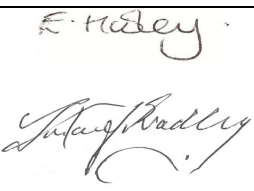




THE OAKS ACADEMY

ASSESSMENT, RECORDING AND REPORTING POLICY

PERSON RESPONSIBLE FOR POLICY:	Mrs E Hooley
APPROVED:	29.11.18
SIGNED: Headteacher Chair of Board of Trustees	
TO BE REVIEWED:	July 2020

Rationale

The purpose of this policy is to provide:

- Clarity for all stakeholders - teachers, teaching assistants, learners and their parents / carers - about the values and beliefs underpinning our approach to assessment at The Oaks Academy.
- The minimum expectations in relation to assessment to guide and inform all stakeholders and to ensure a consistency of best practice and experience across the school.
- A framework to support the progress that learners are expected to make across Key Stages 3 and 4.
- Guidance for all stakeholders about their respective roles in ensuring that assessment is successful and of a consistently high standard.

Aims of the policy

This policy will enable staff within the school to:

- Adopt consistent approach to the assessment, recording and reporting of students in all year groups so every learner knows what progress they are making and what they need to do to improve when meeting ambitious targets

- Understand their role and responsibilities in when assessing pupil progress, recording and reporting within the curriculum.
- Plan for progression and to incorporate effective learning and teaching strategies in lessons (ie peer/self-assessment) and strategies to evaluate progress with this (i.e. work scrutinies)
- Be aware of the range of data available concerning our students and use this data to make effective interventions – particularly with students not achieving their potential.
- Put into place effective systems to set targets to identify the expected rates of progress based on prior performance data and therefore the expected level of attainment for each student across all subjects
- Set up and use effective tracking systems to assess individual students and comparing their progress against the targets.
- Work with students to allow them to have ownership of their progress
- Work in partnership with parents / carers when supporting them to help children understand what they are doing well, could do further and how they can support students and the school

Assessment and Marking: Core Principles

- Effective assessment and marking is crucial if students are to make good progress and fulfil their potential. At The Oaks Academy, we aim to ensure that:
- The quality of assessment and marking is of a consistently high standard across all faculties
- Assessment and marking enables students and their parents / carers to understand how they are progressing and how to improve their work
- Assessment processes are transparent with students clearly understanding the criteria for success
- Students take increasing responsibility for their own learning by playing an active role in self and peer assessment and responding fully to the feedback they receive

Assessment for Learning

At The Oaks Academy we believe that:

- The fundamental goal and purpose of all teaching, learning and assessment is to facilitate progress in terms of knowledge, understanding and skills development.
- Planning to secure progression for all learners should underpin everything we do: our schemes of work, our language for learning, our lesson planning and delivery and our monitoring and assessment practices.
- Assessment for Learning (AfL) is fundamental to achieving our goal of securing and maximising progress. AfL is much more than a set of teacher strategies; essentially, it concerns an ethos of learning that centres around learners understanding how to make progress and close their personal learning gap.
- In order to secure and maximise progress for all learners, teachers must understand and incorporate the principles of Assessment for Learning (AfL) into their lesson planning, delivery and assessment practices.

Assessment Processes at The Oaks Academy

Formative Feedback

- Teachers at The Oaks Academy must follow the Non negotiables in Marking and Feedback (Appendix 1)
- Teachers must provide regular, high quality formative feedback to learners of all stages and abilities, enabling learners to understand what they have done well and how they can improve.
- A minimum of **two** pieces of recorded formative feedback must be provided by teachers for each learner within a half term.
- Teachers must monitor the progress of learners in lessons and provide regular formative verbal feedback to move them forwards.
- Teachers must provide opportunities for learners to provide recorded and verbal feedback to themselves and each other, in peer and also self assessment.
- Teachers must provide formative written feedback to learners in green ink using the structure WWW / EBI and all learners must respond to this feedback in purple ink.
- Crucially, teachers **must** engage learners actively in reflecting and acting upon this formative feedback they receive.

