



Armfield Academy Blackpool

Assessment, Recording and Reporting

Policy and Procedures

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Aim and Purpose

Reports and Meetings with Parents and Students themselves provide an opportunity to review student progress to date, to discuss strengths and weaknesses, areas for improvement and set targets for the future that work towards or go beyond school targets. They are a key aspect of the School improvement process. This document outlines the procedures for completing assessments, progress updates and how they relate Parents Evenings within the reporting process. The whole ARRA process is designed to enable Students, their Parents and their Teachers to know;

- What the students is aiming for
- Where they are now
- What they need to do to achieve their aim

Assessment Methodology

All- through model

Armfield Academy intends to operate a system which shows whether students are 'on track' to achieve either the end of year or end of phase expectations. The on track assessment system works on the principal of all through assessment from early years to 16. This model is constructed with acknowledgement that whilst terminology and exact methodology may be slightly different across primary and secondary phases, the underlying principles remain the same. The key underlying principal being that Armfield Academy will report whether a student is on track to achieve their age/ability related expectation at the end of each year.

Terminology

This is the terminology which will be reported to parents and students at each data collection.

<u>Primary age terminology and definitions</u>		<u>Secondary age terminology and definitions</u>	
Entering	On track to be working well below <u>age related expectations</u> by the end of the year.	Cause for Concern	On track to be working well below <u>ability related expectations</u> by the end of the year.
Working Towards	On track to be working below <u>age related expectations</u> by the end of the year.	Below	On track to be working below <u>ability related expectations</u> by the end of the year.
Mastering	On track to be working in line with <u>age related expectations</u> by the end of the year.	On Track	On track to be working in line with <u>ability related expectations</u> by the end of the year.
Mastered with Deep Understanding	On track to be working above <u>age related expectations</u> by the end of the year.	Above	On track to be working above <u>ability related expectations</u> by the end of the year.

Age related expectations are appropriate in primary phases as students are assessed at key points as to whether they have met national expectations, ability related expectations are appropriate in secondary as students are graded at final assessments. As the academy has chosen to follow the national curriculum in core subjects in phases 1, 2 and 3, the age related expectations contained in here are used to make assessments.

Primary Methodology

1. Students will be placed into one of 4 ability bands for tracking purposes – High, Middle, Low and Foundation level ability (the scores used to select these groups will be reviewed regularly)

	Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3 and 4
High	Baseline Score >106	Scaled score >106	KS1 Average Scaled Score >110	KS2 Average (Re and Ma) Scaled Score >110
Middle	Baseline Score 95-105	Scaled score 95-105	KS1 Average Scaled Score 95-110	KS2 Average (Re and Ma) Scaled Score 95-110
Low	Baseline Score 90-94	Scaled score 90-94	KS1 Average Scaled Score 85-95	KS2 Average (Re and Ma) Scaled Score 85-95
Foundation	Baseline Score <89	Scaled score <89	KS1 Average Scaled Score <85	KS2 Average (Re and Ma) Scaled Score <85

Between Key Stages 1 and 2 students can move up an ability band but not down an ability band. They could move down an ability band at Key Stage 3 in order to facilitate appropriate end of Year 11 targets, this would be considered a relatively rare occurrence.

2. At Early Years, Key Stage 1 and Key Stage 2 during each assessment cycle, staff will make an informed judgement (with evidence to support this) as to whether a student is on track towards entering, working towards, mastering or mastering with deep understanding, the age related expectations in Reading, Writing, SPAG and Mathematics.
3. Moderation will take place to ensure that there is consistency within FCAT around the requirements for each statement at each point in the year. This will be for each subject and cover all year groups.
4. A progress calculation will be completed using the flight path in Appendix A as a guide. This will indicate whether a student is on track, above, below or cause for concern in terms of the progress they are expected to make.
5. This will be reported to parents at each data collection point, alongside behaviour for learning grade for each student. An example of the report is included in an appendix D.

Secondary Methodology

This methodology will be applied from Year 7 to midway through Year 10, at which point students will be provided with a grade and target for each subject to assist in the completion of college applications. Reports home will still use an on track indicator in addition to grades.

