



## Assessment, Recording and Reporting Policy

Policy Lead:	<b>Assistant Headteacher (CH)</b>
Last Review Date:	March 2021
Next Review Date:	March 2022
Approval needed by:	<b>Headteacher</b>



## **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 (i.e. peer/self-assessment) and strategies to evaluate progress with this (i.e. work scrutiny)
- 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

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

## **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 and Marking may take the form of whole class analysis and feedback

#### Whole class analysis and feedback

- At key intervals teachers look through the pupils' books for common misconceptions and errors
- Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using the whole class analysis grid.
- After the analysis, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire.
- The start of the next lesson may begin with the teacher sharing the best work (perhaps using a visualiser), identifying common errors and then addressing common misconceptions that have been identified.
- The following lesson will be shaped around redrafting / developing their work in line with the whole class feedback.
- Students who were identified as being successful in grasping key concepts should be provided with opportunities for challenge and deepening learning further.
- An example of a whole class feedback sheet is referenced in Appendix 1.

#### **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.
- Regular recorded formative feedback must be provided by teachers for each learner within a half term. We suggest that books should be marked by teachers twice 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 using the Whole class feedback sheet, this must then be used to plan and for and address any misconceptions in future learning.
- 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 will take place a key planned intervals in line with your MTP
- If a student is following undertaking a vocational qualification, the gradings specific to that qualification will be awarded.
- Assessments should be planned to support knowledge retrieval over time
- Summative Assessment feedback must be personal to each student and in line with the feedback policy
- Assessments should ensure that students are provided with regular summative feedback that enable pupils to track their progress.
- These judgements must be used to support judgements entered into SIMs marksheets for each TP following the guidance within the Academy's **ASSESSMENT AND RECORDING PACK** for each Tracking Point
- Individual subjects will collect and track interim summative assessment data and standardise assessments completed
- Summative judgements about learner attainment to be entered to SIMS 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

### **Key Stage 3**

- 'Tracking Point' data collections will take place three times a year – these will be towards the end of half terms 2, 4 and 6. These will be reported to parents.
- At Key Stage 3, staff will be asked to input data, which reviews progress towards an end of Key Stage 4 target – generated using target setting software FFT (purchased new for 20 -21)
- Staff will be asked to input a 'Progress Grade' and 'Attitude to Learning' Grade. (Appendix 2)
- Throughout the year, staff will undertake three different types of assessment with their pupils. These are:
  - Low stakes assessment: in the form of quizzes, starters, mini tests – aimed at promoting recall and retention of key threshold concepts.
  - Two instances of formative feedback given, a half term. Following this, students will be expected to 'respond' to the feedback given and demonstrate their progress developing their ability to meet EBI's set by staff.
  - Higher Stakes Assessment: there is an expectation that this will take place, at least, twice a year and will review prior learning, test recall and retention and show development of skills.
- We will look to utilise a suite of external 'tests', to allow us to 'drill' down into areas of need, specifically literacy, and ensure we match the correct intervention to the child.

#### **Key Stage 4:**

- At Key Stage 4, staff will be asked to enter a 'Working at Grade', 'Progress Grade' (Appendix 2) and 'Attitude to Learning Grade' (Appendix 3).

#### **The definition of a 'Working At' Grade' is:**

To be awarded based on performance in lessons, homework, formative assessments undertaken in class, end of unit/topic assessments, end of year examinations and in combination with practical/coursework style assessment where applicable.

#### **Roles and Responsibilities**

##### **The Role of SLT**

- Monitor the progress of the school towards targets set.
- 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 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 Key Stage Directors**

- To work with the SLT in ensuring that barriers to learning are identified and 'removed' or 'mitigated' against, helping all students to work towards making expected progress.

##### **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 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 on the T Drive.

- SLT will monitor the application of the 'Assessment, Recording and Reporting Policy' through learning walks, formal observations and work scrutiny.
- Link Governors will visit targeted curriculum areas through the year and feedback to the full board.

## APPENDIX 1

### Non-Negotiables in marking and feedback



#### 1. Standards for Presentation

- Students must be encouraged to use the 'PRESENT' standards and challenged if they do not.
- Assessment stickers showing target grades and completed to the latest Tracking Point must be clearly visible on exercise books.

#### 2. Feedback and Response

- Feedback should be regular enough to support student progression and promote learning. We suggest that books should be marked by teachers twice a half term.
- Feedback should ensure that students are given clear formative feedback which supports their learning.
- Assessments should ensure that students are provided with regular summative feedback that enable pupils to track their progress.
- Students must address any misconceptions that have arisen and check through their work and improve it based on the feedback given.
- Students must be required to act fully on all of their feedback and given time to do so.

