

Policy adopted on: 1st January 2014 (Amended February 2015)

Date of review: January 2017

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.

Effective assessment, recording and reporting will

- inform curriculum planning and allow for the evaluation of teaching methods;
- allow students to demonstrate what they know, understand and can do;
- identify future targets for students
- recognise the achievement of all students regardless of ability
- provide relevant information about student attainment and achievement to parents and other agencies

Our assessment practices will be successful when

- all schemes of work identify methods of assessment appropriate to the task;
- a wide range of assessment methods are planned and used;
- the timing of assessments allows for the effective evaluation of students' understanding in time to do something about it;
- regular moderation is an integral part of assessment planning;
- internal and external moderation ensures a consistency of approach to assessment;
- departments have portfolios of work that provide agreed evidence of a range of levels and are regularly updated;
- portfolios are regularly used by teachers and students;
- opportunities are provided for students to reflect on their progress and negotiate achievable short term targets;

- the analysis of assessment data contributes to raising standards of achievement at whole school, department and individual level;
- teachers are encouraged to share their expertise;
- assessment systems are manageable and resources are made available for the successful completion of the tasks;
- assessment systems are regularly monitored and reviewed;

Our records will be successful when

- they are used to inform students, parents and other teachers;
- they are useful and manageable;

Our reporting practices will be successful when

- all reports are informative, constructive and include targets for future progress;
- they are written in language appropriate for the intended audience;
- they are concise, legible and grammatically correct;
- comments are set in context and are personal to the child;
- consultation sessions allow the involvement of students, parents and teachers;
- parents understand appropriate aspects of the assessment process;
- Individual Learning Plans are valued by the students, teachers and outside agencies;
- the reporting systems are regularly monitored and reviewed.

Assessment, recording and reporting - Guidelines and procedures

Planning

Individual All schemes of work should identify opportunities for key assessments, Teacher Assessments together with the mode of marking.

Students' work should be assessed using a **planned variety** of assessment techniques. Students should be given opportunity to demonstrate what they know, understand and can do - individual

students perform better using some techniques than others.

Department Departments are asked to identify a clear diary of target dates for the completion of assessments, records and standardisation.

Departments should have clear strategies to fulfil the end of Key Stage statutory assessments.

The core subjects of English, Maths and Science should develop clear strategies for the assessment of the skills and processes inherent in Speaking, Listening and Writing, Using and Applying Mathematics, and Experimental and Investigative Science.

Departmental ARR policies should include a summary of the minimal statutory requirements on assessment, recording and reporting.

Departments should build in time for student reflection and target setting, as appropriate following key assessments.

Whole school Whole school assessment opportunities should be incorporated into departmental assessment.

There should be time for student reflection and target setting allocated within the learning mentor schedule, following all reports.

Department Moderation of agreed standards should be a regular feature on meeting agendas.

Moderation There should be quality assurance procedures to ensure that agreed assessment practices are implemented consistently and that common standards are applied through the monitoring of the quality of marking.

National Curriculum and GCSE moderation should come in for a form of agreement trialling (or other agreed strategy) to ensure accuracy and consistency of teacher assessment.

Assessed work within the departmental portfolio should be the result of whole departmental agreement; as much of the value of the portfolio is in the discussion of the work, as in the final documented outcome.

The portfolio should be regularly updated with work arising from the current schemes of work.

The portfolio is a reference document of the agreed standards; both staff and students should have access to the portfolio for guidance purposes.

The assessment co-ordinator should be informed of departmental moderation strategies and have access to the departmental

benchmark portfolios on request.

Student Students should be given explicit criteria for success at the beginning of each assessed task.

Involvement Examples of completed work should, where appropriate, be used to exemplify standards to students.

Students should be given realistic individual target levels or grades, which may use the results of a previous assessment; these targets may be negotiated verbally or formally documented

Students should be given prompt feedback, written or verbal, to allow for reflection and evaluation of achievement

The marking policy specifies that students who are awarded a 4/5 should seek advice from the teacher, as to how their work can be improved. At some point within a module of work it is important that all students are spoken to about their achievements and given constructive feedback

Use of data Assessment data should be used by teachers, to set individual and group targets and to monitor progress in achieving them, as part of the school's strategy for raising standards.

Departments are encouraged to analyse appropriate assessment data, to monitor the effectiveness of teaching and learning and take action to remedy weaknesses.

Key Stage 2 data

- should be distributed to those responsible for year 7 students including Lead Teachers, subject teachers, Curriculum Leader and form tutors;
- should be used to inform the grouping of year 7 students into tutor groups;
- should be used by teachers to assist in pitching work to ensure an appropriate level of challenge;
- should be used as a benchmark for setting targets (individual and whole school) along with the initial baselines determined by Accelerated Reader and Accelerated Maths and monitoring progress in the transition phase. (See Appendix 1)
- Year 7 students will be set Numeracy and Literacy targets and their progress will be measured accordingly.
- If a Year 8 student attains 35 points or more, consecutively, on 2 assessment cycles, then on the next assessment they will sit either/and a KS3 English Reading/Writing or KS3 Mathematics assessment (SAT). If they attain the same level then they will be assessed as Literacy & Numeracy proficient and it will be capped.
- Year 7 students who attain 35 points consecutively will be given extended Literacy

and/or Numeracy tasks.

Use of Cognitive Individual student data may be generated through the use of Cognitive Ability Tests. Individual teachers are asked to insert

Ability Test this information, where relevant, in their mark sheets/ registers and use to inform the planning of teaching and use of

Scores appropriately differentiated teaching materials.

Transition Phase reports are analysed to monitor individual progress and identify significant variations in performance between boys and girls, ethnic groups, student premium, EAL, free school meals, SEND, Able, Gifted & Talented, curriculum subjects and classes taught by different teachers.

