

**The Academy is committed to excellent Safeguarding**

Hope, Kindness, Courage, Integrity, Trust, Respect and Responsibility.

## **ASSESSMENT AND REPORTING POLICY**

Policy Date: November 2009      Last updated: July 2019

Date review due: July 2021

Portfolio Group responsible: SIMG

Origin: Deputy Headteacher – Student Outcomes (P Roberts)

## Underlying principles

All school policies reflect the school values of:

Hope  
Kindness  
Courage  
Integrity  
Trust  
Respect  
Responsibility

This policy should be read in conjunction with the 2012 Teacher's Standards as exemplified by The Ilfracombe Academy, the Teaching and Learning Policy, the Marking and Feedback Policy and the Student Presentation Policy, the SEND policy, the Curriculum Statement and the DFE guidelines on reducing teacher workload.

## Aims of this policy

- To inform teachers about students' performance, knowledge and skills so that they can plan lessons or remediation to improve students' learning.
- To promote quality assurance and to provide a picture of how well a student or group of students has performed over a time period on a set of learning goals in a particular subject.
- To ensure that students receive regular opportunities to practise subject-specific skills, receive feedback on how to improve and then use this to improve
- To inform students and their parents/carers of current academic progress against targets, attendance, attitude to learning and homework.
- To ensure parents are able to support the learning of their child.
- To minimise staff workload and maximise the impact of teachers on student progress.

This policy has been informed by the DFE guidelines on reducing teacher workload and the Ofsted draft framework (January 2019), in particular the section on Assessment in the 'Education inspection framework: overview of research'. The following extracts from this document are of note:

- *For formative assessment to have a positive effect, two conditions need to be met:*
  - *pupils are given advice on how to improve*
  - *pupils act on that advice by using the materials provided by the teacher, going to the teacher for help, or working with other pupils (William, 2011).*
- *Low-stakes testing can contribute to learning in valuable ways. The importance of retrieval practice has been demonstrated (Barenberg, Roeder & Dutke, 2018), and this research shows strong evidence for the testing effect, that is, the positive impact of the mental process of learners working to recall knowledge they have previously learned. This has been demonstrated in a large number of experiments, which show that learners who take a test shortly after studying a piece of material do better on a final test than those who do not, even if no feedback is given on the initial test.*
- *The fact that testing is useful for memory does not of course mean that it needs to be formally recorded as part of data collection or as a form of internal accountability measure.*
- *Teachers can use assessment to help them plan lessons, adapt lessons to measured gaps in knowledge and skills, and if necessary re-teach where problems persist.*

- *Assessment needs to be regularly repeated, and instruction adapted to the results of each assessment.*
- *In the best research cases, schools used ongoing assessment to check pupils' understanding of the main curriculum elements. They then responded appropriately through adapting their teaching. There was an expectation that the information captured from assessment was to be used for identifying gaps in pupils' knowledge, skills and depth of understanding, and to inform and improve future curriculum design.*

The implementation of the assessment system at Key Stage 3 was a response to national changes regarding the removal of National Curriculum levels, the need for challenge at Key Stage 3 as recognised by Ofsted and the challenge evident in the new GCSE qualifications.

The Ilfracombe Academy Marking and Feedback Policy provides guidance on the expectations regarding marking and written feedback.

This policy is concerned with assessment procedures, and the data which is inputted by teachers and used to inform the interim and full reports which are given to students and parents/carers.

### Summary of key responsibilities

- The following policy outlines responsibilities for the following roles in the school: teachers, tutors, subject leaders, heads of year, senior leaders, and governors and directors.
- **Teachers** are expected to set and mark assessments, use the outcomes from assessment to inform their teaching so that gaps in knowledge and understanding are addressed, and ensure that progress point data and full reports are accurate and personal to the child.
- **Subject leaders** are expected to co-ordinate the setting and moderation of assessments, quality assure the progress point data and full reports, and ensure that subject teachers use assessment to inform their teaching so that gaps in knowledge and understanding are addressed.
- **Subject teams and heads of year** are expected to identify appropriate intervention strategies to resolve under-performance, and to evaluate these using outcomes data, books and the student voice.
- **Senior leaders** are expected to ensure that subject leaders are monitoring student performance and the quality of assessment used to inform this.
- **The Deputy Head Teacher (Student Outcomes)** is expected to:
  - Analyse whole school outcomes following every progress point
  - Share assessment information with heads of department, heads of year and the senior team.
  - Report to the senior leadership team and middle leaders.
  - Communicate the key findings with staff.
  - Identify particular areas of concern and lead whole school intervention strategies, in particular with Key Stage 4.
  - Co-ordinate quality assurance procedures in light of issues raised through the assessment data.
- **The Head Teacher, governors and directors** will monitor whole school progress against targets and interim milestones through SIMG and Local Governing Body meetings.

### Departmental assessment

To promote consistency in provision, subject leaders and teachers are expected to:

- Ensure that there is coherence and progression in their subject-specific curriculum.
- Review schemes of learning and assessment in light of national changes and best practice to ensure that they promote genuine learning and the highest academic standards.
- Access and use exam board assessment guidance, mark-schemes, exam reports and exemplar answers to inform the planning, teaching, assessment and marking and feedback which is given to the students.
- Set formal timed assessments for every year group once every half-term which require the students to revise.
- Ensure that there are common tasks, with agreed conditions, to promote standardisation within the department, and to allocate department time to this.
- Develop a bank of exemplar answers within the subject area so that staff can refer to this when developing a standard.
- Make links with other departments in other schools, especially those within the Dartmoor Teaching Schools Alliance that teach the same exam boards and have strong track records of success, and attend relevant meetings.

