

Assessment, recording & reporting Policy



Approved: May 2017

Review date: May 2020

Responsible Officer: Assistant Principal



Vision and Ethos

The vision statement of the Trust demonstrates its Christian ethos and faith foundation.

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.

We believe:

- that a Christian ethos underpins and informs all that we do
- that the focus of the Trust is to promote collaboration between schools within a strategic locality in order to secure mutual improvement
- that through managed collaboration between academies there will be increased and improved opportunities for the development of all staff, students/children, parents and community
- in the development of a broad and balanced curriculum that supports young people's personal development and preparation for life
- that the family of academies within the Trust, working together, will secure continuity and progression for all
- that there should be high expectation for all children/students and young people whatever their circumstances or starting point and addressing disadvantage
- that, through its structures and work, the Trust can create and support effective Governance for all members
- that, through the Trust's work across its academies, expertise and capacity will be developed so that they can be supported with their development needs and economies of scale achieved

Contents

Para	
1	Policy Statement
2	Scope and Principles
3	Recording of Assessment Data
4	Moderation
5	Monitoring
6	Parents' Evenings and Reporting to Parents
7	Attitude to Learning
8	Data Collection
9	GL Assessment

Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the word 'Governing Body' is used it refers to the Local Governing Body of an individual academy within the Trust.

Where appropriate the Governing Bodies of individual academies will publish details of the procedures and practices to implement Trust policies.

Related Policies and Procedures

- Marking and Feedback Policy
- Target Setting Policy
- Elements of Data Snapshot
- GL Assessment – Supporting a Whole Pupil Approach
- Annual Assessment Data Calendar
- Self-Evaluation Timeline
- Line Management Meeting Guidance

1. Policy Statement

- 1.1. At this Trust we believe regular marking, assessment and feedback is essential for both teachers and students to check and track learning, and know how to move learning forward. This is linked to teaching standard 6: Make accurate and productive use of assessment.

2. Scope and Principles

- 2.1. This document provides a rationale for the Trust Assessment, Recording and Reporting Policy, linking internal school teacher assessed data collections with the use of standardised testing and attitudinal surveys to support our students in developing to and beyond their potential.
- 2.2. Our aim is to ensure that students become independent learners who take responsibility for their own learning, making good progress from their individual starting points.
- 2.3. This policy document is committed to and guided by the principles of:
- promoting a coherent approach to marking, assessment, recording and reporting within all Key Stages;
 - ensuring depth of learning and progress rather than pace;
 - involving students in evaluating their own progress and allowing them to become more independent learners;
 - recognising and celebrating that progress is relative to each individual's starting point and that all students have the opportunity to display achievement in a variety of ways;
 - ensuring progression and continuity of learning within the school and across the different phases of education;
 - providing valid, robust, reliable and streamlined information for teachers, students, parents and other users, so that informed decisions can be made both inside the classroom and beyond.

3. Recording of Assessment Data

- 3.1. During a data review window each teacher is responsible for:
- Updating/reviewing the appropriate assessment data, i.e. KS3 LAL, KS4 & KS5 Projections and ensuring the logging of assessments are accurate (thus generating Current grades).
 - Attitude to Learning (ATL) grades are inputted.

4. Moderation

- 4.1. CPL time is allocated by Subject Leads as appropriate to give opportunity for teaching staff to moderate assessed work within subject areas.
- 4.2. Moderation is intended to:
- raise performance;
 - monitor learner and staff performance;
 - ensure equality of approaches to marking for all;
 - clarify expectations;

- ensure the highest possible quality of practice with regards to both teaching and assessing.
- 4.3. Subject leads are responsible for this process. It is part of their role both to co-ordinate and to oversee moderation procedures within their area. This includes:
- ensuring that there are consistent standards for assessing learners work;
 - setting these standards against fixed criteria;
 - keeping portfolios of exemplar work for reference purposes when making judgements.

5. Monitoring

5.1. Individual Academies within the Trust are responsible for:

- statements of practice which outline Academy expectations;
- statements of practice which include subject expectations for each key stage, type and frequency of feedback.

