



ASSESSMENT, RECORDING, REPORTING AND TARGET SETTING POLICY

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This policy will be reviewed :	Annually
This policy will be reviewed by:	Curriculum, Student Affairs and Parental Engagement Committee

(May 2009)

ASSESSMENT, RECORDING, REPORTING AND TARGET SETTING POLICY

There are four sections to this policy:

1. Rationale and Aims
2. Practice in the Academy
3. Responsibilities and Duties
4. Appendices

Review date: one year after adoption

The policy should be read in conjunction particularly with the Academy's Teaching for Learning Policy, Marking Policy and Code of Expectation.

1. RATIONALE AND AIMS

“Overall the purpose of assessment is to improve standards, not merely to measure them”

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students”

“The core purpose of assessment is to move students on in their learning”

Aims

- To provide clear guidelines on the Academy’s approach to assessment, recording, reporting and target setting
- To establish a coherent approach to assessment, recording, reporting and target setting across all faculties
- To provide a system which is clear to students, staff, parents and other stakeholders
- To monitor and record students’ progress

Rationale

- Assessment is demanded by everyone
- Assessment should inform teaching, learning and progress
- Assessment should be manageable and useful
- Assessment has to give understandable information to everyone
- Assessment has to help set achievable targets for future improvement
- Assessment has to give information about strengths and weaknesses
- Assessment has to compare achievement and progress against prior attainment between students
- Assessment has to evaluate the success of teaching strategies providing an indication of what works and what does not work
- Assessment has to be positive, provide motivation and the hope of a successful way forward
- Assessment has to involve students and should include them assessing their own work and the work of others

Assessment must be:

- Manageable and useful
- A reliable source of information
- Positive and support success
- Understandable to students, parents and teachers
- An essential part of teaching and learning
- In line with National Curriculum requirements

Purposes of Assessment

Assessment may be used in a variety of ways for a variety of purposes.

It may be:

- **Formative**
Recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades for the future
- **Summative**
Recording a student's overall achievement
- **Diagnostic**
Identifying a learner's strengths and weaknesses which prompts appropriate guidance and support
- **Evaluative**
Providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies
- **Informative**
Providing information for a student's Progress File and for reports to parents.

The most important purpose of assessment is to try and motivate and encourage by:

- Involving students in the learning process through explaining the reasons for the assessment and its relationship to the course
- Recording positive achievement which contributes to a summative statement
- Making sure that students are fully aware of assessment objectives and the criteria for success
- Discussion of performance and establishing clear, achievable targets for students.

2. PRACTICE IN THE ACADEMY

1. Assessment in Lessons

There are a range of processes to inform and improve student progress:

- a variety of assessment formats are used including practical work, student presentation, coursework, fieldwork, written exercises, group work as well as informal assessment such as question and answer
- minimum targets are available for all students in either National Curriculum levels or GCSE grades
- there is a termly review of progress against targets of all students in all subjects by subject teachers
- termly reviews will inform the Heads of Faculty in their decision to review student groupings which can take place termly, with reports to Line Managers
- records of all assessments including regular marking should be kept by all teachers in either a written or electronic format and should be available for reference to subject leaders and members of the Leadership Team
- end of unit/module tests are used to gather summative assessments. Such tests must be used to inform teaching and identify gaps in students learning
- schemes of work should indicate key assessment points and their contribution to the review of student progress

- lessons should provide opportunities for self and/or peer assessment which allow students to review the extent to which they have met the learning objectives
- students must have access to level/grade descriptors to aid their learning. These descriptors should be on display in teaching rooms and can be in student's books.

2. Formal Assessments

Are undertaken throughout the student's time at the Academy with data used to inform progress.

We aim to gather a comprehensive range of prior attainment data on entry to the Academy. Where it is not available we refer to universal baseline assessments carried out by the Learning Support Faculty.

Data collected includes:-

- Key Stage 2 results
- CAT tests on entry to the Academy
- Teacher Assessments at the end of KS3 for all subjects
- Unit/modular tests in some subjects
- Annual examinations for all year groups
- Assessing pupils' progress (APP) criteria in English, Maths, Science and ICT

3. Target Setting

An essential part of improving achievement is to agree targets with each student that are aspirational. Targets and progress being made towards them will be discussed regularly with students and their parents.

