



## **Assessment and Reporting Policy**

Author:	Steve Hall
Approval needed by:	V Sharples
Consultation required:	NA
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## A) RATIONALE

- 1) The national change of approach regarding student assessment has necessitated a review of the policy as there is no longer a recommended approach. National Curriculum levels have been removed which means that students no longer enter KS3 with levels from KS2 and have been replaced with standardised scores for English and Mathematics. The revised policy takes account of the new accountability measures – Progress 8 and Attainment 8 – as well as the grading of GCSE qualifications on the number scale of 9-1.
- 2) The 2019 Ofsted inspection framework focuses largely on the “Quality of Education”. The curriculum is at the heart of this and is judged on its intent, implementation and impact. As a result of a broad and rich curriculum, student progress should be measured in terms of them knowing more, remembering more and being able to do more.
- 3) Outstanding practice is defined by Ofsted as:
  - “The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, a series of lessons contribute well to delivering the curriculum intent.”
  - “The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.”
- 4) The Pingle Academy, as part of The de Ferrers Trust, will use a rank order assessment system to assess and report on student progress for students in years 7, 8 and 9. Faculty teams across the trust have been able to plan the number and type of assessments that will contribute towards each of the 3 assessment points during the year. Students will be assessed using a variety of methods relevant to different subject areas e.g. completing an extended piece of writing, a practical experiment or an end of unit test which will all contribute to an overall assessment mark.
- 5) These marks will then be rank ordered at a year group level either with all students across the trust or with all students at our own academy, as identified on the academic summary. The rank order that a student is given will be compared to their rank order from their KS2 SATS score to determine the level of progress being when compared to other students in their year group.
- 6) During KS4 and KS5, students will be assessed using a variety of different methods relevant to specific subject areas e.g. completing a practice exam question, an extended piece of writing or an end of unit test. These assessments support students’ projected grades which are entered into SIMS, analysed via SISRA and presented on Academic Summaries which are sent to parent/carers. Summaries will include an estimate of the grade that the teachers feel that the student can realistically be expected to gain on completion of their course. The Pingle Academy will collect projected end of course grades from teachers three times per year\*. A performance review process then follows via a Faculty Performance Meeting (FPM) to inform clear actions.

*\* The Teacher Workload Advisory Group Report on "Making Data Work" suggests two or three whole school data collections*

- 7) Students should be set challenging targets which they are helped to achieve through regular formative assessment (AfL) and periodic summative assessments. Through cross trust alignment and collaboration, the academy policy sets out a framework to enable staff to build the necessary assessments into teaching programmes.
- 8) The academy continues to use FFT20 for its target setting throughout KS4 to set aspirational targets for students on an individual subject basis. This system allows for adjustments to targets required by the Raising the Achievement of Disadvantaged Youngsters (RADY) initiative which the academy is supporting with the Local Authority. Targets are communicated to staff through the SIMS database and to students and parents/carers through the three Academic Summaries.
- 9) The Trust Marking and Feedback Policy is used within the academy and is a separate document which was implemented from September 2019. The Assessment and Recording Policy should be read in conjunction with the Marking and Feedback Policy.
- 10) Assessment within the academy is designed to develop understanding and not simply memorise disconnected facts. Learning is defined as an alteration in the long-term memory.
- 11) Assessment at the academy attempts to help students to embed knowledge and to use it fluently to help teachers to produce clear next steps for students. A variety of revisiting and retrieval activities will be commonly and frequently used to review previously taught knowledge, to develop this deeper understanding.

## **B) AIMS OF ASSESSMENT**

- 1) To create a balance between assessment for learning (formative assessment) and summative assessment.
- 2) To adopt a more collaborative approach by considering the learners' needs in addition to the teachers' obligations to assess.
- 3) To identify and share relevant assessment information with students and parents/carers in order to improve progress in the short term and also achievement over time.

