjects Assessment Descriptors'.

7.1.1 Subject Descriptors will be in place for each topic taught at Key Stage 3 and will be used formatively within class to track progress of students.

7.1.2 Grade descriptors will be categorised into 3 different areas.

7.1.3 Emerging – students are not fully at age related expectations.

7.1.4 Secure – students are at age related expectations

7.1.5 Mastered – students are working at a greater depth

7.1.6 As a guideline, relevant assessment tasks should be written into each department's schemes of work. Bucket 1 and 2 subjects will formally 'test' students at the end of each full term. This will be done 3 times a year.

8 Assessment Windows

8.1 These will take place 3 times per year in Year 7, Year 8 and Year 9 and will generate a progress report to parents. A written report will be produced once a year.

8.1.1 At each assessment window the following are recorded:

- Teacher assessment of working towards, emerging, secure or mastered
- Raw data test score (bucket 1 and bucket 2 subjects)
- Attitudes to Learning
- Homework

8.1.2 Curriculum Directors and Heads of House will perform quality assurance upon data entered.

8.1.3 All results will be held centrally on the Management Information Systems (MIS).

9 Following each Assessment Window

9.1 Each tutor will have access to progress data to facilitate discussions with students and carry out any intervention as appropriate. Copies will be kept in the tutor files for reference.

9.1.1 Each class teacher will have access to progress data to facilitate discussion with students and identify intervention opportunities.

9.1.2 Each Curriculum Director will receive a complete set of assessment data entered in that subject and will work with the curriculum team to identify a list of students who are falling behind and require intervention. Analysis will have been completed for the Curriculum Directors but further analysis can be carried out using our MIS.

9.1.3 Each Head of Year will receive a full year list of assessment entered and will identify those students who are chronic underachievers and are falling behind in a number of subjects. Interventions for these students may require further support e.g. Mentors, external agencies (A list of these students will be provided to all staff).

9.1.4 Staff responsible for particular cohorts, such as More Able, SEN, PP and CIPC will be required to report on the progress of their students.

10 Key Stage 4 (Year 10 and Year 11)

10.1 Prior Attainment Data

10.2 All subject's teachers will have access to:

- Key Stage 2 data
- Key Stage 3 teacher assessment

11 Key Stage 4 (Year 10 and Year 11)

11.1 At the start of Year 10 all students will be set a target based on national averages along with their knowledge of progress during KS3 to set end of KS4 targets by the end of the first half term. Estimates will be based on progress from KS2 to KS4 based on national averages.

12 Assessing Key Stage 4 Subjects

12.1 National Curriculum subjects assess students using predicted grades based on relevant criteria.

12.2 As a guideline, relevant assessments should generate a predicted grade about once every half term.

13 Assessing Windows

13.1 These take place five times in Year 9, Year 10 and Year 11 and will generate a progress report to parents. A written report will be produced once year.

13.2 On each progress check the following will be recorded:

- GCSE / vocational qualification predicted grade (where applicable)
- Test scores (where applicable)
- ATL
- Homework

13.3 Curriculum Directors and Heads of Year will perform quality assurance upon data entered.

13.4 All results will be held centrally on the MIS.

14 Following each Assessment Window

14.1 Each tutor will have access to progress data to facilitate discussions with students and carry out any intervention as appropriate. Copies will be kept in the tutor files for reference.

14.1.1 Each class teacher will have access to progress data to facilitate discussion with students and identify intervention opportunities.

14.1.2 Each Curriculum Director will receive a complete set of assessment data entered in that subject and will work with the curriculum team to identify a list of students who are falling behind and require intervention. Analysis will have been completed for the Curriculum Directors but further analysis can be carried out using our MIS.

14.1.3 Each Head of Year will receive a full year list of assessment entered and will identify those students who are chronic underachievers and are falling behind in a number of subjects. Interventions for these students may require further support e.g. Mentors, external agencies (A list of these students will be provided to all staff).

14.1.4 Staff responsible for particular cohorts, such as More Able, SEN , PP and CIPC will be required to report on the progress of their students.