- Targets set should be SMART (specific, measurable, achievable, relevant and time-limited)
- At least one student progress target is agreed with each teacher as part of the Academy Performance Management Policy
- Parents receive information about progress of their child against agreed targets each term through the Academy reporting schedule and parents consultation meetings
- The governing body receives information on progress throughout the year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress
- Statutory Targets are set and published by 31 December each year

4. Reporting

Is in a variety of formats

- interim summative reports for all students (two per annum)
- a full formative report once per year
- a Parents Consultation Evening once per year
- the completion of student Progress Files
- the publication of teacher assessments for all subjects
- the publication of GCSE results
- the Academy Annual Awards evening
- Annual Academic Review day (Advocacy Day)

5. SEN

The Student Support Faculty conducts key diagnostic tests for the identification of students with Special Needs. Such tests include:-

- Suffolk Reading scale
- Salford Reading test
- Hertfordshire Reading test
- Boxhall test for Emotional and Behavioural Difficulties
- Goodmans Strengths and Difficulties tests
- EAL assessments in writing, speaking, reading and listening.

6. Documentation

This policy should be read with reference to the following documents:

- Annual Academy Management Calendar
- Teaching for Learning Policy
- Marking Policy
- Guidance for the Completion of Reports
- Instructions for the Conduct of Examinations
- Analysis of Student Performance Data
- Schemes of Work (Academy Guide)

3. RESPONSIBILITIES AND DUTIES

The LA will by agreement:

- Support the Academy to deliver all aspects of the Policy
- Assist the Academy in setting realistic targets for achievement in both Key Stage 3 and Key Stage 4
- Monitor the effectiveness of the Academy by measuring the value added component
- Assist in the provision of INSET needs.

The Governing Body will:

- Support the Academy to deliver all aspects of the Policy
- Ensure that the Assessment Policy is regularly reviewed and updated
- Set realistic targets for achievement at both Key Stage 3 and Key Stage 4.

The Leadership Group will:

- Undertake a regular review of the Policy through inspection and 'Specific Reviews'
- Support and monitor the different staff teams in the implementation of assessment, recording and reporting practices
- Be responsible for the maintenance of the CMIS Assessment Manager database
- Ensure that there is a coherent strategy for the effective management of performance data
- Set evidence-based student progress targets which are agreed for all students in all subjects. These targets are reviewed annually
- Monitor student progress towards their targets
- Ensure staff receive training on the interpretation and use of data to inform their planning

- Periodically measure the 'value added' of individual students and groups in order to recommend whole Academy targets for achievement to the Governing Body.
- Make use of RAISE online, FFT and other sources of data to assist with the target setting process across that Academy

Heads of Faculty will within their subject areas:

- Support Faculty members in the implementation of the Policy
- Ensure that their Assessment Policy is regularly reviewed and updated
- Plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness
- Establish agreed subject criteria for assessment and marking which conform to whole Academy guidelines and meets the criteria for APP
- Monitor the consistency of assessment and marking.
- Ensure that assessment information is systematically recorded and appropriate information provided for the CMIS Assessment Manager database
- Analyse performance data, monitoring progress of students towards their targets throughout the year
- Use assessment information for setting students
- Agree their subject contribution to the assessment of cross-curricular themes such as ICT and citizenship
- Identify the INSET needs of their team
- Maintain a portfolio of assessed work to ensure consistency of standards
- Ensure that their Faculty meets the report deadlines and standards.

Heads of College will:

- Support their college team in implementing the Policy
- Ensure that students' records are kept up to date
- Monitor the progress of students in their college group and support the IAP. process where necessary through tracking, spot checks, work reviews
- Coordinate, support and monitor the mentoring programme
- Together with Heads of Faculty, ensure that students are appropriately set
- Monitor the quality of different types of report and ensure that reporting deadlines are met.

