



# ASSESSMENT, RECORDING AND REPORTING POLICY

Policy:	Assessment, Recording and Reporting Policy
Reviewers:	PASAG/Local Governing Body
Approved by:	Local Governing Body
Date:	26th September 2023
Review cycle:	Two Years

VERSION CONTROL		
DATE	AUTHOR	CHANGES
February 2021	Chris Vallance	2.1 Assessment reduced to 3 times a year for students in Key Stage 3. 3.2 Monitoring reduced to half termly for students in Key Stage 3. The Strategic Director of Student Experience presents the Executive Team and Governing Body with overall year group progress reports for Year 11 and 13 for each data entry cycle. 3.4 New content from second sentence. 3.5 Addition of requirement for Learning Managers to attend RAG meetings. 5.1 Updated to reflect change to reporting times and addition of predicted attainment. 5.3 Learning Manager replaced with a member of the year group team. Reference to Marking and Assessment Policy amended to Feedback and Marking Policy. Removal of reference to Deeps.
June 2023	Chris Vallance	Vision added to beginning of policy. 1.1 Updated language to mirror current Ofsted framework (to curriculum intent and implementation). 2.1 Added recent ongoing assessment work from KS3 assessment action plan. This centres around fortnightly quizzes to assess understanding quickly. 3.2 Changed title from 'Student Experience' to 'Curriculum Vocation' (in line with updated titles). 3.3 Updated year groups involved in RAG meetings. Also added context around reasons for sixth form RAG meetings. 3.5 Removed due to changing nature of learning manager role. 3.6 Updated title to 'Curriculum Vocation' and added explanation of link between line manager and Strategic Director of Curriculum Vocation. 5.2 Added recovery lead as a point of contact for parents regarding questions/concerns student progress and/or attainment.

Our vision is to create a distinctively Christian and values driven environment that provides the best start to the 70 or more great years our students should enjoy when they leave our school. Our students should have the opportunity to live life in all its fullness and be good citizens wherever they may be.

## **1 Rationale**

- 1.1 Assessment recording and reporting are critical in raising student achievement and evaluating the quality of curriculum intent and implementation. We use exam/assessment or tests to evaluate the stage a student has reached, as well as formative assessment and work based on class work and homework to identify future targets and diagnostic assessment to identify strengths and weaknesses.
- 1.2 Recording assessments accurately enables a more personalised approach to students' learning by identifying areas requiring further support and intervention. Effective reporting is vital in ensuring that students, parents/carers, tutors, Learning Managers and teachers are well informed of individual progress, expectations and strategies to ensure improved outcomes.
- 1.3 We believe:
  - i. the process should enable all students to receive the support and intervention they need to maximise their personal achievement;
  - ii. the student should take responsibility for improving his or her own outcomes;
  - iii. the process should be structured without being bureaucratic;
  - iv. information should be reported in a clear and effective manner.

## **2 Formal Assessment and Recording**

- 2.1 Key Stage 3 students (Year groups 7 to 9) will carry out a formal assessment at least three times a year for each subject. Key Stage 4/5 students (Year groups 10 to 13) will carry out a common assessment six times a year for each subject. The form of this assessment will vary from subject to subject. Students will be informed beforehand of what is required to achieve each grade. These assessments will be shown clearly within, and will be based upon learning from, schemes of work. Furthermore, ongoing assessment will take place during each half term at Key Stage 3. These will take the form of fortnightly knowledge quizzes. These will rapidly assess student knowledge of the content recently covered, allowing teaching staff to use 'buffer' teaching time to adapt teaching as needed.

## **3 Monitoring and Intervention**

- 3.1 Team Leaders have access to detailed information relating to the students within their curriculum area including attainment, attendance and behaviour.
- 3.2 Team Leaders are accountable for students' achievement within their curriculum area and are responsible for monitoring attainment and progress. This monitoring will be carried out termly at Key Stage 3 and half termly in Key Stages 4 and 5. Regular reports on progress and attainment are made to the member of the Executive Group responsible for the line management of that particular subject. The Strategic Director of Curriculum Vocation presents the Executive Team and Governing Body with overall year group progress reports for Year 11 and 13 for each data entry cycle.
- 3.3 There are regular RAG meetings for Years 11 and 13 to monitor progress and decide on necessary interventions for students together with some updates on the impact of these interventions. These meetings also act to ensure teachers and curriculum leaders are robustly monitoring student achievement and progress. Two RAG meetings take place for Year 11 each half term. This allows for coverage of all subjects delivered. At Key Stage 5, each curriculum area of interest has an individual RAG meeting with a member

of the sixth form team after each data entry cycle. Subjects required for meetings will be decided based on the emerging trends from data.

- 3.4 Teachers complete current attainment reports for all year groups during the regular reporting windows and a predicted grade for students in years 10-13. Key Stage 3 reporting judgements are based on mastery statements that assess how well a student has performed in the assessment designed to judge students understanding of the recently completed scheme of work. Within these regular reporting windows, staff also provide an 'Attitude to Learning Grade (ATL) and note any students for whom there is a homework concern. At Key Stage 4 and 5, staff also note intervention given to students and a judgement on the impact of this. Furthermore, Key Stage 4 and 5 students also benefit from teachers indicating up to three topics/skills that students need to work upon before the next data entry cycle. This helps to streamline and focus student revision.
- 3.5 Team Leaders and their Executive Group line managers meet every two weeks considering progress and other areas, such as teaching and learning, curriculum issues, CPD and any other relevant matters. A record of the meetings in which student attainment/progress is discussed is kept by the line manager and, if necessary, this is then passed to the Strategic Director of Curriculum Vocation.

#### **4 Feedback to Students**

- 4.1 Effective feedback to students should be in line with the Academy's Feedback and Marking Policy.

#### **5 Reporting and the Learning Manager**

- 5.1 Every term (Key Stage 3) / every Half Term (Key Stage 4/5) parents/carers receive an online progress report summarising their child's current/predicted attainment, target data and attitude to learning. Please see section 3 above for other features of the online progress reports.
- 5.2 The student's Learning Manager/Recovery Lead is the first point of contact for parents/carers. The Learning Manager will investigate and address any concerns that a parent/carer or student may have at any time.
- 5.3 Following their investigation, a member of the year group team should discuss the report with the parents/carers, focusing on strengths and areas for development, as well as any concerns the parents/carers may have.
- 5.4 There are also annual (or more frequent) Parents' Evenings for all students when parents/carers have an opportunity to discuss their child's progress with individual class teachers.

#### **6 Monitoring, Evaluation and Review**

- 6.1 The policy will be promoted and published throughout the Academy.
- 6.2 The Governing Body will review it within two years and assess its implementation and effectiveness.

#### **7 Other associated policies:**

Feedback and Marking Policy