Teachers are also expected to:

- Make students aware of their target levels and target grades and how they are progressing against these.
- Regularly review the progress of students against their target levels and target grades and provide targeted teaching if there is a need.
- Teach the students how to revise for these assessments.
- Regularly moderate students' work against the assessment criteria and exam board regulations to ensure that there is a common standard, and that this standard is in line with external criteria.
- Ensure that the progress point level and grade reflects an overall judgement informed by the assessment tasks covered so far.

## **Assessment of students' knowledge and understanding**

Expectations for assessment:

- Assessment will be used to test students' learning, knowledge and understanding.
- Teachers should regularly use low stakes tests with students at the start of lessons.
- Students in every year group are to sit one formal assessment common across the department, every half-term.
- For years 10, 11, 12 and 13, one of these assessments will be in the Sports Hall as a formal mock examination. The Year 11 and 13 mocks are in November, the Year 10 and 12 mocks in June.
- The assessments will be timed and under controlled conditions.
- Students are required to revise for the assessments.
- Students will complete GCSE or A level style questions where appropriate.

Expectations after assessment:

- Teachers are to feedback the key findings to the teaching group regarding performance in the assessments, and explain and model points for improvement.

- Teachers are to provide time for the students to respond to feedback and thereby improve their learning, knowledge and understanding of the skills being assessed.
- The information from the assessments will inform the assessment points and should inform teacher planning and delivery of future lessons, where the teacher will address gaps in students' knowledge and understanding.

## Target levels and grades

- Target levels and grades are to be aspirational and to promote challenge.
- The target levels for Key Stage 3 subjects for years 7 and 8 have been set using the following combinations based on the Key Stage 2 SATs and the Year 7 CATs:
  - All subjects: CAT average and average of reading, grammar and maths KS2 scores
  - English: CAT verbal and average reading and grammar KS2 scores
  - Maths: CAT Quantitative and maths KS2 scores
- At Key Stage 4, the Attainment 8 estimates from the Progress 8 updates (Department for Education) are used to inform the setting of target grades and these are modelled in SISRA to ensure they are aspirational for all subject areas.
- At Key Stage 5, the Department for Education Level 3 co-efficients are used to inform the setting of target grades and these are modelled in SISRA to ensure they are aspirational for all subject areas.
- Target setting is regularly reviewed.

## Progress points and the data collected

- There are three progress points for all year groups across an academic year.
- The timing of the three progress points for years 7, 8, 9, 10 and 12 will be towards the end of each academic term. For years 11 and 13, the progress points will be timed separately to ensure the maximum positive effect in preparing students for public exams.
- Teachers are expected to enter the data by the deadline set to ensure that the information can be acted on whilst it is still relevant, thereby supporting students' progress.
- For Years 7 to 8 teachers are required to enter:
  - A current level and sub-level based on assessment to establish whether the student is secure in the level (ie they have mastered the key aspects) or is developing. Levels 1-9 indicate students' current overall performance against assessment criteria. Each of the levels is linked to the new GCSE grades, ie if a student has a Level 4, it means that they have demonstrated the skills required to achieve a grade 4 at GCSE.
  - An attitude to learning score
  - A homework grade.
- In terms of assessment, Key Stage 4 includes Year 9 as the formal teaching of GCSE courses starts from Christmas Year 9.
- For Years 9 to 13 teachers will need to enter:
  - A current grade and sub-grade based on assessment to establish whether the student is secure in the grade (ie they have mastered the key aspects) or is developing.
  - An attitude to learning score
  - A homework grade.

- Sub-levels and grades are used to further improve the accuracy of assessment and to ensure that we can clearly identify those students that are either under-performing or capable of achieving a higher grade with further support.

### **Progress Panels and Achievement Team Meetings**

- Teachers, subject and pastoral teams are expected to regularly monitor student progress and to provide appropriate interventions to ensure that under-performance is addressed. Departments will do this through Achievement Team Meetings and heads of year through the Progress Panel meetings.
- The Achievement Team Meeting proformas following exam results and progress points are in the appendices.
- A typical progress panel meeting will follow every progress point and will discuss the following items:
  - Actions from the last meeting
  - Attendance concerns and interventions
  - Students with the lowest progress and interventions
  - Students with the lowest ATL scores and Class Charts ratios, and interventions
  - Students with the lowest homework scores and interventions
  - Summary of the key actions agreed.
- Subject leaders, heads of year and SLT line managers are expected to raise the issue of intervention to address under-performance at the appropriate meetings.
- The governors - through the School Improvement and Monitoring Group (SIMG) - will monitor whole-school progress against targets.

### **Reporting to students and parents**

- All parents will receive one full academic report per year and three interim reports.
- Students will receive interim reports from their tutors following every progress point. This will form the basis of a tutorial activity devised by the head of year and tutorial team.
- Teachers are given advice and guidance on how to write effective reports.
- Teachers are expected to make sure that the full reports are of good quality and personal to the student being written about.
- To minimise staff workload and ensure that full reports are personalised and focused on impact, the word limit will be 500 characters with spaces. Teachers will be expected to make an overall comment on student progress and list the key strengths and targets for improvement.
- Where appropriate, reporting at key stages 4 and 5 will take into account the uniqueness of vocational education.

### POLICY HISTORY

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
Dec 2012	Operational changes requested by Headteacher	P Roberts	January 2013	January 2015
Sept 2014	Update by P Roberts	P Roberts	Sept 2014	Sept 2016
July 2019	Updated at SLT and OK'd	P Roberts	September 2019	July 2021