SENCo will:

- Analyse performance data and monitor progress for each SEN student

Subject Teachers will:

- Ensure that stickers are placed on exercise books
- Gain the necessary expertise and knowledge about data analysis through training
- Ensure that students have a clear understanding of the assessment criteria (NC levels and GCSE grades)
- Regularly assess and mark students' work employing a range of assessment styles
- Use the results of all assessments to monitor progress and plan future learning tasks which match student capabilities
- Motivate students by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time
- Contribute to the assessment of cross-curricular themes e.g. ICT and citizenship
- Celebrate success in meeting targets using the Academy reward systems

Form Tutors will:

- Ensure that student files are kept up-to-date
- Ensure that all sections of the Contact Book are maintained by all students
- Undertake mentoring interviews following the Academy's guidelines
- Be responsible for ensuring that the different types of report for their tutor group are correctly completed.

Students will:

- Ensure that all sections of the Contact Book are kept up-to-date
- Regularly review their work and negotiate learning targets with their subject teachers and form tutors
- Ensure that targets are recorded in their exercise books as appropriate
- Seek advice about what to do to improve
- Immediately act upon the advice given by their teachers.

Parents will:

- Be involved in regular communication with the Academy in order to understand the learning needs of their son/daughter
- Assist their son/daughter in achieving the learning targets
- Regularly monitor the use of the Contact Book
- Attend Consultation Evenings and Advocacy Day interviews

4. Appendices

1. Timeline for assessment, recording, reporting and target setting
2. Guidance for staff on completion of reports
3. Instructions for the Conduct of Examinations
4. Analysis of Student Performance Data

APPENDIX 1

Timeline for Assessment, Recording and Reporting

Assessments are carried out 3 times per year for each year group. There are two summative assessments and one formative assessment. All staff have one week to fill in the appropriate data for their teaching group, reports are then forwarded to Heads of Faculty for quality assurance. Following this the reports are passed to form tutors for them to write their comments. During this time, a review meeting for checking and reviewing the quality of the reports takes place with the Heads of Faculty and the Heads of College. Reports are then collated, given a final quality assurance check by the Assistant Principal for Data and Standards before being distributed to the parents via the students.

Timeline for report schedule 2009-2010

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
	Yr 11 Summative		Yr 7-10 Summative	Yr 11 Formative	Yr 8 Formative	Yr 10 Formative		Yr 9 Formative	Yr 7 Formative		
						Yr 7 & 9 Summative			Yr 8, 9 & 10 Summative		
	Teacher Assessment vs Target Review – Yr 11		Teacher Assessment vs Target Review – Yr 7-10	Teacher Assessment vs Target Review – Yr 11	Teacher Assessment vs Target Review – Yr 8	Teacher Assessment vs Target Review – Yr 7, 9 & 10		Teacher Assessment vs Target Review – Yr 9	Teacher Assessment vs Target Review – Yr 7 - 10		
Target review all years										Review Yr 6 Teacher Assessment data	

APPENDIX 2

Report Writing Guidance

Please follow these guidelines –

The following is a guide to help you complete your reports effectively and within the set deadline.

The screenshot shows the serco Facility ePORTAL interface. At the top, the user is logged in as Michelle RUSSELL, a Lecturer, on 13-Feb-2009. The interface includes a main menu, a school calendar for February 2009, and several data tables. The 'My Teaching Groups' table is highlighted, showing a list of groups with columns for Group, Subject, Course, and Year. The 'Today's Timetable / Registration' table shows a list of classes with columns for Time, Group, Subject, Course, Year, and Room. The 'Assessment Result Entry' section is also visible, with a 'Results Entry Template' section containing links for 'KS3 Grades for Years 7-8' and 'KS3 Targets For Year 7-8 (Hidden)'. A 'Quick Links' section is also present, indicating there are no quick links to display.