1. Students will be placed into one of 4 ability bands for tracking purposes – High, Middle, Low and Foundation level ability – these are for internal use only and are not to be shared with students/parents. The scores used to select these groups will be reviewed regularly.

	Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3 and 4
High	Baseline Score >106	Scaled score >106	KS1 Average Scaled Score >110	KS2 Average (Re and Ma) Scaled Score >110
Middle	Baseline Score 95-105	Scaled score 95-105	KS1 Average Scaled Score 95-110	KS2 Average (Re and Ma) Scaled Score 95-110
Low	Baseline Score 90-94	Scaled score 90-94	KS1 Average Scaled Score 85-95	KS2 Average (Re and Ma) Scaled Score 85-95
Foundation	Baseline Score <89	Scaled score <89	KS1 Average Scaled Score <85	KS2 Average (Re and Ma) Scaled Score <85

Skills based subjects

In subjects which are predominantly skills based or where previous data doesn't show a clear mapping to average KS2 prior attainment (in the first instance PE, Art and Performing Arts) before data collection 1 in Year 7, middle leaders will be given the opportunity to move the banding of students in these subjects either up or down by a maximum of 1 band through agreement with line managers.

At data collection 1 in Year 9, a review of all students whose bands have been adjusted in Year 7 will take place to ensure that aspirations remain high for the end of Year 11.

Movement between bands

Where a student is demonstrating that they are consistently above or consistently cause for concern in a subject, the student may move bands within this subject area to a more appropriate band. This will be regularly reviewed and all band moves must be agreed with SLT line managers.

At Key Stage 3/4 for each assessment cycle, staff will indicate whether students are on track to achieve the milestones for their ability band at each assessment cycle. A variety of examples of these are included in Appendix B. Each curriculum area defines their own.

1. criteria to determine whether students are classified as one of the four possible categories. Curriculum area expectations can be, and often are, different for each prior attainment ability band. This means that it is possible for two students to be producing work of different depth and quality or achieve different scores on an assessment and both still be on track to achieve their targets. The core principal is whether, in the teachers professional judgement, that students is on track to achieve the target grade range at GCSE level.
2. Moderation will take place to ensure that there is consistency within FCAT around the requirements for each statement and ability band at two points in the year. This will be for each subject and cover all year groups. This will be a holistic process and not around one particular piece of work.

3. For the purpose of forecasting attainment data (if required) the following table will be used to establish the appropriate ranges of each ability band. A flight path to assist with this mapping is included in Appendix C.

Attainment Band	New GCSE Grade Potential	'Old' GCSE Grade Potential
High	7-9	B-A*
Middle	5-6	C-B
Low	3-4	E-C
Foundation	1-2	G-E

E.g. A Y9 Middle Ability Student is reported as 'On Track', for the purpose of attainment calculations, this would indicate a forecasted grade of 5. This model is appropriate for larger cohorts rather than individual students.

4. This will be reported to parents at each data collection point, alongside a behaviour for learning grade for each subject and the potential grade range in each subject (for the end of Year 11).

Frequency of assessment reporting to Students and Parents

All students and parents at the Academy will receive a progress update after each data collection; one of these will include written comments for each subject. Additional progress data will be recorded by teachers in SIMS, this will help them to make a judgement call over each on track decision. Updates will be posted home to parents, with opportunities for them to give feedback, within 2 weeks of the close of each data collection.

Students will spend 20 minutes of each subject, form time and the PSHE lesson a fortnight after data collection closing to update progress plans in student planners.

In addition parents will be invited to attend one Progress Evening with subject/class teachers each year.

Examinations

Students in Y1 will sit phonics screening checks, students in Y2 will sit KS1 tests and students in Y6 will sit KS2 tests (practice and final tests). In addition internal tests will take place in other primary age year groups, these will include Cognitive Ability Tests (CATs).

Students in Y7-10 will have examination periods defined where they will sit assessments within class. Students in Y11 will have two sets of pre public examinations per year, in addition to final public examinations.