5.2. Individual teachers are responsible for:

- using a full range of assessment methods in their subject and predicting performance outcomes;
- keeping update-to-date with latest methods of AfL and sharing of good techniques;
- keeping assessments consistent with the approach of the department;
- maintaining an assessment record on Go4Schools according to the departmental schedule;
- analysing progress and intervention where necessary to impact on progress.

5.3. Subject Leads are responsible for:

- ensuring that adequate progress assessments have been carried out prior to each Data Review window so that accurate current grades are calculated (where appropriate, informing projections);
- regular monitoring of subject tracking marksheets;
- regularly evaluating of samples of work in each Key Stage when work sampling is being carried out;
- supporting and guiding individual teacher assessment, ensuring appropriate use of CPL time.
- liaising with Line Manager/DOA/Year leader/SLT when there is a cause for concern;
- when appropriate, reviewing exam performance using examination board post results services.

5.4. Senior staff are responsible for:

- ensuring staff are trained in the use of Go4Schools and are kept up to date with changes in performance measures;
- reviewing and ensuring statutory requirements are met;
- reporting to governors;
- consulting regularly with Subject Leads, DOA, Year Leaders, SENCO to ensure appropriate intervention is in place where under-achievement has been identified;
- taking an evidence based view of progress and attainment through work sampling, exam performance, tracking sheets and departmental reviews.

5.5. The Data team are responsible for:

- setting up and monitoring completion of data snapshot;
- updating Achievement and Progress Summaries to share with SLT/governors;
- updating subject review templates in order for subject leads to analyse results and trends.

6. Parents' Evenings and Reporting to Parents

- 6.1. There will be one parents' evening per year group over the course of the year with an additional 'Parental Review' evening for targeted year 11 students and their families.
- 6.2. At each data snapshot a Progress Review summary of grades (& ATL) will be made available to parents via Go4Schools.
- 6.3. Key stage 5 students and parents will continue to receive one 'comments report' per year. This will be in the Spring term after completion of mock exams.
- 6.4. ATL will be collected as part of the termly KS3, KS4 and KS5 Data Snapshots.

7. Attitude to Learning (ATL)

What:	A description of the student's approach to their learning
Why:	To highlight key learner attributes demonstrated/lacking to ensure effective progress is made
Frequency:	Termly
How:	Go4Schools ATL Mark-sheet within each subject mark-book
Data Use:	<ul style="list-style-type: none"> • Monitoring proportion of pupils / subjects where ATL is 'Good' or better • Interventions for pupils with more than 'n' subjects Requiring Improvement • Shared with parents via Go4Schools, printed reports or Parents' Evenings

7.1. ATL Descriptors

Category	Descriptor
Outstanding Learner	<p><i>This student is always ready to invest and takes responsibility for their learning:</i></p> <ul style="list-style-type: none"> • Is always ready to learn – attends well, is punctual, organised • Always listens carefully to teachers and other students • Makes excellent and regular contributions to group work and class discussions • Extends and takes responsibility for their own learning, including doing wider reading, completing extension tasks • Always hands in homework on time • Never gives up • Acts on feedback to make effective progress

Active Learner	<p><i>This student is almost always ready to invest in and take responsibility for their learning:</i></p> <ul style="list-style-type: none"> • Is usually ready to learn – attends well, is punctual, organised • Usually listens carefully to teachers and other students • Usually makes positive contributions to group work and class discussions • Tries hard to take responsibility for their own learning • Usually hands in homework on time • Acts on feedback to make progress
Passive Learner	<p><i>This student is generally positive about their learning, but they are in danger of not doing as well as they can:</i></p> <ul style="list-style-type: none"> • They generally try to be ready to learn, but there are occasions of lateness and poor attendance • They listen to teachers and other students, but this is not always consistent • Make occasional contributions to group work and class discussions, but are quite passive • Have missed some homework deadlines • Sometimes acts on feedback to learn from their mistakes • Has received warnings in lessons and the occasional negative point • Can be put off by failure
Requires Improvement	<p><i>This student is at risk of missing out on their education. They need support in valuing their own learning and have impacted on the learning of other students. They will have been spoken to about these concerns and will have received regular warnings and negative points:</i></p> <ul style="list-style-type: none"> • Their learning is affected by poor attendance, punctuality and lack of equipment • They frequently interrupt lessons and slow down/disrupt the learning of other students • They do not complete the work expected • They may refuse reasonable requests • They fail to hand in quality homework on time • Does not listen to feedback or try to improve their work <p><i>A student who has been awarded this grade is unlikely to be making expected progress and will be reflected in their Assessment data</i></p>