Summative assessment

- Teachers at The Oaks Academy must provide periodical summative judgements about current learner attainment. These summative judgements must take the form of grades 1-9 (KS3/KS4) or grades A*-G (KS4 legacy subjects).
- If a student is following undertaking a vocational qualification, the gradings specific to that qualification will be awarded.
- These judgements must be entered into SIMs marksheets following the guidance within the Academy's **ASSESSMENT AND RECORDING PACK** (Appendix 2).
- Summative judgements about learner attainment can be based on a wide range of evidence including: performances with formal assessments; performances with practice exam questions; performance during lessons; performance as reflected in exercise books

Years 7-10

Students should be assessed against school set targets, which are based on KS2 prior data, using assessing pupil progress guidance as applicable for each subject area.

An End of Key Stage 4 target level will be agreed with staff in January of year 7 then reviewed termly based on progress, setting aspirational targets for those students projected to exceed end of year targets.

Grades should be awarded reflecting the current GCSE grading criteria for that subject (or vocational grade if appropriate) i.e. 1-9 or A*-G, but also incorporating sub levels as appropriate.

Emerging Grades should be awarded three times a year, along with Progress Grades which indicate whether students are in-line with expected progress, outperforming or

underachieving in progress reports. A final End of Year 'Working At' grade is awarded at the end of each summer term and reported to parents.

An 'Emerging Grade' is defined as the grade awarded based on a combination of:

1. The quality of the work produced so far during the current academic year
2. Teacher professional judgement/experience of the grade a student is likely to achieve at the end of the year, if they continue to work at this current level of attainment and pace of progress.

A 'Working at Grade' is awarded based on performance in assessments undertaken in class, end of unit/topic assessments, end of year examinations and in combination with practical/coursework style assessment where applicable.

Year 11

In Year 11, we will collect an 'Emerging', 'Working at' and 'Progress' grade at each assessment point. Mock results will be reported in the January.

Roles and Responsibilities

The Role of SLT

- Monitor the progress of the school towards End of Year and Key Stage 4 targets
- Implement track and evaluate intervention strategies at all levels as required
- Report to external agencies as required
- Negotiate whole school targets with the board of Trustees as required and report progress towards these at regular intervals.
- Support all students in meeting their individual potential
- Develop and support an effective, manageable and easy to access and use system to facilitate the ARR process

The Role of the Curriculum/Faculty Team Leaders

- Curriculum/ Faculty Team Leaders are expected to monitor the performance of all students in their area by ensuring effective processes are in place for all staff to assess pupil progress effectively
- Work with their team and SLT to develop and implement an appropriate system for recording, analysing and reporting student assessment and progress data
- Monitor the work of staff in the area to ensure compliance with the subject area's assessment, recording and reporting systems and in respect to national and subject guidelines for assessing pupil progress.
- Monitor the work of staff in the area to ensure they are familiar with, and fully implement their part in, whole school assessment, recording and reporting systems.

- Share Subject Area End of Key Stage targets, based on the aggregation of student assessments and targets
- Monitor the subject area(s) progress towards the End of Key Stage 4 targets
- Report on progress and attainment for all year groups to SLT as required

The Role of Teachers

Teachers at The Oaks Academy must:

- Mark and record the results of formal assessments to accurately assess pupil progress
- Work within the Assessment Structure to create an AfL culture in their classrooms, actively engaging all learners in an ongoing dialogue about where they are in their learning, where they need to go next and how to get there.
- Set challenging but realistic targets using appropriate attainment and predictive data alongside their own professional judgement.
- Actively engage learners in the process of assessment, sharing success criteria in a language they can understand, utilising self and peer assessment practices, and providing time and space for learners to act upon feedback.
- Use assessment information to modify lesson planning so that the needs of all learners are met.
- Use assessment information to communicate effectively with parents about pupil progress.
- Report the results of formal assessments as required.
- Provide assessment records for internal monitoring systems as required.