15 Assessing Key Stage 5 Subjects

15.1 Subject teachers assess students using predicted target grades based on performance at Key Stage 4.

15.2 As a guideline, relevant assessments should generate a predicted grade about once every half term.

16 Assessing Windows

16.1 These take place three times in Year 12 and Year 13 and an interim report will be   published in the second term of Year 12.   A full written report will be produced once year.

16.2 On each progress check the following will be recorded:

- A-Level/Vocational Level 3qualification predicted grade based on current performance
- GCSE / Level 2 vocational qualification predicted grade (where applicable) based on current performance
- Attitude to learning

16.3 At the start of Year 12, Key Stage 4 data will be inputted which will generate individual target grades for each student. Curriculum Directors and the Vice Principal Curriculum will quality assure the grades entered.

16.4 All results will be held centrally on our MIS.

17 Assessing Windows

17.1   Each tutor will receive copies of the progress checks and will discuss progress with the students and carry out any intervention as appropriate. Copies will be kept in the tutor files for reference. Tutors will also have copies of targets for each KS5 student in their group.

17.1.1 Each Curriculum Director will receive a year list of assessment data entered in that subject and will work with the curriculum team to identify a list of students who are falling behind and require intervention. Basic analysis will have been completed for the Curriculum Directors but further subject specific analysis may be required.

17.1.2 The Assistant Vice Principal for Curriculum and Post 16 will receive a full year list of assessment entered and will identify those students who are chronic underachievers and are falling behind in a number of subjects. Interventions for these students may require further support e.g. Mentors, external agencies (List of these students will be provided to all staff).

17.1.3 Staff responsible for particular cohorts, such as G&T, SEN, CIPC, will be required to report on the progress of their students.

17.1.4 Senior Directors will discuss strategies for intervention and their impact with Curriculum Directors and the Assistant Vice Principal for Curriculum and Post 16 during regular line management meetings.

17.1.5 Wherever possible, reviews of progress with individual students should allow students to consider progress and to set future targets for improvement.

18   Quality Assurance Process

18.1   Assessment data.

18.2   Following a data collection, Curriculum Directors will be asked to produce an example of the work used to inform the grades entered in the system. This   may be marked class work-books, a formal assessment or test, presentation, diagnostic tests plus many others. The format is not set for the Academy but it is the responsibility of the Curriculum Directors to ensure that the teachers in their area are basing their judgments on specific pieces of work or activities and that this is consistent within the department.

19   Feedback Policy

19.1   The most regular and direct assessment of students' work is that of feedback marking and classroom observation. This on-going assessment enables a teacher to monitor and evaluate the success of teaching and learning and provides a basis for dialogue between student and teacher on which targets may be set for improvement.

19.2   The quality of feedback and assessment will be monitored centrally within the Quality Assurance Framework for teaching and learning. This may be completed up to six times per year.

19.3   Subject Directors must establish and carry out additional informal routine checks to ensure that the marking policy is adhered to. This will involve regular samples of students' books and teacher assessments.

20   In Practice

Key Stage 3 and Key Stage 4

20.1   As a minimum, staff are expected to:

- Give live feedback within the lesson
- Use yellow box marking to encourage students to improve work
- Make explicit the use of criteria (KS3 descriptors and KS4/KS5 mark schemes) to track progress
- Green pen (DIT) should be evident throughout books as a strategy to encourage students to improve their work
- Mark for IMPACT (meaningful, manageable and purposeful)
- Marking and moderating of formal tests across all year groups
- Department Marking Policy
- detailed explanation of feedback strategy can be found in the feedback policy document

Key Stage 5

- Work should be assessed against the GCSE A-level grades or the Vocational, Level 2 or Level 3 qualification grades a minimum of once per 6 lessons. If a level or grade is not relevant for the piece of work, a comment is sufficient.

- Teachers must allocate a space on the marking sheet to give all students the opportunity to reflect on their performance and reply to comments made.

- Attainment should be marked in line with linked to GCSE A-level grades or the Vocational Level 2 or Level 3 qualification grades. These grades will be awarded as per examination board criteria. Subject Directors should ensure that all staff are aware of marking criteria and implement regular moderation sessions.