ARRA: Assessment, Recording and Reporting Arrangement Policy

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Date of next review	July 2024
Person responsible for Policy / review	Samantha Sherwood
Checked by	Headteacher- Mark Kilmurray

ARMFIELD ACADEMY

Assessment, Recording and Reporting Arrangement Policy

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment

- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels

- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

Assessment is a term which encompasses a wide range of examples, formal and informal, summative and formative. Summative assessment (external and internal exams) has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement.

Research evidence suggests that formative assessment has a greater impact on motivation and attainment.

Assessment should be seen as an important and positive part of learning. It should involve student and teacher in a process that identifies strengths and weaknesses and enables gaps in key skills and knowledge to be identified and filled before moving onto the next stage of learning. The assessment policy should be implemented in conjunction with the whole school curriculum and feedback policies.

Assessment should be designed to allow equality of opportunity for all students to achieve at an appropriate level and reach their full potential. Training opportunities will be provided to staff to ensure outcomes of assessment should be carefully recorded in a way that allows easy access to up to date records by interested parties.

4. Assessment approaches

At Armfield Academy we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Primary: Formative assessment is used in lessons to identify misconceptions and gaps in the necessary skills and knowledge. Questioning, quizzes, whiteboards are just a few examples of best practice used to provide evidence of understanding through the use of formative assessment.

Secondary: We use retrieval practice in lessons to assess gaps in skills and knowledge. This informs planning and curriculum delivery. Formative assessment is crucial in lessons to ensure the learning journey is successful. Do Now tasks in the secondary phases are included in every lesson.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Through schemes of work, curriculum areas will indicate the frequency and methods by which work is assessed. Each subject holds summer assessments as a calendared summative assessment and they may hold other low stakes 'summative' assessments throughout the scheme of work. All lessons

from years 7-11 begin with a retrieval 'Do Now' task that can assess a pupil's ability to recall information from a previous lesson content.

Standardisation and moderation of work within the curriculum area must take place on a regular basis and department meetings are used for this purpose.

Curriculum leaders carry out regular monitoring and maintain records of sampling of marking and assessment by staff to ensure that it is taking place in accordance with curriculum and whole school policy. It is also necessary to ensure that newly appointed or long-term supply staff are familiar with these standards and procedures.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

5. Collecting and using data

Progress data will be recorded by teachers via marksheets in SIMS, phases/departments have their own way of collecting and recording data specific to their curriculum delivery and progress of pupils. This information along with ongoing formative assessment and summative assessment contributes to the judgement made during a 'Data Capture' window.

Reception children are assessed against the Early Learning Goals. It is expected that most children leave the Reception year with a Good Level of Development in Communication and Language, Physical Development, Personal and Social Development, English and maths. 1- Not meeting expected attainment level, 2 - Meeting expected attainment level.

Statutory Assessments in Reception
Reception Baseline Assessment

Key Stage 1 children are taught to and assessed against age related expectations that are set out for each subject. The expectations for each subject are related to typical developmental progress expected for the chronological age of children within each year group. The numbers 1-9 are used to identify the level of knowledge, understanding and skills that children demonstrate within the age bands.

Statutory Assessments in Key Stage 1

National phonics screening test Yr1
National phonics screening test Yr2 re-take
SATs Yr2
Teacher assessments using the teacher assessment framework Yr2

Key Stage 2 children are taught to and assessed against age related expectations that are set out for each subject. The expectations for each subject are related to typical developmental progress expected for the chronological age of children within each year group. The numbers 1-9 are used to identify the level of knowledge, understanding and skills that children demonstrate within the age bands.

Statutory Assessments in Key Stage 2
Multiplications tables check in Yr4
SATs Yr6

Key Stage 3 pupils are taught and assessed against the key skills and knowledge needed within each subject area. The expectations for each subject are related to the National Curriculum and are essential for building on the understanding and learning of each subject to be able to move on. There are four descriptors; Emerging; Developing; Secure and Secure with Deeper Understanding.

Key Stage 4 students are taught and assessed against the examination board specification for each subject. Formative assessment throughout curriculum delivery and summative assessment during mock examinations provide the teacher with data to make a judgement. DC1 for year 10 still uses the same system as KS3. For summer of year 10 and throughout year 11 judgements are made as to whether students will achieve their Potential Range (Predicted grade derived from KS2 SAT results, or CAT4 scores in the absence of KS2 SAT results). These judgements are; Above, On Track; Below; Cause for Concern.

