



Assessment, Recording and Reporting Policy

Policy Lead	Deputy Headteacher Progress and Culture
Last review date	March 2024
Next review date	March 2026
Approval needed by	Headteacher / Governing Body





Assessment, Reporting and Recording Policy

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 are crucial if students are to make good progress and fulfil their potential. At The Oaks Academy, we aim to ensure that:



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- 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.

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 Process at The Oaks Academy: Quality Marked Formative (QMF)

All students complete a Quality Marked Formative (QMF) during each half term or unit of work. The task and success criteria for QMFs are shared with students and parents/carers on the Knowledge Organisers/Learning Overview. QMFs are assessment tasks that are carefully marked by teachers, where students are given formative feedback that they must respond to. The focus is on moving learning forward. QMFs are not graded or given a numerical mark (maths and science may use numerical); the focus of the WWW/EBI feedback is to enable students to have formative feedback ahead of their summative assessment. 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.



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When undertaking Formative WWW/EBI Teacher Marking, students' work is formatively marked in green pen for:

- a 'What Went Well' (WWW) comment: a formative comment that focuses on the task, subject or self-regulation strategies
- an 'Even Better If' (EBI) **task**: this is a subject specific task that is actionable and furthers learning and/or addresses misconceptions. It should support continuous improvement and encourage a growth mindset. The EBI task can ask students to revisit a task that has been previously completed, or be built in to the next lesson's task.
- Lesson time must be allocated for students to respond to the EBI task, as well as to respond to the literacy feedback given by the teacher: DIRT (Dedicated Improvement and Reflection Time). 'Only then will the feedback loop be closed so that student learning can progress.' (EEF, June 2021).
- CTLs/Teachers will decide when feedback is given, considering the characteristics of the task set, the individual student and the collective understanding of the class.
- Student responses should be in red pen.
- Curriculum Team Leaders/teachers may wish to make use of student friendly success criteria, assessment ladders, codes, stamps/stickers and other resources to reduce workload and scaffold students' understanding of requirements.

KS3 Formative Key Performance Indicators (KPIs)

For years 7-9, Key Performance Indicators (KPIs) will form part of the ongoing formative AFL strategies to aid progression. KPIs are a set of subject specific statements outlining key knowledge and skills students should have mastered during the unit of work taught. These statements are centred around the student, each subject will have 3-5 KPIs to track every half term in the Formative Assessment Marksheet in Sims. Curriculum Team Leaders/teachers will need to:

- Ensure KPIs (3-5 statements) are mapped out for KS3, supporting curriculum plans in place for 2022-23.
- Formative Assessment KPI Marksheets will be created in SIMs by the Data & Exams Manager.
- KPIs should be tracked every half term using Excellent, Good or Some progress. (1A, 1B, 2A, 2B, 3A & 3B) by the class teacher using the Formative Assessment KPI Marksheet in SIMs. CTLs will decide when this should take place during the half term to support their team's ongoing AFL cycle; the expectation is that this will be done by the end of the half term at the latest.
- KPIs will be reported to parents after the autumn, spring and summer terms. (see dates in Appendix 1)

Peer and Self-Assessment

In addition to formative teacher marking, teachers will provide opportunities for peer and self-assessment. Peer and self-assessment tasks are undertaken most effectively when they involve careful training and scaffolding for students, and support teacher feedback practices such as WWW and EBI feedback. All written peer and self- assessment should be verified by teachers.

Literacy Feedback

- All teachers/subjects have a responsibility for the development of students' literacy skills so that students are confident and competent in speaking, listening, reading and writing using Standard English.
- When marking for literacy, 'teachers should distinguish between a 'mistake' – something a student can do and normally does do correctly, but has not on this occasion – and an 'error' which occurs when answering a question about something that a student has not mastered or has misunderstood. ('A Marked Improvement' EEF, April 2016).
- Mistakes should be identified using 'Marking for Literacy' codes.
- Errors should be addressed using 'Marking for Literacy' codes and 'providing students with feedback that leads them towards a correction of the underlying misunderstanding' (EEF April 2016).
- Where mistakes and errors are numerous, teachers should use their professional judgement to identify which mistakes and errors are most appropriate to identify and provide feedback to the student.
- There should be some form of literacy marking or focus on literacy at key intervals: this can be done by teacher/ student / peer. **Every QMF/QMS should have detailed literacy marking.**
- The teacher will determine an appropriate time for students to respond to the literacy feedback given by the teacher, in order to close the 'feedback loop' (EFF, June 2021).

Marking for Literacy codes

Code	
C	Capital Letter
P	Punctuation missing or incorrect punctuation
SP	Spelling
WW	Wrong word
WT	Wrong tense
MW	Missing word
//	New Paragraph

- As part of their subject specific guidance, middle leaders should have a clear strategy for how they support the development of students' literacy skills. This will outline:
 - how students are supported in using, and spelling, Tier 2 and 3 vocabulary;
 - how students are supported in improving common errors in literacy;
 - and how students are supported in developing their skills in school with school literacy priorities.