8. Data Collection

8.1. KS3 Data Collection

What:	Review the attainment of each pupil in each big-idea so that a 'snapshot' of the current 'Life After levels' progress band each student is working at can be taken and compared with their 'target' flight path.
Why:	To monitor pupils are progressing along 'personalised' flight paths

Frequency:	Twice during year 7, three times during year 8
How:	Updating mark-sheets for each big-idea to recognise what 'band' the pupil's work is demonstrating; this should be an ongoing activity, but the data snapshot will act as a prompt to ensure this is up to date.
Data Use:	<ul style="list-style-type: none"> Monitoring proportion of pupils / subjects where students are 'in-line' or 'above' personalised 'flight paths'. Good progress is defined as at least 70% of pupils are 'above'/'inline' with personalised flight paths. Interventions for pupils (well) below flight paths in multiple subjects Shared with parents via printed reports or Parents' Evenings

Grade Types included

End of year target:	Derived mathematically using expected progress towards the FFT KS4 benchmark grade. Where FFT data is not available the benchmark grade from Y7 CATS tests is used.
Current:	Calculated in Go4Schools based on the data in each mark-sheet and the way the mark-book has been configured by the faculty

8.2. KS4 / KS5 Data Collection

What:	Review the projected grade of each pupil so that a 'snapshot' of the current and projected grades for each student can be taken and compared with their end of key stage targets.
Why:	To monitor pupils are progressing towards their benchmark & aspirational targets.
Frequency:	Twice during year 9, three times during year 10, Four times during year 11, 12, 13; For KS5 the spring term collection will include input of parental report comments.
How:	Input / review of the 'Projected' grade taking account of the ongoing updates of mark-sheets to maintain the 'current grade'.
Data Use:	<ul style="list-style-type: none"> Monitoring against academy targets for internal and external performance indicators (progress and attainment 8, EBACC etc.). Good progress is defined as at least 70% of pupils meeting or exceeding their target grade. Interventions for pupils (well) below targets in multiple subjects Shared with parents via printed reports or Parents' Evenings

Grade Types Included (KS4)

Benchmark:	The FFT KS4 benchmark grade based on 'average' progress from KS2. Where
------------	-------------------------------------------------------------------------

[Previously Minimum (target):]	FFT data is not available the benchmark grade from latest CATS tests is used. The benchmark grade is 'locked' and is used for proxy Progress 8 and performance management calculations.
Student Target: [Previously Aspirational (target):]	The FFT KS4 benchmark grade based on 'high' progress from KS2. Where FFT data is not available the 'if challenged' grade from latest CATS tests is used. The student target can be raised by 'curriculum leaders' where a pupil is constantly working at or above this grade without impacting on performance management calculations.
Current:	A 'working at' grade calculated in Go4Schools based on the data in each mark-sheet and the way the mark-book has been configured by the faculty.
Projected:	A teacher judgment of the grade which the student would be expected to attain at the end of the key-stage if current progress and work quality is maintained until then.
Mock:	The grade obtained in the most recent Mock Exam for this subject

8.3. KS5 Data Collection & Report

8.3.1. These are as the relevant Data Review Window but also require staff to add written comments to parents providing formative feedback, indicating students' strengths and areas for improvement around developing skills, knowledge and understanding.

8.4. Collection Mechanisms

8.4.1. As the Go4Schools reporting module (for input of written comments) will predominantly only be used by key stage 5 teachers, it is therefore recommended that all grades are maintained via mark-books.

8.4.2. The reporting module will be used by the data team across all key stages to create 'pdf' grade summary reports for parents.