Group	Subject	Course	Year
8P1IT3	Information Technology	KS3	8
8P3IT7	Information Technology	KS3	8
7P1IT3	Information Technology	KS3	7
7P3IT6	Information Technology	KS3	7
GG Fitness	Physical Education	KS3	

Time	Group	Subject	Course	Year	Room	Mark	Graph
09:15 - 10:45	8P1IT3	Information Technology	Key Stage 3	8	ICT4-214		
10:45 - 11:45	7P1IT3	Information Technology	Key Stage 3	7	ICT4-214		
13:30 - 14:30	7P3IT6	Information Technology	Key Stage 3	7	ICT4-214		

To enter data in the reports template, sign in to e-portal and from the homepage, select KS3 Grades Years 7 & 8 template. Remember you need to select the comments template as this is a formative report cycle.

Once in the template you need to make sure you are going to fill in the SPRING column for YEAR 8.

Yr 8 Assessment														KS3 Target	Stu.W.	
Aut_Pred	Aut_Eff	Aut_Beh	Aut_Hml	Spr_Curr	Spr_Pred	Spr_Eff	Spr_Beh	Spr_Hml	Sum_Curr	Sum_Pred	Sum_Eff	Sum_Beh	Sum_Hml	EOY_Grade	Target	
5c	2	1	N												6a	CHATTO Nikkiesh
4a	2	2	N												4a	CHAPPE Terrenc
5c	2	2	N												5a	CRINNIC Dominic

You need to put in the students' CURRENT level. i.e. where they are now. This is labelled Spr_Curr

You also need to put in the students' PREDICTED level. i.e. your best professional guess at what their level will be at the end of Year 8 (end of KS3). This is labelled Spr_Pred

You will also need to enter grades for Effort, Behaviour and Home Learning. Make sure you remember to 'submit' and wait for the dialogue box to appear to confirm this has happened before navigating away from the page.

When you enter your comments and Learning Goals (must be 3) – please make sure that you check for spelling errors. Please also check you are using the correct student name. Again remember to click 'submit' before exiting the template.

APPENDIX 3

Conduct of Examinations

Internal/External Examinations Code of Practice

Instructions to Candidates - What You Must Do

- Know the dates and times of your examinations
- Find out in advance what equipment or materials you will need for each examination and bring it with you.
- You should always have with you pens, spare cartridges if necessary, sharp pencils, a rubber, a ruler and a calculator where necessary.
- Arrive 15 minutes before so that the examination may start on time.
- Proceed in silence into the designated exam area e.g. hall.
- Sit where you are told to, settle down quickly and wait quietly for the invigilator's instructions.
- Listen carefully to any instructions the invigilator may give you and make sure you carry them out.
- Tell the invigilator at once
 - if you think that you have not been given the right paper
 - if you do not have all the materials listed on the front of the paper.
 - if the question paper is incomplete or badly printed.
- Tell the invigilator at once if you think that your work may be affected by ill health or any other reason.
- Read carefully the instructions printed on the question paper and/or on the answer booklet. Answer all questions you are instructed to and stick to the wording of the questions.
- Fill in the details on the front of your answer papers before the start of the examination. If you are answering on separate sheets of paper make sure you head each sheet with your name, form, subject and teaching group.
- Do rough work on paper provided. Any rough work done on your final answer paper should have a line drawn through it before you hand it in.
- Put your hand up if
 - you feel ill;
 - you have a problem and are in doubt about what you should do;
 - you need more paper
- Work silently and do your best
- At the end of the examination check that you have headed all your answer papers and put them in the correct order.
- Wait silently for the invigilator to tell you to leave.
- Remember that you are under examination conditions until you leave the examination hall.
- Leave silently; there may still be exams going on in other rooms.

Instructions to candidates - What You Must Not Do

- You must not take part in any unfair practice. Cheating will result in the immediate cancellation of your paper and withdrawal from the examination room.
- You must not talk or attempt to talk to, communicate with or disturb other candidates nor draw attention to yourself in any way once you are under examination conditions i.e. from the moment you enter the exam room to the moment you leave. Failure to comply will result in your disqualification from the examination and withdrawal from the examination room.