The Role of the Learning Mentors

- Work with the Pastoral Manager and Key Stage Directors to monitor the progress of all students in their year groups and to use this to identify and address the needs of individual and groups of students who are underperforming (with a focus on those students in receipt of Pupil Premium funding and SEND students).

The Role of Learning Support Assistants:

- Actively monitor the progress of learners with specific needs in collaboration with teachers
- Ensure that accurate records of pupil progress are maintained and that they are used to inform targeted interventions
- Support teachers in providing formative feedback to learners and support learners in the process of acting upon - and providing - formative feedback

The Role of Learners

Learners must strive to be:

- Reflective in their learning, listening carefully to the feedback they receive from their teacher and their peers.
- Responsible in their learning, taking the initiative to improve the quality of their own work by acting upon feedback.

- Resourceful in their learning, providing and seeking feedback for and from each other.
- Resilient in their learning, bouncing back from disappointment to improve their work in light of feedback.

The Role of Parents and Other Adults

In order to enable and empower their children to make progress in their learning, parents / carers should:

- Engage their child in dialogue and discussion about where they are in their learning, where they need to be and how they are going to get there
- Attend Parents Evenings and meetings requested by Key Stage Directors to discuss their child's progress.
- Listen to the feedback provided by teachers about their child's performance and support teachers in developing strategies to move their child forwards

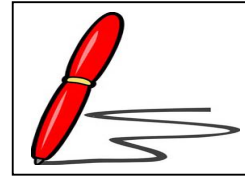
Monitoring and Evaluation

- Where necessary, Curriculum Team Leaders will produce specific guidelines for their teams which specify the approaches to be used to implement this policy across their subject teams. This will ensure consistency in subject areas.
- Curriculum Team Leaders will monitor marking by all members of their subject team as part of their continuous processes of subject self review.
- The outcomes of this monitoring will be reported to SLT line managers termly and any reports will be saved on the shared area in the MLT Development and QA folder.
- SLT will monitor the application of the marking policy through learning walks, formal observations and work scrutiny.
- Link Trustees will visit targeted curriculum areas through the year and feedback to the full board.

APPENDIX 1

Non-Negotiables in marking and feedback

For staff and students



1. Standards for Presentation

- Students must be encouraged to use the 'PRESENT' standards and challenged if they do not.

2. Feedback and Response

- Clear formative feedback must be provided for students at least twice over a half term showing strengths and setting clear targets for improvement.
- Students must be required to act fully on all of their feedback using a purple pen.

3. Priority Marking

- Students who are making the least amount of progress must be marked first and, if necessary, in more detail.
- Responses to feedback by under-performing students must be monitored particularly closely.

Marking for Literacy

- Literacy feedback must use the standardised 'Literacy Marking Symbols'.
- A 'zero tolerance' approach must be taken to the use of capital letters and full stops and up to 3 incorrect spellings should be identified for correction.
- All literacy feedback must be acted upon by students using a purple pen.

5. Highlighting Work

- Whenever a student has used a writing frame to improve their extended writing, they must use a green highlighter pen to highlight the focus on their literacy.
- The title and date for completed homework activities must be highlighted in a yellow highlighter pen so that homework is clearly visible in books.

APPENDIX 2



**INSPIRE
BELIEVE
ACHIEVE**

ASSESSMENT AND RECORDING PACK

2018-2019

TARGET SETTING

All students allocated a flight path dependant on KS2 ability.

TARGETS

All students will receive three specific flight paths. They will receive three targets.

1. An English Target based on KS2 score.
2. A Maths Target based on KS2 score.
3. A combined target for all other subjects, which will be based on the mean of KS2 English and Maths.

Students Exceeding Targets

Students who have exceeded targets will be reviewed and allocated into a more challenging flight path.

