A joint Catholic & Church of England Academy

ASSESSMENT AND REPORTING

POLICY

Mission Statement:

"A community of learners of all ages from the local area committed to mutual service where all can flourish, be their best and work for the common good to the glory of God and his creation."

APPROVED	18th September 2013		
REVIEW DATE			
SIGNED PRINCIPAL		PRINT NAME	
SIGNED CHAIR OF GOVERNORS		PRINT NAME	

Rationale

"The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils" (OFSTED).

Aims

The aim of this policy is to ensure the rigorous use of assessment data to monitor the progress and attainment of all pupils at Hope Academy.

- Identify specific achievement and allow for its recognition and reward
- Inform pupils, parents and staff of the levels of attainment and progression in a format accessible to all three groups.
- Allows faculties to identify and review strengths and weaknesses within Learning Plans taught and in teaching methods so to continuously develop the curriculum through self-evaluation

Assessment is an integral part of teaching and learning process and so is incorporated in the learning plans of all faculties and caters for all forms of assessment.

Hope Academy's central record system enables assessment information to be analysed and reports to be produced for a variety of audiences. This will be used to ensure pupils at the Academy achieve their full potential and the relevant information is collected to establish the most effective teaching methods to deliver a 21st century world class education.

The information produced will provide individual and collective details of:
- The baseline data
- The expected target for the year
- The expected target for the Key Stage
- The rate of progress to date
- Attainment
- Homework

Assessment

Forms of Assessment
Assessment takes three forms; diagnostic, formative and summative.

- ***Diagnostic assessment****:* Year 7 pupils are tested using CATs tests early in the Autumn Term. In addition, each subject area sets its own baseline test. Baseline testing also informs curriculum planning in KS3 to inform differentiation of input. Diagnostic assessment also allows for those requiring intervention to be identified and appropriate learning support to be put in place.
- ***Formative assessment*** can be informal: questioning, feedback, peer and self-assessment.
  Or formal: analysis of tests, timed essays and exams.
- ***Summative assessment****: can be informal: homework essays, coursework, portfolios, presentations and teacher assessments.*
  Or formal: tests, exams, essays or tasks in controlled conditions.

Assessment for Learning will be a component of all lessons across the Academy and will form a key part of the day to day assessment procedures.

Assessment in KS3

- Pupils should complete summative assessments in-line with the faculty assessment calendar and academy data-tracking calendar. Pupils will be issued with success criteria for all assessments.
- Student work should be marked every two-three weeks according to subject contact time (see individual faculty assessment policies)
- Exceptional effort and attainment should be rewarded using the Academies reward system.
- Formative comments should be made on classwork and homework. These should include clear next step guidance.
- Constructive and diagnostic feedback should be used half-termly, using the **WWW** (What Went Well) and **EBI** (Even Better If) approach or similar strategies.
- Diagnostic comments will also focus on the Key concepts of the National Curriculum and will include progress on particular skills.

Assessment in KS4 and KS5

- At **Key Stage 4** pupils will be assessed formally, in-line with the faculty assessment calendar and academy data-tracking calendar
- At **Key Stage 5** pupils will be assessed formally in-line with the faculty assessment calendar and academy data-tracking calendar. Assessment will be frequent and directly related to the exam specification in the form of past paper questions.
- Pupils' class work should be marked every two to three weeks where appropriate.
- Pupils should be given regular verbal feedback on their progress and suggestions to improve.
- Staff may prefer to mark using assessment criteria set out in specifications or to indicate the grade which work at this level would be likely to gain. Comments must be made in a language accessible for pupils.
- Every half term, feedback should be more formalised. Links with potential GCSE/AS/A2 grades should be made, bearing in mind all aspects of a student's work – written and oral, and cross checked with predictive data to ensure pupils are performing in line with their ability and potential.

Reading, Writing, Communication and Numeracy (RWCN)

It is also imperative that numeracy and literacy are highlighted within student books. Pupils should be asked to correct spellings of key words in their books and any numeracy skills should be marked and corrected as appropriate. (see literacy and numeracy policy).

Target Setting

Key Stage 3 targets

Key Stage 3 targets are based on a minimum of 2 sub-levels progress per year.