Cognitive Ability Tests (CATs) will be used to establish a student's cognitive ability to assist with differentiation; these will be taken in years 3, 4, 5, 6, 7 and 9.

Proof of Progress Tests will be used in Y7 and 8 to gauge a measure of the progress students are making in key stage 3, these will be assessed against national measures.

All students will complete reading age tests at least annually to provide an up to date reading age for staff.

Parents Evenings

These will be sometimes referred to as progress evenings. There will be at least one opportunity in each academic year for students to discuss Progress with teaching staff and parents. Students will use the most recent progress plan in their planners to prepare for this evening. In primary phases students will not always attend the evenings, in secondary phases it is expected that students will attend.

Protocol for written reports

The following guidance protocols exist to assist staff with the production of WPU's

- Full first names should be used except where a student has a preferred name in SIMS and parents have indicated that this is the name they wish the student to be called.
- In the first instance, Subject Teachers writing reports are responsible for the full writing process and product. This includes not only writing comments but also proof reading and checking what they have written.
- Written Reports then go to Progress Tutors for their comments. It is essential for Progress Tutors to read all the reports of their Tutor Group to ensure familiarity with the progress Students are making.
- Whole School quality control measures must ensure that a high quality professional document, free from errors, is the final product. In order to ensure this happens, a member of the school wider leadership team will proof read the reports.
- Staff should not use abbreviations when completing written progress updates.

Grades used in reports

Progress Grades – Secondary

The following grades are used to indicate whether students are on track to achieve their GCSE potential.

Cause for Concern	On track to be working well below <u>ability related expectations</u> by the end of the year.
Below	On track to be working below <u>ability related expectations</u> by the end of the year.
On Track	On track to be working in line with <u>ability related expectations</u> by the end of the year.
Above	On track to be working above <u>ability related expectations</u> by the end of the year.

Behaviour for Learning Grades

The following descriptors are used to award behaviour grades in each subject.

Cause for Concern	<ul style="list-style-type: none"> • Shows little interest in improving his/her understanding of the subject • Reacts negatively to high challenge and expectation • Often displays disruptive behaviour which impacts on learning • Is often without appropriate equipment/kit/books • Independent learning is a cause for concern. Work may be of a poor standard or rarely completed
Requires Improvement	<ul style="list-style-type: none"> • Participates in most/all parts of the lesson • Shows some interest in improving his/her learning but can be put off by challenging work • Generally stays within his/her own comfort zone • Is sometimes without appropriate equipment/kit/books

	<ul style="list-style-type: none"> Some independent learning tasks are not completed and those that have appear to be rushed or could have been done better.
Good	<ul style="list-style-type: none"> Is motivated to learn and make the most of every opportunity Asks questions to extend his/her own learning Learns from his/her mistakes and is beginning to show resilience Often shows the ability to work independently Manages his/her time and tasks effectively Shows a high level of commitment A small number of homework tasks are not completed on time
Outstanding	<ul style="list-style-type: none"> Displays enthusiasm and excitement for learning Explores issues, events or problems from different perspectives Controls and owns his/her own learning and demonstrates resilience Enjoys being creative and can develop alternative approaches Is prepared to take appropriate risks with his/her learning Displays an exceptional level of effort and commitment Independent learning tasks are consistently completed and of a high standard.

Completion of reports

Workload

Staff are provided with the dates for the completion of written reports at the start of the academic year. Therefore staff can plan when they write reports. It is suggested that staff spread them out evenly over a period of time. Teachers are expected to record assessment in SIMS as part of their normal professional duties. These grades are automatically transferred to written reports.

Guidance

Guidance for completion of written reports is included in appendix E.