KS4 Flightpaths are as follows:

OLD KS2	Year 7	Year 8	Year 9	Year 10	Year 11
1c				1-	1
1b				1-	1
1a				1	1+
2c				2-	2
2b				2-	2+
2a				2-	2
3c				2+	3
3b				3-	3+
3a				3-	3
4c				4-	4
4b				3+	4
4a				3+	4

5c				5-	5
5b				6-	6
5a				6+	7
6c				6+	7+
6b				7	8
6a				7+	8+

KS3 Flightpaths are as follows:

New KS2	Year 7	Year 8	Year 9	Year 10	Year 11
80	1-	1	1+	2-	2
81	1-	1	1+	2-	2
82	1-	1	1+	2-	2
83	1-	1	1+	2-	2
84	1-	1	1+	2-	2
85	1	1+	2-	2+	3
86	1	1+	2-	2+	3
87	1	1+	2-	2+	3
88	1	1+	2-	2+	3
89	1	1+	2-	2+	3
90	2-	2+	3	4-	4
91	2-	2+	3	4-	4
92	2-	2+	3	4-	4
93	2-	2+	3	4-	4
94	2-	2+	3	4-	4
95	2-	2+	3	4-	4

96	2-	2+	3	4-	4
97	2-	2+	3	4-	4
98	2-	2+	3	4-	4
99	2-	2+	3	4-	4
100	2+	3	4-	4+	5
101	2+	3	4-	4+	5
102	2+	3	4-	4+	5
103	2+	3	4-	4+	5
104	2+	3	4-	4+	5
105	2+	3	4-	4+	5
106	2+	3	4-	4+	5
107	2+	3	4-	4+	5
108	2+	3	4-	4+	5
109	2+	3	4-	4+	5
110	3-	4-	5-	5+	6
111	3-	4-	5-	5+	6
112	3-	4-	5-	5+	6
113	3-	4-	5-	5+	6
114	3-	4-	5-	5+	6
115	3+	4+	5+	6+	7
116	3+	4+	5+	6+	7
117	3+	4+	5+	6+	7
118	3+	4+	5+	6+	7
119	3+	4+	5+	6+	7
120	3+	4+	5+	6+	7

CHANGES TO GRADING SYSTEM

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Tracking Point Data

There will be 3 'Tracking Point' Data Collections throughout the year.

When reporting, in SIMS, you will enter, in column 1, the 'Emerging Grade' for the student. This will be a number and you need to indicate if a + or – if needed.

SIMS will automatically generate the 'Progress Grade', which is an indicator of the progress students are making to achieve their targets. These are as below:

4	Outstanding progress
3	Good progress
2	Working towards expected progress
1	Working below expected progress

The formula to calculate the 'Progress Grade' is set out below:

<u>Entry into SIMs</u>	<u>Progress Indicator</u>	<u>Measurement</u>
4	Outstanding Progress	Anything above 'Good Progress' target.
3	Good Progress	On target
2	Working Towards Expected Progress	Up to 2 sub levels below 'Good Progress' target.
1	Working Below Expected Progress	3 sub levels or more below 'Good Progress' target.

When receiving an Interim Report, each student and parent, will receive the following for each of the subjects they are studying.

Interim Report

GCSE Target	
End of Year Target	
On Target?	

Example

English

GCSE Target	5
End of Year Target	4+
On Target?	On Target

Tracking points have been set for 2018 – 2019 as below:

Years 7 – 10

<u>Date by...</u>	<u>Activity</u>
22.11.18	Tracking Point 1 Data Collected
21.3.19	Tracking Point 2 Data Collected
4.7.19	Tracking Point 3 Data Collected

Year 11

<u>Date by...</u>	<u>Activity</u>
11.10.18	Tracking Point 1 Data Collected
10.1.19	Mock Data Collected
21.3.19	Tracking Point Data Collected