#### Example whole class feedback sheet



Whole Class Feedback Sheet

Class:	Date:	Work:
<b>WWW</b>		<b>Misconceptions</b>
<b>EBI</b>		
<b>SPAG</b>		<b>Next Steps</b>
<b>PRESENT (Self assessed by pupil)</b>		
<ul style="list-style-type: none"> <li>• The date should always be recorded</li> <li>• All headings should be underlined</li> <li>• Try to keep your handwriting neat and clear</li> <li>• Black or blue pen should be used to write with</li> <li>• Diagrams, maps and graphs should be drawn in pencil</li> <li>• "Classwork" and "Homework" should always be clearly identified</li> <li>• Stick in any sheets neatly</li> </ul>		

#### 3. Priority Marking

- Pupil Premium students, SEND students and students who are making the least amount of progress must be marked first and, if necessary, in more detail. The books of these pupils will be clearly identified using a common marker across the school.
- Responses to feedback by PP students and under-performing students must be monitored particularly closely.

#### **4. Marking for Literacy IS THIS REMAINING LIKE THIS / DOES THIS WORK?**

- Literacy feedback must use the standardised `Literacy Marking Symbols`.

**C – Capital letters**

**P – Punctuation**

**S – Spelling**

-Any corrections or annotations must be actioned in students exercise books.

-Maximum FIVE spellings – staff must prioritise high frequency words, key word spellings.

-Pupils will be expected to copy and correct three times

APPENDIX 2



Assessment and Recording Pack  
2020 - 2022

## TARGET SETTING

All students allocated a flight path dependant on KS2 ability. For Year 7 (2020), we will use CAT4 tests to help assign a KS4 target.

### TARGETS

All students will receive specific curriculum subject targets using FFT 20 targets.

Where GCSE/vocational subjects cannot be supported by FFT pupils will follow a specified flightpath.

#### Students Exceeding Targets

Students who are/have exceeded targets will be assigned an 'Aspirational Target' by their class teacher

### Tracking Point Data

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

#### At Key Stage 3:

When reporting, in SIMS, you will enter, the 'Progress Grade', which is an indicator of the progress students are making to achieve their targets. These are as below:

3	'Exceeding' Expected Progress
2	'Meeting' Expected Progress
1	'Below' Expected Progress

This will be based on your professional judgement of the standards needed to reach the Target assigned for the end of Key Stage 4.

You will also need to enter an 'Attitude to Learning Grade' (Descriptors can be found in appendix 3).

#### At Key Stage 4:

Staff will be asked to enter a 'Working At Grade'; 'Progress Grade' (as above) and 'Attitude to Learning Grade' (Appendix 3).

The definition of a 'Working At' Grade' is:

To be awarded based on performance in lessons, homework, formative assessments undertaken in class, end of unit/topic assessments, end of year examinations and in combination with practical/coursework style assessment where applicable.

### Tracking points have been set for 2020 – 2021 as below:

Years 7 – 10	
<u>Date by...</u>	<u>Activity</u>
26 <sup>th</sup> November 2020	Tracking Point 1 Data Collected
18 <sup>th</sup> March 2021	Tracking Point 2 Data Collected
1 <sup>st</sup> July 2021	Tracking Point 3 Data Collected
Year 11	
<u>Date by...</u>	<u>Activity</u>
3 <sup>rd</sup> December 2020	Tracking Point 1 Data Collected (Mock Data)
18 <sup>th</sup> March 2020	Tracking Point 2 Data Collected
6 <sup>th</sup> May 2020	Data shot for Y11

**APPENDIX 3:**

**Attitude to Learning Grades**  
**Years 7 – 11**

1	<b>Maximum Effort / Outstanding</b> - A student who is highly motivated, and who makes an excellent contribution in class. This student respects the work of their classmates and is a highly positive role model to other students, always demonstrating outstanding behaviour. Homework is completed on time and to a high standard.
2	<b>Good</b> - A well-motivated student who works hard in class. This student responds positively to other students and makes a good contribution to lessons, demonstrating mature and responsible behaviour. Homework is always completed on time and to a good standard.
3	<b>Satisfactory</b> - A student who is mostly motivated to work hard. This student generally works well in class, demonstrating satisfactory effort.
4	<b>Cause for Concern</b> - This student's lack of engagement and persistent attempts to disrupt the learning environment are not acceptable and need to be addressed.