- Projected (and mock) grades are reviewed / amended on the 'left hand side' of Go4Schools mark-books
- Current grades are calculated in Go4Schools based on the data in each mark-sheet on the 'right hand side' of the mark book using rules specified or configured by the faculty.
- Attitude to Learning (ATL) will be input through a specific Go4Schools mark-sheet but will not affect the current grade.

8.5. Recording Data through mark-books

	Sex	Year 7 Baseline	Minimum	Aspirational	Current	Projected	Latest Mock Grad	AO1 Reading for i	AO2 Analysing wr use of language	AO2a writer's use structure	AO3 Compare wri
	M	4b	6	6	3	5		4	Su+	Su+	D
	F	4a	5	6	3	5		4	Su+	Su+	D
	F	5c	5	5	3	None		4	Su+	Su	D
	F	4b	4	5	4	9		4	Au	Su+	D
	F	4b	5	5	3	8		4	Au	Su+	D
	F	4b	5	5	3	7		4	Su	Su	D
	F	5c	6	6	3	6		4	Su	Su	D
						5		4	Su+	Su+	D
						4		4	Su+	Su+	D
						3		4	Su	Su	D
						2		4	Su+	Su+	D
						W		4	Su+	Su+	D
						U		4	Su+	Su+	D

Grades can be changed by clicking on the relevant 'box' and selecting from the drop down list

Current grade calculated from the mark-sheet grades on the right

9. GL Assessment – Supporting a Whole Pupil Approach



9.1. Potential

Indicating a learner's potential performance

- Cognitive Abilities Test

9.2. Attainment

Showing where the learner is now and what can be done to support the highest possible achievement

- Progress Test Series (PT Series)
- New Group Reading Test (NGRT)
- Single Word Spelling Test (SWST)

9.3. Barriers to learning

Identifying barriers that prevent a learner from achieving their greatest possible potential

- Dyslexia and Dyscalculia Screeners
- Pupil Attitudes to Self and School (PASS)
- Kirkland Rowell Surveys (KRS)

Cognitive Abilities Test: Fourth Edition (CAT4) assessment

Purpose:	highlights how the pupil thinks, the pupils' strengths, weaknesses and learning preferences				
Results:	PDF reports for SLT, teachers / parents / students. Standardised Scores on pupil Go4S profile				
Year group(s)	7, 8	When:	7 – Early Autumn 8 – Spring (feed into options)	Time Reqd:	1. Quantitative 30 mins+ 2. Verbal – 41 mins+ 3. Non-Verbal / Spatial – 41 mins+

New Group Reading Test (NGRT)

Purpose:	helps teachers to screen and monitor the reading abilities of pupils individually and at a group level. Two forms of NGRT, A and B allow testing twice a year to produce progress scores for reading abilities				
Results:	PDF reports for teachers. Reading Age & Standardised Scores on pupil Go4S profile				
Year group(s)	7 - 11	When:	NGRT A: Autumn NGRT B: Summer	Time Reqd:	1. Sentence Completion – 15 mins+ 2. Comprehension – 30 mins+

Progress Test Series: Progress Test in English (PTE)

Purpose:	year-on-year support for teachers when tracking progress in core subjects				
Results:	PDF reports for teachers / parents / students. Standardised Scores on pupil Go4S profile				
Year group(s)	7, 8, 9	When:	7 Autumn (11T)	Time Reqd:	1. Grammar, Punctuation & Spelling – 30 mins+

			7, 8, 9-Summer		2. Comprehension – 55 mins+
--	--	--	----------------	--	-----------------------------

Progress Test Series: Progress Test in Maths (PTM)

Purpose:	year-on-year support for teachers when tracking progress in core subjects				
Results:	PDF reports for teachers / parents / students. Standardised Scores on pupil Go4S profile				
Year group(s)	7, 8, 9	When:	7 Autumn (11T) 7, 8, 9-Summer	Time Reqd:	1. Mental Maths – 20 mins+ 2. Application / Understanding – 65 mins+

Progress Test Series: Progress Test in Science (PTS)

