



## **Garstang Community Academy: Data Input & Reporting Policy**

### **Rationale**

It is essential that student progress is regularly assessed and tracked over time to ensure that underachievement is quickly identified and swiftly acted upon. Therefore, the data that is inputted for analysis and reporting must be based on robust assessments which allow accurate 'progress' judgements to be made. 'Progress' will be reported to parents/carers and students each term.

This policy will ensure:

- Data is based on robust summative assessments
- There is a consistent approach across each subject area when deriving 'progress' grades/indicators
- Data is quality assured prior to reporting by subject leaders and the Assistant Headteacher responsible for data
- Data is regularly scrutinised by teachers, subject leaders and STL to ensure that underachieving students are quickly identified and intervention is planned.

### **Inputting data**

Class marksheets will be open for most of the full term. Only data from summative assessments can be used to derive live grades and progress. Live grades are the most recent summative assessment grade; these are used in conjunction with target grades/ranges at KS4 and academic banding at KS3, to judge 'progress'. The Assistant Headteacher (Assessment) will provide termly guidance to subject leaders regarding how to measure progress from live and target/ banding data for each year group. Subject Leaders will adapt this guidance to ensure live data and progress indicators are determined correctly for their subject area and ensure that teachers in their department apply a consistent approach. Subject leaders will review inputted data to identify mistakes and anomalies; these will be discussed with class teachers and where necessary amended. The Assistant Headteacher (Assessment) will quality assure all inputted data and refer any necessary alteration to Subject Leaders prior to reporting to parents/carers.

There is a clear 'whole school' assessment calendar in place to ensure summative assessments are spread out appropriately to manage teacher workload; subject leaders may decide to adapt some KS3 summative assessment dates to further manage work load. Subject leaders must communicate subject area assessment calendars to their team and their SLT line manager. Subject leaders are responsible for ensuring all summative assessments are high quality and appropriate for the key stage. Summative assessments should have a cumulative aspect to 'retest' prior learning. Summative assessments must allow progress to be measured as the data they generated will be used in for data collection in SIMS.

### **Reporting to parents**

Parents will receive a termly progress report based on up-to-date summative assessment data; this will allow parents to have a clear understanding of their child's progress and any areas of concern. In years 7, 8 and 9 the following progress indicators will be applied to report summative grades compared to academic banding: E (expected or better progress) or, S (some progress towards expected progress). ATL (attitude to learning) judgements based on set criteria will be included in the reports (appendix 1). For years 10 and 11, progress will be reported via the following indicators which compare summative grades to target ranges: E (expected progress), S (some progress towards target), or N (little or no progress towards target). The target range will also be communicated in these progress reports. ATL judgements will be included in these reports.

Progress reports will be sent home once per full term. In the summer term, all reports will also contain a written Form Tutor overview comment.

Progress evenings occur once per year for years 7-10 and twice in year 11. These allow parents the opportunity to get detailed feedback from subject teachers.

### **Responsibilities**

#### **• Teachers**

- To maintain records in order to input accurate data for assessment and reporting purposes.
- To apply the 'departmental' approach to deriving 'progress' grades/indicators
- To consistently apply the ATL descriptors to inform ATL grade decisions
- To input data in a timely manner as stipulated out in the department assessment calendar and whole school reporting calendar.
- To identify underachieving students and to put in place classroom-based intervention strategies to support these students.

#### **• Subject Leaders**

- To embed the policy across their subject area.
- To ensure revision topics/materials for summative 'Termly Tests' and 'End of Year Exams' are effectively communicated to parents at least one month prior to the assessment taking place.
- To ensure that all summative assessments are cumulative and synoptic in nature
- To ensure KS3 assessments are fit for purpose (they should not include KS4 assessment materials)
- To plan a timely assessment calendar in line with the whole school DC entry points
- To analyse summative data for specific cohorts of students including: PP, HA, SEND & Boys.
- To ensure intervention strategies are in place to support underachieving students

#### **• SLT**

- To monitor assessment data in the Subject Areas which they line manage
- To report on assessment data as required to SLT and Governors.
- To take appropriate action when procedures are not being followed and / or strategies are not effective to accurately report on data.

#### **• Assistant Headteacher (Assessment)**

- To construct the reporting cycle.
- To facilitate CPD for all staff on assessment and reporting.
- To keep abreast of national developments in reporting and assessment.
- To review the impact of the policy and make amendments when necessary.

- To ensure that summative assessments dates are communicated to parents at the start of the year and reminders are sent termly.
  - To communicate mock exam timetables, revision lists and relevant revision aids to the parents of year 10 and 11 parents one month prior to exams
  - To line manage the Exams Officers to ensure the successful implementation of all the exams and reporting arrangements, processes and operations in school.
- **Headteacher & Deputy Headteacher (Raising Standards)**
    - To hold the Assistant Headteacher for Assessment to account for the implementation and impact of this policy.
- **SENCo**
    - To keep accurate records of additional diagnostic assessments which have taken place for SEND students.
    - To communicate any relevant additional data to teaching staff
    - To identify students who are entitled to examination access arrangements and liaise with the Exams Officers to ensure these arrangements are facilitated.

Updated Summer 2022.

## Appendix 1: ATL Descriptors

### ATTITUDE TO LEARNING GRADES EXPLAINED

#### **Grade A – Attitude to learning meets or exceeds that expected by the school.**

*Your Child is well-motivated and makes positive contributions in lessons when asked, almost always has the correct equipment and engages well and perseveres with any tasks given even when they are very challenging. Class and homework tasks are almost always completed with full effort and are done on time. Behaviour is always exemplary.*

#### **Grade B – A good attitude to learning which usually meets the expected standards of the school.**

*Your Child is well-motivated and makes positive contributions in most lessons when asked, usually has the correct equipment and on most occasions engages well and perseveres with any tasks given. Class and homework tasks on most occasions are completed with a concerted effort and are done on time. Behaviour in class is normally of a good standard.*

#### **Grade C – Some elements of your child's attitude to learning require improvement.**

Although some classwork, homework, equipment organisation and behaviour seen in lessons is of a good standard, on numerous occasions, the classroom teacher feels that your child's performance in school could be improved upon through a combination of: *making more positive contributions in lessons when asked, having the correct equipment for lessons, engaging well with any tasks given, completing class and homework tasks successfully and on time and behaving appropriately for a classroom environment.*

#### **Grade D – Serious concerns have been seen relating to attitude to learning.**

*Your child has demonstrated little, or no motivation to try their best to perform in school. Their attitude to learning and behaviours have adversely affected their ability to learn and they have not responded appropriately to help and advice provided by staff.*