### **Assessment of this type should:**

- Be integral to the planning and delivery of lessons and not always derived from formal testing.
- Be used to inform planning and teaching.
- Be used to inform future learning of students by telling them what they need to do to make progress.
- Be part of the Active Feedback loop to enable students to respond to and thereby learn from assessment, marking and feedback.
- Be regularly carried out.
- Be based on an agreed and consistent approach.
- Be reported in terms of grades relative progress change in KS3 and projected grades in KS4/5.
- Be used to track progress against expectations.
- Be understandable to students – so there must be common features across the academy and across The de Ferrers Trust.
- Be something that students enter into: self-assessment and peer assessment.

## **C) RESPONSIBILITIES FOR ASSESSMENT**

### **Governors (LGB)**

- 1) Local Governing Body at each academy will ensure that the policy is in place and that it is monitored and reviewed.
- 2) Governors are to challenge Senior Leaders at each academy to demonstrate the effectiveness and impact on student progress of the current Assessment, Recording and Reporting Policy.

### **Trust and Academy Leaders**

- 1) It is the responsibility of the Director of Learning in collaboration with the Vice Principal (VP) with responsibility for assessment at each secondary academy to devise the Assessment and Reporting Policy in line with national guidelines and then seek approval from the CEO as outlined in "The Scheme of Delegation"
- 2) The Principal from each academy is responsible for ensuring that staff are aware of their responsibilities within this policy, giving support and allowing staff the opportunity to comment on its effectiveness.
- 3) The VP should inform the Principal and the Leadership Team regularly of any attainment and progress trends, including the tracking of projected grades and all academy examination outcomes.
- 4) The VP is responsible for reporting to the LGB on academy headline figures, progress and projections as requested.
- 5) The VP will lead on quality assurance procedures related to this policy. They will facilitate the monitoring and moderation of assessments through Learning Walks and Work Scrutiny in collaboration with the HOF and/or TLR holder for each Faculty area.
- 6) It is the responsibility of the BTEC Quality Nominee to ensure that assessments are carried out in line with BTEC specifications.

### **Trust Faculty Directors (TFD)**

- 1) Faculty Trust Directors, working with academy Heads of Faculty are responsible for producing assessment plans, assessment tasks and mark schemes for all aligned internal assessment tasks and which take into account each academy's local context.
- 2) Trust Faculty Directors are to review all assessment tasks in KS3, KS4 and KS5 in collaboration with HOFs from each academy at timely intervals and undergo a process of quality assurance from both trust and academy leaders.
- 3) Trust Faculty Directors should lead on the moderation procedures for summative assessments at KS3 using internally produced moderation material.
- 4) Trust Faculty Directors should lead on moderation procedures for all Key Stage 4 and 5 internal assessed PPEs using nationally and internally produced exemplification material.

### **Head of Faculty (HOF)**

- 1) HOFs are responsible for the consistent implementation of the policy from all Faculty staff.
- 2) HOFs are responsible for the checking of all syllabi titles, numbers and examination boards for all external examinations including any BTEC/Vocational qualifications that are being followed.
- 3) HOF are to ensure that appropriate assessments take place in accordance with Faculty assessment plans and that work is marked, moderated and standards agreed before any assessment data is inputted into SIMS marksheets.

- 4) HOF are to ensure that data is inputted by the agreed trust assessment calendar deadline.
- 5) HOF are responsible for ensuring that appropriate moderation procedures for summative assessments in KS3 take place across the trust academies, where appropriate, using internally produced moderation material.
- 6) HOF are responsible for ensuring that appropriate moderation procedures for all Key Stage 4 and 5 controlled assessments and PPEs takes place using both nationally and internally produced exemplification material.
- 7) HOF have responsibility, through the "Faculty Priority and Actions" process to identify any underachievement of students across all its key stages and courses to identify a set of key foci to be monitored and reviewed before the following assessment cycle.
- 8) HOF are responsible for ensuring which pieces of student evidence should be retained as evidence of achievement. This evidence may be either primary – work produced by the student – or secondary – assessments recorded by the teacher. The evidence may include formal tests, evidence taken from exercise books or evidence in digital format. This collection of evidence should also lead to the production of a bank of exemplar material which may be used as part of the Assessment for Learning cycle.
- 9) HOFs are responsible for the procedures for any externally controlled assessment which must include:
  - The permitted preparation for the task in terms of teacher support and time allowed
  - The time allowed for the task
  - The materials and resources which the candidate is allowed access to whilst completing the task
  - The marking and recording of the assessment
  - The storage of the assessment before its submission to the examination board.

