

Policy adopted on: 3<sup>rd</sup> July 2019  
 Date of review: July 2020  
 Responsible person: Assistant Principal

## Assessment, Recording and Reporting Policy

### Rationale

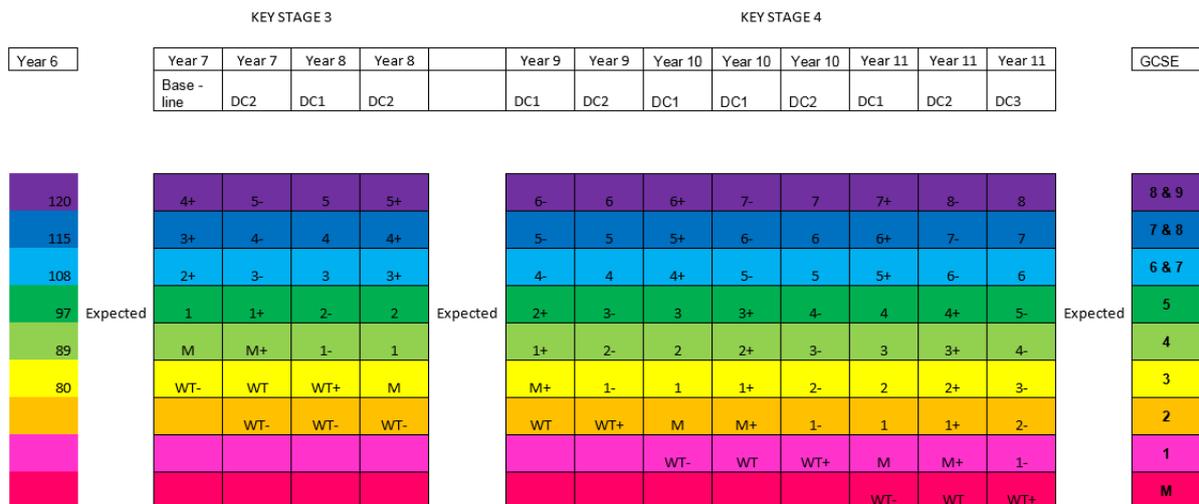
Assessment, recording and reporting is fundamental to effective learning and the raising of students' achievement. Assessment has the power to increase motivation and provide meaningful feedback to students. It should be informative to parents and teachers and support future teaching and learning.

From 2019-2020 The Boulevard Academy will be changing the assessment strategy used to both set targets and track student progress.

This is in place to allow continuity between the key stages and during the preparation of students for their GCSEs. Staff will look at the trajectory to determine pupil progress and identify interventions as required.

This trajectory chart is set so that those students that started on a national standard starting point will achieve at least a grade 5. It is a band to allow for the natural rises and falls that may occur throughout the academic year.

The trajectory is shown here:



**Assessment**

**The Boulevard Academy Summative Assessment Procedure**

Data will only be entered onto SIMS at the following points:

Year Group	Number of Assessment Points Per Year	Location of Assessment
7	1 - Baseline 2	Class Class
8	1 – Pre-Options Test 2	Exam Halls Class
9	1 2	Class Class
10	1 2 – Core Mocks 3 – Foundation Subject Mocks	Exam Halls Exam Halls Exam Halls
11	1 – Mock 1 2 – Mock 2 3 – Mock 3	Exam Halls Exam Halls Exam Halls

\*Exact dates will be issued through the yearly academic calendar.

Assessments in Class	Assessments in the Exam Halls
<ul style="list-style-type: none"> <li>• A deadline will be provided for data to be entered on SIMS</li> <li>• Departments need to choose when students sit the paper</li> <li>• Department’s will mark papers by a designated meeting slot where moderation will take place</li> </ul>	<ul style="list-style-type: none"> <li>• Year 11 full GCSE papers</li> <li>• Y7-10 can have papers made depending on the units completed but the grade boundaries must be accurate and in line with the levels of the questions</li> <li>• A week will be set for the completion of the assessments</li> <li>• The following week you will mark, then moderate the papers. The data will be entered that Friday.</li> <li>• Data meetings will then be on the following week so that intervention can be implemented quickly.</li> </ul>
<p><b>Data onto SIMS</b></p> <p>Data will only be entered onto SIMS if the year group is listed as having a summative assessment.</p> <p>The data required at each assessment point is as follows:</p> <ul style="list-style-type: none"> <li>• Attainment – current attainment from Exam</li> <li>• Progress to Target – linked to trajectory</li> <li>• Attitude to Learning – 1-4 scale</li> <li>• Homework – 1-4 scale</li> <li>• Behaviour for Learning – 1-4 scale</li> <li>• Professional Prediction – Holistic overview of everything in relation to end of phase target either KS3 or KS4</li> </ul> <p>All books must have progress sheets on the front cover and this must be updated after each progress point.</p>	



## The Boulevard Academy Formative Assessment Procedure

All staff need to give written feedback in purple pen and pupils will write in black pen, using a green pen for responding to feedback.