Primary Judgements: Reception	
2	Meeting expected attainment level.
1	Not meeting expected attainment level.

Primary Judgements: Key Stage 1	
7-9	Working above age related expectations.
4-6	Working at age related expectations.
1-3	Working towards age related expectations.

Primary Judgements: Key Stage 2	
7-9	Working above age related expectations.
4-6	Working at age related expectations.
1-3	Working towards age related expectations.

Secondary Judgements: Key Stage 3	
Secure with Deeper Understanding	Is secure in the use of knowledge and skills and can also refer to additional information that links to the topic.
Secure	Can confidently use the knowledge and skills covered for this stage of the curriculum.
Developing	Is building their knowledge and skills for this stage of the curriculum, there are still some gaps in learning.
Emerging	Beginning to understand some knowledge and skills required for this stage of the curriculum, there are considerable gaps in learning.

Secondary Judgements: Key Stage 4	

Above	Is currently working above their potential range grade
On Track	Is currently working within their potential range grade
Below	Is currently working below their potential range grade
Cause for Concern	Is currently working well below their potential range grade

6. Reporting to 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 or class. Reports will be emailed directly to parents in secondary and sent as printed reports for primary, with opportunities for our families to give feedback. In addition, parents will be invited to attend at least one progress evening with subject/class teachers each year.

Each primary report includes the information specified by the Standards & Testing Agency.

Year 10 and 11 students will also have a mock results afternoon built into the ARRA calendar to receive their results from examinations taken in November (Year 11) and in May (Year 10).

Year 11 examination results will be available on the National Results Day.

See appendix for examples of written reports sent to families.

Where records and reports are released to students and parents, it is necessary to retain copies in school for future reference. Methods for the transfer of data to staff taking over classes in subsequent academic years and from/to other schools when students arrive/leave, must also be organised. This includes the entry data from primary schools.

The guidelines contained in this policy document will be subject to changes as and when the statutory requirements of the National Curriculum are amended.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

A number of training sessions will be held across all phases of the Academy to ensure teachers and support staff are aware of our assessment procedures. The training each academic year is front loaded to ensure staff are informed within the first term. This involves a combination of secondary and primary specific training as well as whole school training.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed annually by the Assistant Headteacher for Assessment, Data & Progress. At every review, the policy will be shared with the governing board. The annual ARRA calendar is shared each year- a sample of this can be seen in the appendix to see approximate dates of assessment opportunities.

All teaching staff are expected to read and follow this policy. The Assistant Headteacher for Assessment, Data & Progress is responsible for ensuring that the policy is followed.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through lesson observations, work scrutiny, accountability meetings and other quality assurance procedures.

11. Links with other policies

This assessment policy is linked to:

● Curriculum policy

● Early Years Foundation Stage policy and procedures

● Non-examination assessment policy

● Examination contingency plan

12. Appendix

1. ARRA Calendar
2. Example Reports
   a. Nursery
   b. Reception
   c. Key Stage 1
   d. Key Stage 2
   e. Key Stage 3
   f. Key Stage 4

ARRA Calendar 2023-2024

Autumn Term

	28/8/2023	4/9/2023	11/9/2023	18/9/2023	25/9/2023	2/10/2023	9/10/2023	16/10/2023	23/10/2023	30/10/2023	6/11/2023	13/11/2023	20/11/2023	27/11/2023	4/12/2023	11/12/2023	12/12/2023	18/12/2023
Primary		Reception Baseline Assessments									Pupil Update Meetings (Wednesday)		DC1	DC1				
Year 7		CAT4 Assessment (Thursday/Friday)					Introduction Evening (Tutors, Thursday)	GLs (PTE, PTM, PTS, NGRT)	HALF TERM									
Year 8									HALF TERM									
Year 9									HALF TERM									
Year 10									HALF TERM			Functional Skills Assessment Window						
Year 11		Initial exam entries for GSCE							HALF TERM		Parents Evening (Thursday)	Functional Skills Assessment Window			Y11 Mock Examinations			
Whole School						Autumn Census Day (Thursday)			HALF TERM	Autumn Census Return								