### **The Data Manager**

- 1) Ensuring that teachers are informed of any set deadlines regarding the collection of data.
- 2) Ensuring whole academy data figures are updated in both SIMS and SISRA after every data collection and summarised for all staff and LGB via the production of the Key Performance Indicators (KPI) document.
- 3) Producing and distributing appropriate data for Heads of Faculty after each assessment input, including most recent input and tracking over an appropriate time scale.
- 4) Informing the Vice Principal and wider Leadership Team of any attainment and progress trends, including the tracking of projected grades.
- 5) Providing ongoing staff training and support for the analysis and interpretation of all data.

### **D) STUDENT TRACKING**

- 1) The academy database (SIMS) is the vehicle for tracking student progress following assessment; it is managed by the Vice Principal at each academy who has responsibility for data tracking.
- 2) Staff are required to input information directly into the academy database on 3 occasions each year to record a summative assessment for each half term. This data is used to produce student Academic Summaries which are sent home to parents/carers. It is also used to inform Faculty Progress Meetings.
- 3) In Key Stage 3, staff enter an Attitude to Learning (AtL) score and raw assessment marks.
- 4) In Key Stage 4 and Key Stage 5, staff enter an Attitude to Learning score and a predicted grade for the end of the specific course.
- 5) The criteria for Attitude to Learning scores are different at Key Stage 3/4 and Key Stage 5. These criteria are specific to each academy. *See Appendix A and B.*
- 6) It is the Key Stage Leader's responsibility to check the validity of data entered by Faculty staff before it is processed.
- 7) After checking, Key Stage 3, 4 and 5 data is uploaded on to SISRA by the Data Manager.

This data is shared with the Trust Director of Learning for accountability purposes and the Vice Principal prepares a Governor Summary as part of the KPI for the LGB meeting. The data is also used to drive the Faculty Progress Meetings – see below. Data for these meetings is prepared by the Data Manager.

- 8) Where applicable, the “Groups Achievement Leader” (GAL) is responsible for analysing data using SISRA to focus on the progress of Disadvantaged students and the most able cohort. It is also the responsibility of the GAL to manage the Raising the Achievement of Disadvantaged Youngsters (RADY) programme and report issues to the academy Leadership Team.

#### **E) FACULTY PROGRESS MEETINGS**

- 1) Faculty Progress Meetings are scheduled after each data input, apart from the final input in July – see calendar. Attendance at each meeting is as follows:
- 2) Exam Reviews – Principal; VP; HOF; ALT Line Manager
  - Aut FPM – Principal; VP; HOF; Key Stage Leaders; ALT Line Manager
  - Spr FPM – Principal; VP; HOF; Key Stage Leaders; ALT Line Manager
  - All meetings are minuted by the Data Manager.
- 3) For each FPM, the data for each Faculty should be analysed by the respective Key Stage leader and 3 Faculty foci per key stage based on the gaps in the data identified. All foci are to be agreed by the Vice Principal. A plan of action is drawn up on the Foci form.
- 4) It is the responsibility of the HOF to maintain an overview of headline figures and manage the work of any TLR holders within the Faculty.