End of Transition Phase levels should be used to inform the planning of teaching at key stage 4. National Curriculum attainment in English, Maths and Science is used to moderate individual student targets in all subjects at Key Stage 4; this data is used to set departmental and whole school targets

Key stage 4 data is analysed to identify significant variations in performance between boys and girls, ethnic groups, student premium, EAL, free school meals, SEND, Able, Gifted & Talented, curriculum subjects and classes taught by different teachers.

Year 10 and 11 data and GCSE results are analysed to pinpoint individual and group achievement, using the Key Stage 2 and baseline data as a benchmark

Departmental GCSE results are analysed to establish student progress and achievement and to compare with relevant National Data

Professional Teachers should be supported by the Lead Teacher to ensure they are clear as to the range and extent of evidence which will support reliable, holistic, statutory, end of each stage assessment

Teachers should actively share their assessment expertise with less experienced members of staff

Assessment, recording and reporting should form part of the Induction programme

All teachers must make every effort to comply with the school and departmental assessment schedule

The Transition Phase Director is responsible for the implementation of the ARR policy

The Transition Phase Director is responsible for making sure

that all assessment systems are manageable

The Data Manager is responsible for systems that enable the analysis and evaluation of whole school assessment data

The Lead Teacher is responsible for resourcing the departmental assessment schedule and for systems that enable their analysis and evaluation

Records

Individual Records of individual student progress should be used by individual teachers to ensure progression in students' learning

Records should provide the basis/evidence for feedback to students and parents

The Curriculum Leader should retain a copy of all reports

Department Records should provide the basis for departmental planning and curriculum development

Departments are encouraged to have as simple and continuous recording system as possible

Individual student reports will be maintained on the management information system

Departments should identify the appropriate evidence to retain to support progress judgements

Departments need to regularly evaluate their record keeping systems. The criteria for evaluation should be

- Are the records used?
- Is the format simple to administer?
- Do the records feed into the whole school reporting system?
- Do the records provide useful and appropriate information?
- Is the system manageable and accessible to all teaching staff?
- Are the recorded assessments valid, reliable, discriminatory and comparable?

Reports The reporting schedule for the academic year is issued to all staff in September

Our policy is to have one "Individual Learning Plan Report" per half term for all students and at least one subject report per year

Parental consultation meetings follow the issue of the reports;

- Year 7 following assessments 1, 3 and 5 with Year 8 following assessments 2, 4 and 6
- Parental consultation attendance is monitored by the Curriculum Leader

The current reporting system has been devised to ensure consistency

Progress Reports

- Are individual to both year and subject;
- Outline the scope of the syllabus and assessment structure used within each subject;
- Indicate how the children are grouped within each subject and how the individual components of the subject are managed through the year;
- Contain a specific area for staff to set individual learning targets;
- Identify common core skills with common grading criteria;
- Provide the student with the opportunity to make a comment;
- Contain comments by both form tutor and head of year;
- Key Stage 3 reports compare the achievement of the individual child to the expected standard of the National Curriculum. This comparative information is based on the average Point Score as appropriate to each year group;
- Key Stage 4 profiles have achievement set in the context of GCSE grades and comparative exam performance details

The common format of the reporting system will be reviewed each September and any changes made must retain consistency

Staff comments should be coherent, legible and grammatically correct

The comment should be individual to the student

All language used within the report should be easily understood by parents and students; they should not contain either subject specific or general educational jargon

Departments should support report writing through the creation of exemplar targets and appropriate content for comment, particular to each year. Examples of good reports should be retained for the use in the training of new staff

Departments should retain a copy of all student reports as part of their record keeping policy

The completed profiles will be monitored by the form tutor and the head of year; they will also be spot checked by the Lead Teacher and leadership team

Subject and pastoral staff should actively encourage the attendance of both students and parents at the parental consultation evenings

Student Reports are followed up by the Form Tutor and Curriculum Leader

- The Curriculum Leader targets underachieving students using day-to-day monitoring tactics; it may also involve the parent attending a review meeting;
- The Curriculum Leader designs mentoring systems as appropriate to the year group
- The form tutor initiates target setting with all students; progress with targets are monitored and the achievement documented on the student review sheet

Appendix 1

The Boulevard Academy Target Setting Protocol

Subject	Where the baseline originates	Target
English	English baseline will be set from the Star Reading Test on Renaissance Learning and a written SAT paper. The average level or highest will be set as the baseline	6 points from baseline
Maths	Maths baseline will be set from the Star Maths Test on Renaissance Learning.	
Science	Science baseline will be set from the Star Reading Test on Renaissance Learning.	
Humanities	Humanities baseline will be set from the Star Reading Test on Accelerated Reader	
MFL	Will establish a baseline in agreement with the Transition Phase Director and the Curriculum Lead following Key Assessment 1 in Year7.	
Art		
Music		
Drama		
PE	PE baseline will be set from a multiskills test, which takes place during the first half term.	
EAL Students	Their baseline will be from the Star Reading or Star Early Literacy and Star Maths Test on Renaissance Learning.	

New students	For students who attend the school at a later start date than September. They will be set a target that is appropriate to the time they have left of the year e.g. After Autumn 4 points, after Spring 2 points. However, if they are below the National Average the target will be set at no less than 6 points.	
If the student's end of year target has been achieved within the year, then this will be extended further. Therefore, providing enough challenge for the student.		

All data will be RAG (Red, Amber, Green, Blue) rated:

Red – Not achieved and intervention is required

Amber – Achieved target or on track to meet target

Green – 2 or less points above target

Blue – 3 or more points above target