Assessment, Reporting & Recording Policy

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1 Statement of Policy

1.1 Monitoring

Implementation and quality standards will be monitored on a regular basis as outlined in the Quality of Education Evaluation document and will be completed by members of the Senior, 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 diagnostic target-setting
- To inform responsive planning for future teaching and learning – assessment for planning
- To provide feedback to the Academy of the effectiveness of the implementation of the curriculum and therefore teaching and learning
- To provide evidence and information for reporting to parents and carers
- To feedback to students to ensure learning occurs

2 Other Polices

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

- Practice for Retrieval 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 and where it fits in their sequence of learning – 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 content, knowledge and skills are 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 – retrieval practice quizzes, questioning
- Speaking and listening activities
- Planned practical assignments and investigations
- Marking of written work
- Self and peer assessment
- Assessment of coursework/controlled assessment folders
- Diagnostic tests and marking

4   Aims

4.1   A consistent Academy approach to marking and assessment 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
- 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 s mooth and swift transition into Year 7.

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

6.3   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 students at KS3 will be formally assessed twice each year through the use of Forensic Assessments.

7.2   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.

7.3   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 throughout the year.

8   Assessment Windows

8.1   These will take place throughout the year in Year 7, Year 8 and Year 9 and will generate a progress report to parents.

8.2   At each assessment window the following are recorded:

- Individual raw scores in each area of the assessment
- An overall percentage score for each subject
- Their ranking within their class, by subject
- A summary of their attendance
- Attitude to learning score

8.3   All assessments will be moderated to ensure accuracy of recorded data

8.4   Curriculum Directors will perform quality assurance upon data entered.

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

9   Following each Assessment Window

9.1   Each lesson 1 teacher will have access to progress data to facilitate discussions with students and carry out any intervention as appropriate.

9.2   Each class teacher will have access to progress data to facilitate discussion with students and identify intervention opportunities. All classroom teachers will complete Progress Review documents and intervention plans for each class they teach. This will be discussed with their Curriculum Director and strategies put in place to remedy underachievement through Wave 1 strategies.

9.3   Each Curriculum Director will use assessment data entered into SISRA analytics and will work with the curriculum team to identify a list of students who are falling behind and determine suitable intervention. Curriculum Directors must conduct a subject specific analysis of assessment data to determine CPD need and evaluate the implementation of the curriculum to make appropriate changes to the SOL. This will be completed on Progress Cycle Review documentation and Wave 2 strategies documented and delivered.

9.4   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. This will be completed on Progress Cycle Review documentation and Wave 3 strategies implemented. Interventions for these students may require further support e.g. Mentors, external agencies.

9.5   Staff responsible for particular cohorts, such as More Able, SEN, PP and LAC will be required to report on the progress of their students and complete Progress Cycle Review documents after each assessment window.

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 data

11   Key Stage 4 (Year 10 and Year 11)

11.1   At the start of Year 10 all students will be set a Minimum Expected Grade (MEGs) based on typical progress from KS2 to KS4 based on national averages. This is for reference only and is not shared with students or parents. This is to ensure a No Limits attitude to learning is in place.

12   Assessing Key Stage 4 Subjects

12.1   National Curriculum subjects assess students using predicted grades based on relevant criteria and performance in mock assessments.

12.2   As a guideline, relevant assessments should generate a predicted grade three times a year.

13   Assessing Windows

13.1   These take place three times in Year 10 and Year 11 and will generate a progress report to parents.

13.2   On each progress check the following will be recorded:

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

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 lesson 1 teacher will have access to progress data to facilitate discussions with students and carry out any intervention as appropriate.

14.2   Each class teacher will have access to progress data to facilitate discussion with students and identify intervention opportunities. All classroom teachers will complete Progress Review documents and intervention plans for each class they teach. This will be discussed with their Curriculum Director and strategies put in place to remedy underachievement through Wave 1 strategies.

14.3   Each Curriculum Director will use assessment data entered into SISRA analytics and will work with the curriculum team to identify a list of students who are falling behind and determine suitable intervention. Curriculum Directors must conduct a subject specific analysis of assessment data to determine CPD need and evaluate the implementation of the curriculum to make appropriate changes to the SOL. This will be completed on Progress Cycle Review documentation and Wave 2 strategies documented and delivered.

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14.5   Staff responsible for particular cohorts, such as More Able, SEN, PP and LAC will be required to report on the progress of their students and complete Progress Cycle Review documents after each assessment window.

15   Quality Assurance Process

15.1   Assessment data.

15.2   Following a data collection, Curriculum Directors will be asked to moderate examples 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. Curriculum directors will produce portfolios of examples of progress through clear and effective sequencing.

16   Feedback Policy

16.1   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.

16.2   The quality of feedback and assessment will be monitored centrally within the Quality of Education Evaluation report. This will be completed three times per year.

16.3   Curriculum Directors must establish and carry out additional informal routine checks to ensure that the feedback policy is adhered to. This will involve regular learning forums and moderation practices.

17   In Practice

Key Stage 3 and Key Stage 4

17.1   As a minimum, staff are expected to:

- Give live verbal and written feedback within lessons
- Provide regular whole class feedback followed by responsive teaching
- Make explicit the use of criteria (KS3 descriptors and KS4 mark schemes) to track progress
- Mark for IMPACT (meaningful, manageable and purposeful)
- Marking and moderation of formal tests across all year groups
- Use appropriate departmental marking methods to ensure learners misconceptions and gaps in learning are addressed regularly
- Mark for Spelling, Punctuation and grammar as detailed above