Proof Reading

The Vice Principal (Progress) and Vice Principal (Primary) will at the start of each assessment cycle review the arrangements for the proof reading of written progress updates and is responsible for ensuring that all progress updates are error free and contain clear, concise and quality progress information. The Vice Principal will at the start of each year issue details to staff involved in proof reading showing what they should expect to receive and necessary deadlines for completion. The current cycle is outlined below: -

1. Staff complete written reports and are expected to proof read their own work. These can be printed for staff upon request to the data office.
2. WLT and appointed associate staff will each proof read a number of reports.
3. The Senior Vice Principal (Curriculum) will moderate a sample of proof read reports to check for consistency.
4. Corrections will be given back to the data office who are responsible for making sure changes are made.
5. Corrections will be given back to staff so they can see the errors which have been corrected. Heads of Faculty will also be given an overview of the errors within their faculty.
6. At the end of each reporting period the Senior Vice Principal (Curriculum) will collate feedback from each member of WLT as to the quality of the reports and the common errors. This information will be shared with staff to prevent future issues arising.
2. All Progress updates and reports will be posted home to parents/carers.

Appendix A – Early Years – Key Stage 2 Expected Progress Flight PathsHigh Ability Flight Path

MD	MD	MD	MD	MD	MD	MD	O	Expected
M	M	M	M	M	M	M	B	Below
W	W	W	W	W	W	W	C	Below
E	E	E	E	E	E	E	C	Below
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	OTI	PI

Middle Ability Flight Path

MD	MD	MD	MD	MD	MD	MD	A	Better
M	M	M	M	M	M	M	O	Expected
W	W	W	W	W	W	W	B	Below
E	E	E	E	E	E	E	C	Below
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	OTI	PI

Low Ability Flight Path

MD	MD	MD	MD	MD	MD	MD	A	Better
M	M	M	M	M	M	M	A	Better
W	W	W	W	W	W	W	O	Expected
E	E	E	E	E	E	E	B	Below
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	OTI	PI

Foundation Flight Path

MD	MD	MD	MD	MD	MD	MD	A	Better
M	M	M	M	M	M	M	A	Better
W	W	W	W	W	W	W	A	Better
E	E	E	E	E	E	E	O	Expected
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	OTI	PI

OTI = On Track Indicator

PI = Progress Indicator

Appendix B – Key Stage 3 – 4 Flight Paths

	Foundation	Low Ability	Middle Ability	High Ability
Above	4	5	7	9
On Track	2	3	5	7
Below	1	2	4	5
Cause for Concern	0	1	2	4

This indicates the grade students would achieve at the end of Year 11 for each ability band and for each on track indicator.

Appendix C – Guidance for written reports

- The only subjects to have capital letters are English and French as these are languages. All other subjects should have a lower case letter.
- Topics also should not have a capital letter (nor should exam components or the words 'target grade' within the body of the report) unless you are using them as titles. When used as a title they should have inverted commas like the title of a book.
- Please check acronyms – E.g. 'GSCes'
- The child's name should be used more than once in the report.
- Never start a paragraph with a pronoun - he, she, it, they etc.
- Check the child's name is correct throughout the report.
- If copying and pasting (which should be avoided) check gender.
- Do not include a description of the course content unless you are commenting on the child's ability in it.
- Names of texts should be in inverted commas or italics.
- Do not write about yourself in the third person - i.e. as 'the teacher'.
- 'Practice' is a noun and 'practise' is a verb. Think of them like advice and advise.
- Apostrophes - the team's captain (one captain, one team)
 - the teams' captain (one captain, two or more teams)
 - the teams' captains (two or more captains, two or more teams)
- Plurals do not have apostrophes.
- Check 'quite' and 'quiet'
- The report is to the parent not the child so avoid 'Well done!' type comments.
- Use Ariel 11 font.
- Include a target at the end. This should be SMART. 'Keep it up' is not a target.
- Be aware of the literacy skills of the parent, particularly with EAL children. Similarly don't overuse technical or subject specific terminology which the parent may not understand.
- Don't refer to students as a 'lovely young lady' or 'nice lad'.
- The tutor report should reflect on the whole report, not just how they have been in form,
- Avoid comma splicing - you cannot join sentences with comma even if the ideas are linked..
 - E.g. Tom has made a great effort this year, he has made good progress. (Wrong)
 - Tom has made a great effort this year and has made good progress. (Correct)
 - Tom has made a great effort this year; he has made good progress. (Correct)