Spring Term

	8/1/2024	15/1/2024	22/1/2024	29/1/2024	5/2/2024	12/2/2024	19/2/2024	26/2/2024	4/3/2024	11/3/2024	18/3/2024	25/3/2024
Primary								Parents Evening (Wednesday)	DC2	DC2	Parents Evening (Tue & Thur)	
Year 7		DC1										
Year 8		DC1									Parents Evening (Wednesday)	
Year 9		DC1	Parents Evening (Thursday)						Options Evening			
Year 10	DC1				Parents Evening (Thursday)	HALF TERM		Functional Skills Assessment Window		Speaking French Mock		
Year 11	DC1	Hospitality & Catering Assessments	Speaking French Mock		Functional Skills Entry Deadline	HALF TERM		Mock Results Afternoon. Progress Evening (Thursday)	Functional Skills Assessment Window		DC2 (incl Predicted Grades)	Functional Skills Entry Deadline
	DC1 & Comments				Functional Skills Entry Deadline							
Whole School		FCAT DC1 Secondary Submission (Friday) Spring Census Day (Thursday)				Spring Census Return Date (Wednesday)					FCAT DC2 Primary Submission (Monday)	

	15/4/2024	22/4/2024	29/4/2024	6/5/2024	13/5/2024	20/5/2024	27/5/2024	3/6/2024	10/6/2024	17/6/2024	24/6/2024	1/7/2024	8/7/2024	15/7/2024	22/7/2024
	Summer Term														
Primary					KS1 SATs		HALF TERM	Multiplication Tables Check Y4							
									DC3 & Written Comments						
									KS1 Phonics Screening						
Year 7			Parents Evening (Thursday)			DC2 & Comments		DC2 & Comments					Internal Summer Assessments GLs (NGRT & PASS)		
Year 8						DC2 & Comments		DC2 & Comments					Internal Summer Assessments GLs (NGRT & PASS)		
Year 9						DC2 & Comments		DC2 & Comments					Internal Summer Assessments GLs (NGRT & PASS)		
Year 10						DC2 & Comments		DC2 & Comments					GLs PASS		
								Mock Examinations							
Year 11	GCSE Art Final Examination (Days TBC)		Speaking French Exams			External GCSE Examinations		External GCSE Examinations							
			Functional Skills Assessment Window												
Whole School					Summer Census Day (Thursday)				Summer Census Return Date (Wednesday)			FCAT DC3 Primary Submission (Monday)	FCAT DC2 Secondary Submission (Monday)		

Sample of Pupil Reports

	Subject	Attainment		Subject	Attainment
01	Listening, Attention and Understanding	3	10	Writing	3
02	Speaking	4	11	Number	4
03	Self-Regulation	4	12	Numerical Patterns	4
04	Managing Self	4	13	Past and Present	4
05	Building Relationships	5	14	People, Culture and Communities	4
06	Gross Motor Skills	5	15	The Natural World	4
07	Fine Motor Skills	4	16	Creating with Materials	4
08	Comprehension	3	17	Being Imaginative and Expressive	4
09	Word Reading	3			

Attainment	Description
9	Secure Rec
8	Working in Rec
7	Emerging Rec
6	Secure 3-4
5	Working in 3-4
4	Emerging 3-4
3	Secure 0-3
2	Working 0-3
1	Emerging 0-3

Armfield Academy

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Nursery Data Collection 1

Academic Year 2022 – 2023

Mrs Vos

13

Student Progress Report

001181

	Subject	Attainment		Subject	Attainment
01	Listening, Attention and Understanding	7	10	Writing	7
02	Speaking	7	11	Number	7
03	Self-Regulation	7	12	Number Patterns	7
04	Managing Self	7	13	Past and Present	6
05	Building Relationships	7	14	People, Culture and Communities	6
06	Gross Motor Skills	7	15	The Natural World	6
07	Fine Motor Skills	7	16	Creating with Materials	7
08	Comprehension	7	17	Being Imaginative and Expressive	7
09	Word Reading	7			