Year	Criteria [exception MFL & PE]
7	Plus 2 sub-levels from KS2 starting point
8	Plus 4 sub-levels from KS2 starting point OR plus 2 sub-levels from End of Year 7 result whichever is higher
9	Plus 6 sub-levels from KS2 starting point OR plus 2 sub-levels from End of Year 8 whichever is higher

***MFL: -1 level +3 sub-levels Y7, + 2 sub-levels Y8, +2 sub-levels Y9*
***PE + 2 sub-levels from baseline*

Key Stage 4 targets

KS2 Starting Point	Target Basis	Grade
3	+ 3 levels	D
4	+3 levels and a sub-level	C,B
5	+4 levels	A
5a	+5 levels	A*

Increases to the predicted Key Stage 3 levels or Key Stage 4 grades will be possible but clear details must be given to LTLs, PIMs and the data manager.

To ensure accuracy of the levels and grades awarded internally the Academy will ensure that the regular moderation of cross year group assessments is conducted in-line with the Academies data tracking points.

All subject areas will follow the specific examination body guidelines when delivering, marking or moderating any official examination / coursework.

Recording

It is the responsibility of every member of staff to ensure that accurate records of assessment are recorded for every student that they teach.

Hope Academy has a centralised system for recording assessment data which must be used by all staff according to the annual assessment timeline. Every staff member must enter tracking data for each class every 4 times per academic year, by the required deadline, detailing:

- Current Attainment (grade or sub level that the pupil is currently working at, based on robust assessment)
- Professional Prediction (KS4 and 5 only) – If pupils continue to progress at the same pace this is the grade they are predicted to achieve.
- Effort
- Homework code
- Intervention Profile

Current Attainment	Description
Grade -	Just reached
Grade	Secure
Grade +	Very Secure

Effort	Description
5	The student is a self-motivated and co-operative learner who applies him/herself to the best of his/her ability at all times. He/she is willing to undertake additional work to support his/her learning and is determined to succeed.
4	The student is a self-motivated and co-operative learner who concentrates on making progress and achieving his/her learning goals.
3	The student is usually motivated to learn and is usually co-operative. He/she will remain on task with support but needs to take more responsibility for his/her learning.
2	The student has little motivation to learn. Tasks are frequently incomplete. He/she does not take responsibility for his/her progress.
1	The student lacks motivation to learn and appears unwilling to co-operate despite considerable teacher input. Progress is a significant cause for concern.

Homework Code	Description
+	Homework submission and/or standard are good.
=	Homework submission and/or standard are satisfactory. There are some areas for improvement.
X	Homework submission and/or standard are unsatisfactory. Significant improvement required.
N/A	Homework submission is not required at this time.

Homework Principles

Homework will be used as a tool for consolidating and developing pupils understanding and knowledge of the curriculum. Homework provides training for pupils in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline. KS3 Homework projects will run on a 3 weekly cycle and KS4 pupils will be set a minimum of two pieces of homework per day. The following times are minimum recommendations for time to be spent on homework per day:

- Years 7 & 8 - 30 minutes
- Year 9 – 1 hour
- Years 10 & 11 – 2 hours (leading to 3 hours at the end of a GCSE course)
- Years 12 & 13 – 1 hour per subject taken

Assessment of Homework

- Marked with a grade / level, with formative comments on how to improve their grade.
- Marks recorded in electronically or in teacher planner. (see Homework Policy)

Assessment Responsibilities

All teachers will:

- Plan opportunities within lessons for pupils to reflect on and respond to written feedback that they receive. (Pupils to use red pen, teachers to assess in green)
- Ensure feedback relates directly to the shared learning objectives/outcomes/success criteria as appropriate.
- Plan opportunities for pupils to assess their own work and the work of others.
- Provide quality diagnostic feedback to each student at least once each half term.
- Set and mark homework according to the academy homework timetable.
- Teachers must enter classes' assessment data into the central system according to the assessment timeline.
- All teachers must review their data set for each class after each data tracking point.
- Each teacher will be required to discuss the analysis for their classes with LTLs and PIMs.
- Teachers must be able to demonstrate and justify the data set recorded and explain any anomalies that arise. Specific Intervention where the expected rate of progress has not been achieved must be recorded on the Intervention sheet.