#### **F) REPORTING TO PARENT/CARERS**

- 1) All students/parents and carers are issued with an Academic Summary following each data input. As a result, students and parents/carers receive a progress update three times each year.
- 2) Where applicable, Academic Summary 1 is used to inform Progress Review Day.
- 3) The Academic Summary contains the following information:
  - Attendance (termly and cumulative)
  - Punctuality (termly and cumulative)
  - Key Stage 2 band and Key Stage 2 SATS standardised scores
  - End of course subject target (Key Stage 4 and 5) from FFT(20)
  - Predicted grade (Key Stage 4 and 5)
  - Attitude to Learning score for each subject
  - Overall Attitude to Learning score

#### **G) REVIEW**

- 1) The policy is reviewed on an annual basis – next review summer 2020.
- 2) The review will be conducted by:
  - Principal
  - Director of Learning
  - Vice Principal – Assessment and Data

## APPENDIX A – KEY STAGE 3/4 ATL CRITERIA

	<p><b>1. Outstanding</b> The student always has the correct equipment, listens extremely well to instructions and completes all work with enthusiasm. Work is consistently at and often above the standard expected and response to marking is detailed and aids progress. Homework is always completed to a high standard and consolidates the student’s learning. The student’s attitude has a very strong impact on their progress in lessons.</p>
	<p><b>2. Good</b> The student usually has the correct equipment, listens well to instructions and works well to complete all tasks. Work is consistently at the standard expected and response to marking aids progress. Homework is completed to a good standard and helps consolidate the student’s learning. The student’s attitude has a good impact on the progress being made in lessons.</p>
	<p><b>3. Requires improvement</b> The student mostly has the correct equipment, listens to instructions and completes most tasks. Work is usually at the standard expected and response to marking is usually carried out. Homework is usually completed to the required standard. The student is passive and compliant and their attitude has a minor impact on the progress being made in lessons.</p>
	<p><b>4. Poor</b> The student rarely brings the correct equipment, at times fails to listen to instructions and fails to complete a satisfactory amount of work. The work completed is below the standard expected and response to marking is intermittent and brief. Homework is rarely completed. The student’s attitude has little or no impact on the progress they make in lessons.</p>
	<p><b>5. Very Poor</b> The student never brings the correct equipment, rarely listens to instructions and completes little work. The work completed is well below the standard expected and response to marking is rare. Homework is never completed. The student’s lack of engagement and/or low level disruption contributes to reduced learning and a disorderly classroom environment.</p>

## APPENDIX B – KEY STAGE 5 ATL CRITERIA

1	<b>T</b>	<ul style="list-style-type: none"> <li>● Fully engaged, focused and curious in lessons</li> <li>● Classwork, coursework and homework is completed to a high standard and always on time</li> <li>● Connections to previous learning are made</li> <li>● Exemplary systems are in place to facilitate learning (reviewing files, using checklists to organise learning)</li> <li>● Progress is regularly reviewed by the student; they respond to feedback and make corrections to work where appropriate.</li> <li>● Past exam papers and exam style questions are completed regularly</li> <li>● Retrieval and revision is an ongoing process</li> <li>● Consistently positive attitude to all staff and peers</li> <li>● Punctual to ALL lessons</li> </ul>
2	<b>P</b>	<ul style="list-style-type: none"> <li>● Classwork, coursework and homework is completed to the best of their ability and deadlines are usually met</li> <li>● All work is organised and they are fully prepared for the majority of lessons</li> <li>● Works outside of lesson attempting past papers/exam style questions.</li> <li>● Responds positively to feedback and acts upon it.</li> <li>● Positive attitude to staff and peers in the majority of lessons</li> <li>● Punctual the majority of the time</li> </ul>
3	<b>A</b>	<ul style="list-style-type: none"> <li>● Is satisfied/content with below potential progress/performance</li> <li>● Effort is unsatisfactory in many lessons</li> <li>● Organisation of classwork and homework is poor at times</li> <li>● Needs support to identify and practise relevant skills</li> <li>● Inconsistent attitude to staff and peers</li> <li>● Punctuality is poor</li> </ul>



4		<ul style="list-style-type: none"><li>● Shows little interest in the subject</li><li>● Has failed to respond to support and intervention</li><li>● Organisation is severely inhibiting progress and deadlines are often missed</li><li>● Does not revise or practice key skills</li><li>● Attitude is inhibiting progress</li><li>● Consistently poor attitude to staff or peers</li><li>● Regularly late to lessons</li></ul>
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