Attainment	Description
9	Secure Rec
8	Working in Rec
7	Emerging Rec
6	Secure 3-4
5	Working in 3-4
4	Emerging 3-4
3	Secure 0-3
2	Working in 0-3
1	Emerging 0-3

Student Progress Report

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Early Years Data Collection 1

Academic Year 2022 – 2023

Miss Rogerson

Attendance Details

attendance is recorded in ½ days

Total Possible Attendance to Date:	124
Authorised Absences:	1
Unauthorised Absences:	0
Percentage Actual Attendance:	99.2

Attendance:

At Armfield Academy we aim to achieve 100% attendance. Taking illness into consideration, students should still achieve 98% and above. Evidence suggests that students with lower attendance are less likely to achieve their expected progress.

Subject	Effort	Attainment
Art	3	5
Computing	2	5
Design Technology	2	5
Geography	2	5
History	2	5
Mathematics	3	6
Music	3	5
PE	3	5
PSHE	2	5
RE	2	5
Reading	3	6
Science	3	5
Writing	3	5

Attainment	Description	Effort	Description
7-9	Working above age related expectations.	3	Above Expected
4-6	Working at age related expectation	2	Expected
1-3	Working towards age related expectations.	1	Below Expected

Student Progress Report

Armfield Academy

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Year 1 Data Collection 1

Academic Year 2022 – 2023

Miss Bradley

Attendance Details

attendance is recorded in ½ days

Total Possible Attendance to Date:	134
Authorised Absences:	6
Unauthorised Absences:	0
Percentage Actual Attendance:	95.5

Attendance:

At Armfield Academy we aim to achieve 100% attendance. Taking illness into consideration, students should still achieve 98% and above. Evidence suggests that students with lower attendance are less likely to achieve their expected progress.

Subject	Teacher Judgement Cycle 1	Effort Grade	Teacher
English	Developing	4	Miss Brady
Mathematics	Secure with deeper understanding	4	Miss Panepinto
Science	Secure	4	Mrs Cook
Design Technology	Developing	4	Miss Gurney
French	Developing	5	Miss Thompson
Geography	Secure	3	Mr Crewdson
History	Emerging	3	Mrs Kelly
Physical Education	Secure with deeper understanding	5	Mr Kidd
RE	Developing	3	Mrs Kelly
PSHE		5	Mr Hill

Attendance:
At Armfield we aim to achieve 100% attendance. Taking illness into consideration, students should still achieve 98% and above. Evidence suggests that students with lower attendance are less likely to achieve their expected progress.

Student Progress Report

Armfield Academy
An Academy within the Fylde Coast Academy Trust

Year 7 Data Collection 1
Academic Year 2022 – 2023

7A

Attendance Details
attendance is recorded in ½ days

Total Possible Attendance to Date:	156
Authorised Absences:	4
Unauthorised Absences:	0
Percentage Actual Attendance:	97.4

Conduct Summary

Achievement Points:	219
Behaviour Points:	0

Student Progress Report

Subject	GCSE Potential	On track Indicator Cycle 2	Effort Grade	Year 10 Mock Examination Results	Teacher
English Language	4-5	Below	4	2	
English Literature	4-5	Concern	4	2	*Mrs Cooke*
Mathematics	4-5	On Track	3	3	*Mr Hughes-Forsythe*
Biology	4-5	On Track	3	4	*Mr Walton*
Chemistry	4-5	Concern	3	U	*Miss Sharp*
Physics	4-5	Concern	3	U	*Miss Whitehead*
French	4-5	Below	3	2	*Miss James*
Geography	4-5	Below	3	3	*Mr Crewdson*
Sports Studies	4-5	On Track	3		*Mr Kidd*
PSHE			3		*Miss Blackburn*

Attendance:
At Armfield we aim to achieve 100% attendance. Taking illness into consideration, students should still achieve 98% and above. Evidence suggests that students with lower attendance are less likely to achieve their expected progress.

Armfield Academy

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Year 10 Data Collection 2
Academic Year 2022 – 2023

10L

Student Progress Report

Attendance Details
attendance is recorded in ½ days

Total Possible Attendance to Date:	342
Authorised Absences:	14
Unauthorised Absences:	7
Percentage Actual Attendance:	93.9

Conduct Summary

Achievement Points:	295
Behaviour Points:	49