- You must not take to your seat any unauthorised materials or equipment e.g.:-
 - Calculators (except when specified)
 - Calculator cases
 - Pencil cases – unless the pencil case is transparent
 - Bags
 - Erasing fluid e.g. 'Tippex'
 - TV/personal stereos
 - Mobile phones
 - Dictionaries (except when specified)
 - Any devices which emit light/sound/ information
 - Food
 - Drinks
 - Books or written resource material (except where specified)
- You may not borrow anything from another candidate during the course of the examination.
- If you do need to leave the examination room through illness or a desperate need to go to the toilet you will have to be accompanied at all times by a member of staff.
- You are not allowed to leave the examination room until the official end of the examination. If you do finish early you must remain in silence in your seat and do nothing to distract those around you.

External examinations – GCSE Examinations

- Whenever you come into Academy you must wear full Academy uniform. Failure to comply will result in being sent home to change.
- If you are ill on the day of an examination, inform the Academy as soon as possible.
- If you are late for an examination you must report immediately to the senior invigilator in the examination hall. You may have to do your exam at a later date but in any case you will not be allowed any extra time.
- Arrive at least 15 minutes before the scheduled start of the examination.
- Assemble in the canteen/outside the main office and wait for a member of staff to direct you to the examination hall.

APPENDIX 4

Analysis of Student Performance Data

Subject	No. A*-C Passes per Subject	% A*-C by Cohort (134)	A*-G Passes per Subject	% A*-G by Cohort (134)	Total Exams sat	No. of GCSE
English	43	32%	110	82%	116	1
Maths	29	22%	124	93%	130	1
Science	47	35%	101	75%	92	upto 4
ICT	96	72%	96	72%	96	upto 3

Subject	No. A*-C Passes per Subject	% A*-C by Total Exam Sat for Subject	A*-G Passes per Subject	% A*-G by Total Exam Sat for Subject	Total Exams sat	No. of GCSE
Alan Level 2	4	100%	4	100%	4	2
English	43	37%	110	95%	116	1
English (Literature)	49	69%	70	99%	71	1
Maths	29	22%	124	95%	130	1
Art,designBTEC (IntrCert)	0	0%	4	100%	4	2
Art & Design (Unendorsed)	3	50%	6	100%	6	1
Art & Design (Fine Art)	10	63%	16	100%	16	1
Art & Design (3d Design)	4	80%	5	100%	5	1
Art,designBTEC (IntrDip)	0	0%	3	100%	3	4
Drama	44	81%	52	96%	54	1
PerfArtsBTEC (IntroCert)	0	0%	4	100%	4	2
Performing Arts	0	0%	10	91%	11	1
Music	6	67%	9	100%	9	1
History	8	40%	20	100%	20	1
Retail BTEC (Dip)	34	100%	34	100%	34	4
Retail BTEC (Cert)	8	100%	8	100%	8	2

Subject	No. A*-C Passes per Subject	% A*-C by Total Exam Sat for Subject	A*-G Passes per Subject	% A*-G by Total Exam Sat for Subject	Total Exams sat	No. of GCSE
ICT Nat (S)	65	100%	65	100%	65	1
ICT Nat (D)	21	100%	21	100%	21	2
ICT Nat (T)	10	100%	10	100%	10	3
French	1	100%	1	100%	1	1
Spanish	0	0%	2	100%	2	1
Physical Education	6	40%	15	100%	15	1
Science (General)	27	20%	81	61%	92	1
Science Nat (D)	20	100%	20	100%	20	2
Science (Biology)	23	96%	24	100%	24	1
Science (Chemistry)	19	79%	24	100%	24	1
Science (Physics)	21	84%	24	100%	25	1
Construction BTEC (IntroDip)	0	0%	5	100%	5	4
Engineering	0	0%	20	77%	26	2
Food Tech	2	15%	7	54%	13	1
Graphics	1	6%	14	88%	16	1
Resistant Materials	2	7%	25	89%	28	1
Media Studies	4	36%	10	91%	11	1
Health & Social Care	14	48%	26	90%	29	2

For the first table the percentages are calculated using the number of students in the cohort for 2007/08. The subsequent tables the percentages are based on students entered for exams. Therefore in ICT 96 students were entered and 96 passed therefore the % pass rate is 100% as opposed to the first table where it was calculated by the number of students in the cohort thus being 72%.