LTLs and PIMs will:
- LTLs and PIMs will be required to:
- Review the data set for every teacher within the subject area and the overall analysis of each year group.
- Ensure attainment continues to progress in accordance with the expected levels published within this document.
- Ensure any issues arising from the analysis are reported to the SLT link.
- Compile a portfolio of assessed work for QA purposes in-line with data tracking points. Marking and testing in all Department areas will be undertaken according to the Academy marking policy.
- Ensure one cross year assessment task takes place per half term in every Faculty / Subject area.
- Ensure each subject has a clear rationale regarding the awarding of National Curriculum levels with sub levels / GCSE grades with sub grades within each subject area and topic
- Ensure each subject makes public to the pupils the rationale / criteria for awarding the levels / grades at the beginning of each unit of work.
- Analyse the data, highlighting areas for intervention, and ensure appropriate strategies are engaged to support identified pupils.
- Complete a half termly standardisation training session / meeting with their teachers, focusing on attainment levels awarded.
- Maintain a Quality Assurance folder to hold all historical assessment summarising key threshold assessment data.

Each LTL must present to their SLT link assessment and quality assurance folders as and when requested as part of the Quality Assurance cycle.

SLT Line Managers will:
- Quality Assure the Assessment and Moderation procedures in place.
- Monitor the application of Assessment for Learning principles through lesson observation and learning walks.
- Promote the sharing of good practice through line management meetings and INSET.

Intervention
The Academy uses a wave model to identify and track levels of intervention across all key stages.

Wave 1 – In class Intervention strategies to enable pupils to work at age related expectations or above e.g. buddying system
Wave 2 – Additional academy wide interventions to enable pupils to work at age related expectations or above e.g. Mentoring
Wave 3 - Highly personalised interventions enable pupils to work at age related expectations or above e.g. Alternative Provision

- All staff are responsible for identifying pupil underachievement within their teaching groups. Class intervention strategies are recorded on the academies centralised system and inputted as Wave 1 on the data collection sheet.
- LTLs and PIMs are responsible for identifying faculty wide underachievement. They record the details of any identified underachievement and must state the strategies to be used for each individual within the assessment system.
- LTLs will be responsible for reviewing the impact of the intervention strategies used within their area of responsibility at every data tracking point.

Reporting to Parents/Carers (EXAMPLE SCHEDULE)

Progress Reports are forwarded to parents / carers each year.

Parents' Evenings and Celebrations of Achievement Evenings will feature throughout the academic year.

Assessment Point	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
Wed 30th October completed PIMs Fri 1st Nov completed WB Mon 4th Nov Parents	Tracking reports	Tracking reports	Tracking reports	Tracking reports	Tracking reports	Tracking reports
Wed 22nd January completed PIMs Fri24th Jan completed WB 27th Jan parents	Tracking reports	Tracking reports (NOT SENT OUT)	Tracking reports (NOT SENT OUT)	Tracking reports	**Full reports**	Tracking reports
Wed 5th February completed PIMs Fri 7th completed WB 10th Feb parents			**Full reports** (Using Jan tracking)			
Wed 12th February completed Fri 14th WB 17th parents						**Full reports**
Wed 26th February completed Fri 28th WB 3rd March parents		**Full reports** (Using Jan tracking)				
Wed 30th April completed PIMs Fri 2nd May completed WB 5th May	**Full reports**	Tracking reports	Tracking reports	Tracking reports (NOT SENT OUT)	Tracking reports	Tracking reports
Wed 14th May completed PIMS Fri 16th May					Predicted grades	Predicted grades
Wed 21st May completed PIM Fri 23rd May completed WB 26th May parents				**Full reports**		
WB 16th June			DFE Data collection (Eng/maths /science only)			
WB 30th June	Final Tracking report	Final Tracking report	Final Tracking report	Final Tracking report		

Quality Assurance of Assessment and Moderation

Monitoring and maintaining the highest standards of excellence is a central priority for the Academy. We will achieve this through a range of strategies designed as a continuous assessment of the teaching and learning process itself.

The following will be included in faculty quality assurance evidence;

- Faculty assessment policies within faculty handbooks which are based on the academy wide policy and identifies the different assessment methods used.
- Faculty assessment calendar which ensures assessments prior to data-tracking are moderated to ensure consistency.
- Methodology for entering tracking data to be explicit for all key stages and to be included in faculty assessment policy.
- Faculty assessment portfolios to evidence data tracking including a range of grades and levels.
- An on-going programme of work scrutiny by SLT/LTLs and designated reviewers
- The use of teacher planner checks and book scoops to pool examples of homework and classwork to assess standards of work presented in each of the faculty areas.
- Pupil shadowing by SLT/LTLs/PIMs to assess the experience of a pupil in the daily academy curriculum
- Bespoke CPD to include standardisation and moderation across all key stages.