

Assessment & Reporting Policy



Policy Title	Assessment & Reporting Policy
Policy Created / Amended	June 2016
Policy Ratified	July 2016
Policy review cycle	Every 2 Years
Policy Review Date	June 2018



Policy Statement

The Academy is committed to engaging all staff and students in the use of formative assessment strategies that promote learning. Staff and students will be supported by valid and easily accessible data which will enable all students and teachers to understand and discuss current levels of performance and which will result in actions that will raise the individual achievements of all students.

Principles

The following principles underpin this policy:

1. all staff recognise the importance of 'Assessment **for** Learning';
2. all students are fully involved in the assessment process so that they have a clear understanding of their current levels of performance and are able to identify their individual strengths and areas for improvement;
3. all students are able to assess themselves and understand how to improve;
4. all teachers provide every student with effective and regular feedback;
5. all assessment information is used to inform curriculum planning;
6. all learning objectives are shared with the students during lessons;
7. all assessment strategies and recording and reporting systems must be regular and rigorous, identifying:
 - i. the skills, knowledge and understanding of students (summative);
 - ii. the student's strengths and area for improvement (diagnostic);
 - iii. targets for the student's learning (formative);
 - iv. actions the student must take to meet the targets (formative).
8. all staff, students and parents have access to appropriate, clear and informative assessment data;

Objectives

The following objectives are at the centre of this policy:

1. to engage all teachers and students in a regular and continuing dialogue about assessment and the setting of targets;
2. to develop assessment as a valued and effective teaching and learning strategy;
3. to ensure that assessment really does inform teaching, learning and curriculum planning;
4. to give all staff easy access to assessment data;
5. to enable staff to consider and question easily-available assessment data, in order to support the formative assessments of individual students, subject groups, gender groups and year groups, together with groups who nationally underachieve e.g. those from ethnic backgrounds;



6. to provide parents with regular and informative reports regarding individual student achievements and progress; and
7. to comply with statutory assessment, recording and reporting requirements as prescribed in Section 356 of the Education Act 1996 and subsequent legislation.

Roles And Responsibilities

Outline of General Responsibilities

It is the responsibility of the **Governing Body** to establish a policy and procedure for Assessment, Recording and Reporting and to monitor the effects of the procedure. Governors should discuss with the Principal, relevant members of the Trust Executive Group and others to ensure that the Academy has effective systems in place for monitoring student progress and is using previous results supported by recent teacher assessment to set challenging targets and to ensure that these meet statutory requirements.

The **Vice-Principal** with responsibility for assessment, in conjunction with the Senior Leadership Team, has overall responsibility for the development, monitoring and evaluation of the assessment procedures in the Academy. The Vice Principal will ensure the Academy meets the requirement to set aspirational targets for individuals, groups and cohorts that would represent outstanding progress if realised.

Subject Leaders, in conjunction with the **Vice Principal (Assessment)** have responsibility within their areas for the implementation, monitoring and evaluation of the Academy's assessment procedures.

Subject Leaders have responsibility for ensuring that a range of assessment strategies are used as an integral part of the teaching and learning process and that subject-based assessment objectives, examination board assessment objectives and National Curriculum criteria are met at all Key Stages.

All teaching staff:

1. have responsibility for employing assessment strategies that are appropriate to the age and ability of all students and to the particular method of assessment;
2. must share assessment criteria with students and engage them in the application of these criteria to their work.
3. should employ assessment activities as an essential part of the teaching and learning process;
4. should ensure that assessment is used as part of the planning for teaching and learning.

Outline of Specific Responsibilities

Subject Leaders are responsible for:

1. identifying the generic skills that their subject(s) is (are) developing throughout all Key Stages;
2. ensuring that the assessment objectives and learning outcomes for each scheme of work are clearly expressed;
3. ensuring that all assessment data required for the Academy's annual reporting cycle is provided



by the dates and times stated in the Academy calendar;

4. analysing relevant assessment data in line with the Academy's requirements;
5. monitoring and tracking the students' overall progress in their team and taking appropriate actions that will enable them to achieve their full potential;
6. adjusting teaching, having taken into account the outcomes of this analysis;
7. ensuring that reports are of the highest quality;
8. ensuring that adequate records are kept so that reports can still be produced in spite of the possible absence of a member of staff;
9. establishing banks of exemplar work for all year groups;
10. allocating time for the regular standardisation and moderation of work;
11. Undertake moderation activities with other schools within the Trust to ensure the accuracy of assessment
12. ensuring that students are involved in the assessment process through self and peer assessment;
13. ensuring that their teams are familiar with the requirements of any coursework or controlled assessment (see Controlled Assessment Policy);
14. Liaison with colleagues in local primary schools and Sixth Form Colleges to ensure that planning joins up across the key stages
15. preparing their own department assessment policies in line with this policy of the academy.

The **Vice-Principal (Assessment)** will check these policies before they are implemented.

The **Vice Principal (Assessment)** is responsible for:

1. close liaison both with partner primary school staff and with Subject Leaders to ensure progression and continuity throughout all Key Stages;
2. analysing relevant assessment data in line with the Academy's requirements;
3. monitoring and tracking the students' overall progress in the Key Stage and taking appropriate actions that will enable the students to achieve their full potential;
4. ensuring that all **Subject Teachers** and **Learning Coaches** are fully aware of their responsibilities for the recording and reporting of student achievement and progress so that all deadlines in the calendar are met;
5. ensuring that challenging but achievable targets (minimum expected levels and grades) are set for every pupil;
6. ensuring that reports are of the highest quality; and
7. liaising with the Learning Support Department, which should be involved in devising and using assessment materials (particularly for targeted students) to help ensure that the learning needs of all students are met.



Key Stage Leaders are responsible for:

1. ensuring that records are kept of a student's personal achievements and extra- curricular activities;
2. analysing relevant assessment data in line with the Academy's requirements;
3. monitoring and tracking the students' overall progress in their year group and taking appropriate actions that will enable them to achieve their full potential;
4. ensuring that all form/personal tutors are fully aware of their responsibilities for the recording and reporting of student achievement and progress so that all deadlines in the Academy calendar are met; and
5. ensuring that formal educational records are kept and updated annually.

Individual subject teachers and **Learning Coaches** are responsible for:

1. completing, recording and discussing assessments with their students and setting achievable targets through the cornerstone of advocacy;
2. analysing relevant assessment data in line with the Academy's requirements;
3. using the results of assessment in planning future work for students;
4. reporting and recording the progress and achievements of all students; and
5. ensuring that all report deadlines are met on time.

Reporting

The Academy will ensure that pupils (and their parents) are kept apprised of their progress by:

1. Sending home information relating to attendance, behaviours for learning, homework and their current standard of work 4 times a year
2. Inviting parents into a meeting to discuss progress and set targets with their child and their learning coach 3 times a year
3. Holding 'subject surgeries' for each year group over the course of the academic year
4. Encouraging parents to contact the school by email or telephone if they have concerns
5. Ensuring that teachers provide regular and specific feedback to help each individual to improve; and
6. Sending a summative report home for the end of key stage years (8 & 11).

Additional Information

More detailed guidelines on procedures for Marking, Reporting, Examinations and Learning Support can be found in the Staff Handbook.



Monitoring And Review

The Vice Principal with responsibility for assessment will report on the policy to the Principal as appropriate.

The Principal will report to the Governors on any relevant aspects of the working of the policy as appropriate.

The Governing Body will review the policy every two years