All departments must have an assessment book and a subject drafting book as part of the students ongoing assessment.

Formative Assessment will have the minimum expectation of:

Book	1-2 lessons per week	3+ lessons per week
Subject Drafting Books	1 Peer Assessment and 1 Self-Assessment per half term	2 Peer Assessments and 2 Self-Assessment per half term
Assessment Books	1 diagnostically marked tasks per half term	2 diagnostically marked tasks per half term

Stickers will be used for both peer and self-assessment (see Appendix 1)

The pieces of work in assessment books must be substantial enough to demonstrate the students learning and progress, be marked thoroughly by teachers and show students responses to the NS Tasks set. The response must be checked by staff after completion.

This marking schedule excludes PSHE.

### Presentation in all books – to be put in all books

1. All writing will be in black pen
2. All headings will be underlined
3. All diagrams, tables and graphs will be drawn in pencil and a ruler used for any straight line.
4. All labels will be written in black pen
5. Mistakes will be crossed out with a ruler and not scribbled
6. Books will not have graffiti or pages ripped out
7. Felt tips must not be used in books – any colouring must be in pencil crayon
8. Highlighters are permitted but must be used correctly.
9. All calculations must show all working out clearly.
10. Graphs must have a graph marking sticker present

Each Department must adjust planning to incorporate the following into lessons:

**Subject Drafting Books**

1. WALTs will be replaced by LO (learning objectives), these can be written into books as a settler but is not required.
2. Outcomes will be differentiated and labelled as Bronze, Silver, Gold & Platinum.
3. Outcomes for the unit should be printed off and put in class books to support with peer and self-assessment.

Example 1: Content Driven Lessons			Example 2: Skills Driven Lessons		
<b>Progress map - Lesson Outcomes for [unit]</b>					
	LO1:	LO2:			
BRONZE Grade 1-3					
SILVER Grade 4 - 5					
GOLD Grades 6-7					
PLATINUM Grade 8+					

4. Outcomes can then be signed off or self-assessed by the student as the topic progresses.
5. Self and Peer Assessment (see Appendix 1) to be completed as per requirements set out above
6. SPAG and presentation checking to be completed by staff

Spelling	Punctuation	Grammar	Presentation	Misconception	Numeracy
<b>Sp</b> Incorrect letters circled in the word = incorrect spelling	<b>P</b> Faulty punctuation <b>CL</b> Capital letters	<b>G</b> Grammar <b>^</b> Missing words <b>?</b> Unclear meaning	<b>Pr</b> Presentation <b>//</b> In the student's work, means start a new paragraph	<b>M</b> Misconception	<b>N</b> Numerical Issue

**Assessment Books – these will be provided for work scrutiny**

1. WALS will be replaced by LO (learning objectives), these can be written into books as a settler but is not required.
2. Specific tasks planned through the MTP – either written or practical based (see Appendix 2)
3. Diagnostic Marking will include
  - Strengths
  - Areas for Development
  - Next Steps – this will be a task that either consolidates or extends the task and personalised depending on need.
4. Pupils will respond to marking with their green pens.

**Recording and Reporting**

Teachers will use the data to identify intervention required by students within each class, see Appendix 3. The department will analyse the data by providing commentary to their specific data pack and reporting to Mrs J. Mitchell and Miss R. Welsh after each progress point. The aim of these meetings is to discuss the following:

1. Identify current progress
2. Discuss professional predictions
3. Identify areas of development
4. Redirect resources to areas required
5. Discuss impact of interventions

Data reports will be sent out after formal examinations and a written report will be provided to parents yearly based on the holistic assessment of the child's progress within that academic year.

Stickers – Each member of staff will need a maximum of 6 per student they teach

Self – Assessment				
Strengths 			Areas for improvement 	
	Outstanding	Good	Inconsistent	Below Expectations
Presentation				
Self-Assessment				
Effort				
Progress				
Next Steps 				

Peer – Assessment				
Strengths 			Areas for improvement 	
	Outstanding	Good	Inconsistent	Below Expectations
Presentation				
Self-Assessment				
Effort				
Progress				
Next Steps 				

Date: \_\_\_\_\_ Class: \_\_\_\_\_

Practical Assessment: \_\_\_\_\_

Skills Focus:

Strengths

Areas for Development

Next Steps

Practical Subjects must adapt this to ensure that specific skill sets are being tested for during a practical assessment

Subjects include Drama, Music, PE, Science, Computer Science.

These departments will need to provide a list of labelled objectives for that element of the subject. Teachers can then select the objectives being tested and add them to the Skills Focus box. The rest of the sheet can then be completed depending on what has been observed.