Purpose:	year-on-year support for teachers when tracking progress in core subjects				
Results:	PDF reports for teachers / parents / students. Standardised Scores on pupil Go4S profile				
Year group(s)	7, 8	When:	7 Autumn (11T) 7, 8 Summer	Time Reqd:	65 mins+

Single Word Spelling Test (SWST)

Purpose:	highlight teaching strategies and activities for improving spelling, able to show year on year progress				
Results:	PDF reports for teachers (Standardised) Scores on pupil Go4S profile				
Year group(s)	7, 8, 9, 10	When:	Summer	Time Reqd:	50 mins+

Pupil Attitudes to Self and School (PASS)

Purpose:	Measures pupil's attitudes towards themselves as learners and their attitudes towards school, helping to inform teaching strategies and intervention programmes to help raise standards of attainment and pupil well-being and tackle challenging behaviours				
Results:	PDF reports at school, cohort and pupil level. Scores on pupil Go4S profile				
Year group(s)	7 to 13	When:	Y7 Autumn 1 All - Summer	Time Reqd:	25 mins+ (as per CDS, 15 mins+ in practice)

Dyslexia Screener

Purpose:	identifies dyslexic tendencies in pupils' aged 5–16+ years and recommends intervention strategies				
Results:	PDF reports for teachers and parents				
Year group(s)	7, 9	When:	7 Autumn 9 Summer	Time Reqd:	6 parts totalling 48 mins+

Dyscalculia Screener					
Purpose:	identifies dyscalculic tendencies in pupils' aged 6–14+ years and recommends intervention strategies				
Results:	PDF reports for teachers and parents				
Year group(s)	7, 9	When:	7 Autumn 9 Summer	Time Reqd:	40 mins+

Kirkland Rowell Surveys (KRS)					
Purpose:	provides an overview of a school's strengths and weaknesses which is based on the views of pupils, parents and staff				
Results:	PDF Staff, Pupil & Parent reports plus executive summary				
Year group(s)	N/A	When:	Once per year (2 week window)	Time Reqd:	20 mins+

9.4. GL Assessment and new arrivals 'Casual Transfers'

9.4.1. Where students join the academy outside of the normal phase transfer arrangements and either:

- The academy cannot obtain their key stage 2 results (or the student was not assessed)
- The student has had an extended period out of (English school) education

The head of year and the data team will arrange for these students to take an age appropriate Cognitive Ability Test (CATS) at the start of the following half term to determine Academic targets and / or flight paths.

Annual Assessment Data Calendar 2016-17 (Secondary Phase)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12L3 ¹	Year 13
Autumn 1	Early	PT11T:EMS	NGRT A	NGRT A	NGRT A	PASS Screeners <small>(Ability Potential)</small>	PASS
	Late	Y7 CATS ATL only	NGRT A	ATL only	NGRT A KS4 Data		KS5 Data UCAS Refs
Autumn 2	Early	PASS Parents Screeners			Parents		
	Late		KS3 Data	KS4 Data	Mock Ex.	Parents Mock Ex.	Parents Mock Ex.
Spring 1	Early				KS4 Data Mk Res.	KS5 Data Mk Res.	KS5 Data
	Late		Y8 CATS		Parents		KS5 Report PASS (Int)
Spring 2	Early	KS3 Data	KS4 Data	NGRT B	Mock Ex.	KS5 Report	
	Late	NGRT B	NGRT B Screeners	KS4 Data Parents	KS4 Data Mk Res.	KS5 Data	KS5 Data
Summer 1	Early	PASS	PASS	PASS			
	Late	KS3 Data	PT13:EMS KS3 Final	KS4 Data Parents	KS4 Final Projections GCSE Exams	KS5 Final Projections GCE Exams	KS5 Final Projections GCE Exams
Summer 2	Early	Parents PT17:FM	PT14:EM	Mock Ex. KS4 Data			
	Late			Mk Res.	KS5 Data		

Key to GL Assessments: Ability (Potential), Attainment, Attitude & Barriers to Learning, Go4Schools Data Collecti

¹ Y12 Level 2 as Year 11 data collection pattern