Light touch/acknowledgement marking

As research indicates that acknowledgment marking is 'unlikely to enhance pupil progress' (EEF April 2016), there is no minimum expectation regarding light touch/acknowledgement marking.

'Regardless of whether a teacher chooses to give grades, offer praise or comment on effort, the feedback they give on learning is more likely to be effective at improving pupil attainment if it includes a focus on the task, subject and/or self-regulation strategies. It is less likely to be effective if



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it focuses on a learner's personal characteristics or provides a general or vague comment.' (EEF June 2021).

Assessment of Learning: Quality Marked Summative (QMS)

- Teachers at The Oaks Academy must provide summative judgements about current learner attainment through Quality Marked Summative (QMS) assessments completed at the end of the unit of work.
- These QMS' will take place at key planned intervals in line with your subject plans every half term.
- If a student is following a vocational qualification, the gradings specific to that qualification will be awarded.
- Assessments should be planned to support knowledge retrieval over time.
- QMS feedback must be personal to each student and in line with the feedback policy; it should include:
 - a 'What Went Well' (WWW) comment: a summative comment that focuses on the task, subject or self-regulation strategies
 - an 'Even Better If' (EBI) **task**: this is a subject specific task that is actionable and furthers learning and/or addresses misconceptions. It should support continuous improvement and encourage a growth mindset. The EBI task can ask students to revisit a task that has been previously completed, or be built in to the next lesson's task.
 - Lesson time must be allocated for students to respond to the EBI task, as well as to respond to the literacy feedback given by the teacher: DIRT (Dedicated Improvement and Reflection Time).
 - A raw mark and GCSE grade should be provided to the learner at KS4.
 - A raw mark only should be provided to the student at KS3. Alongside an indication if the student is making excellent, good or some progress based on their prior data. A KS3 sticker will be used to record their QMS mark and progress.
- These QMS assessments must be used to support judgements entered into SIMs for the All Achieve data for years 7-11. At KS4, every subject will update Summative Marksheets (Raw mark and grade) for terms 1A, 1B, 2A, 2C, 3A & 3B in SIMS.
- Individual subjects will collect and track interim summative assessment data and standardise assessments completed.
- In Upper School, QMS assessments should focus on past GCSE examination questions.
- There will be three 'All Achieve' whole school data collection points (key dates in appendix 1). They should incorporate elements of prior learning, in addition to the new knowledge/skills taught in the topic being assessed.
- All Achieve judgements about learner attainment to be entered in 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.
- CTLs/Teachers **will decide when QMS feedback is given**, considering the characteristics of the task set, the individual student and the collective understanding of the class.



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Key Stage 3 Summary:

- 'All Achieve' data collections will take place three times a year. These will be reported to parents, alongside their formative KPIs for KS3.
- At Key Stage 3, staff will track progress against KPIs and record in the Formative Assessment KPI Marksheet (X6) in SIMS.
- At Key Stage 3, staff will complete a Quality Marked Formative (QMF) piece of work every half term and record in exercise books (academic subjects). Vocational/Practical based subjects, such as Drama, Music, PE etc. may undertake QMFs in a practical manner to suit the requirements of the subject e.g. verbal feedback to improve the skills required for a live performance.
- At key Stage 3, staff will undertake Quality Marked Summative (QMS) assessments every half term (X6); students will receive a raw numerical mark out of the total available marks i.e. 36/50. They should incorporate elements of prior learning, in addition to the new knowledge/skills taught in the topic being assessed. Each department will need to be aware of the potential GCSE grade (9-1) the student would achieve by creating a bespoke marksheet for their KS3 QMS'. These GCSE grades will not be shared with students but will be used internally to provide an indication of their progress.
- The knowledge, understanding and skills needed for each GCSE grade will need to be set so that the grade a pupil is working at during Key Stage 3 broadly reflects the standard we would expect a pupil to be at in order to progress to achieve the same grade at GCSE. For example, if a pupil achieves a grade 5 for a particular subject in Year 8, it puts them on track for achieving broadly a grade 5 in the same subject at GCSE (**see appendix 4**).
- A KS3 sticker will be provided to record their QMS mark and progress based on prior data.
- All Subjects will officially record their summative assessments, including record a raw mark and a GCSE grade in the Summative Assessment Marksheet in Sims for 1A, 1B, 2A, 2B, 3A, 3C.
- **Summative Assessments for all subjects** should be recorded in exercise books/folders (Academic subjects). Practical subjects may use audio-visual recordings to record QMS assessments to show progress.
- Staff will be asked to input an 'Evidence Based Grade' and 'Attitude to Learning' Grade (Appendix 3) for the 'All Achieve' data collections.
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Key Stage 4 Summary:

- At Key Stage 4, staff will be asked to enter an 'Evidence Based Grade' and 'Attitude to Learning Grade' (Appendix 2) for the 'All Achieve' data collections.
- 'All Achieve' data collections will take place three times a year. These will be reported to parents to show progress towards their Target Grade.
- At Key Stage 4, staff will complete Quality Marked Formative (QMF) assessments every half term (X6) and record this feedback in exercise books (academic subjects). Vocational/Practical based subjects may undertake QMFs in a practical manner to suit the requirements of the subject.
- At key Stage 4, staff will undertake Quality Marked Summative (QMS) assessments every half term (X6); staff will record a raw mark and a GCSE grade in the Summative Assessment Marksheet in Sims. They should incorporate elements of prior learning, in addition to the new knowledge/skills taught in the topic being assessed. Summative Assessments should be recorded in exercise books/folders (Academic subjects). Vocational/Practical subjects, may use audio-visual recordings to record QMS assessments when there is a practical focus but should record in books for the examination written elements of the course.



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The definition of an 'Evidence Based Grade' (EBG) is:

The class teacher must ensure that the EBG is grounded in evidence. This can be awarded based on performance in lessons, Quality Marked Formative assessments undertaken in class, Quality Marked Summative assessments, end of year examinations and in combination with practical/coursework style assessment where applicable.

Reporting to parents

Progress Evenings take place once a year for parents and carers to meet with the pupils' subject teachers to go through their All Achieve reports and to discuss the students' strengths and areas to develop. In addition, parents will receive three 'All Achieve' data reports after weeks 10/20/30 to show the student's progress against their prior data, alongside Attitude to Learning (ATL) grades.

At KS3, parents will receive a copy of their child's Key Performance Indicators. This will provide a breakdown of how their child has progressed throughout the year in terms of the key knowledge/skills assessed. The KPIs will have been tracked using **Excellent**, **Good** or **Some** progress throughout the year and used formatively to provide feedback on progress.

How prior attainment and baseline testing are used

To help judge just how good a pupil's progress and attainment are, it is important to consider the abilities and strengths of each individual pupils. The Oaks Academy curriculum is designed to ensure that pupils of all abilities are stretched / challenged. The information used as indicators of a pupil's ability and hence future potential include:

SATS tests taken at the end of Year 6 in line with primary school **performance in KS2 National Curriculum Tests**. For the current Year 7 and 8 this is reported as a KS2 scaled score and for the other year groups this is reported as a KS2 national curriculum fine level.

CATS (cognitive ability tests) tests taken at the start of Year 7 at The Oaks – testing the **innate abilities** of each pupil.

Based on their Target, set using FFT, the school will follow the progression pathway to track the number of steps the students will take to reach their estimated targets. These sit in the background but determine the progress each pupil makes across the school.

Intervention Procedures and Analysis

Where a pupil is not making expected progress, CTLs and subject leaders will be responsible for intervention and monitoring across their subject areas. In class support strategies will be the first instances that will be put in place. These interventions will include, changing student groupings or seat plans, closer monitoring of student's progress, dialogue with the student, classroom observations, and mentoring as appropriate. Where a pupil falls below their target subject leaders will be responsible for intervention and monitoring across their department. Pupils who are underperforming over a range of subjects will be identified and monitored by their tutors and year progress leader.

'All Achieve' Class Intervention

After the All Achieve data collections, every KS4 teacher will complete the 'Class All Achieve' analysis to identify underperforming students. This ensures that all teachers are analysing their class data effectively to narrow gaps in knowledge and understanding and not just the Curriculum Team Leaders. Every subject teacher will analyse the strengths, areas to improve and list underperforming



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pupils for their classes at KS4. This data is shared with the subject team, discussed and the Curriculum Team Leader will also complete subject analysis.

For KS3, all teaching staff track Key Performance Indicators (KPIs) every half term to monitor a pupils' ongoing formative assessments with regards to key knowledge and skills taught. In addition, KS3 summative data is analysed after the All Achieve data drops (X3) throughout the year to narrow attainment gaps.

Core Subjects (English, Maths & Science)

Staff will be required to complete 'Class All Achieve Analysis' after every data collection for AA1, AA2, AA3 for both KS3 and KS4. This analysis is crucial to monitor progress and impact of interventions for core subjects over time.

All Achieve CTL Data Analysis and Meetings

All Achieve meetings take place four times annually. 1A - Focus is on GCSE Analysis and Action Plans for the year ahead. All Achieve Subject Analysis reports are designed to direct the maximum support to the areas of greatest need to ensure that all pupils make rapid progress and all teachers are supported to facilitate this. Every CTL will meet with the Deputy Headteacher for Progress and Culture or the Deputy Headteacher for Quality of Education, to discuss the analysis of all the 'All Achieve' data collections at AA1, AA2, & AA3.

- This informs LT monitoring as well as allocation of extra support and training
- Trends across the school become actions for whole school
- This analysis also pulls together a list of target pupils that are under-progressing across a number of areas and facilitates cross-curricular support for these pupils
- CTL and year progress leader's analysis is completed which focuses on variation in the progress of groups, classes, teachers and areas of the curriculum.
- This analysis also looks at persistent underachievement of target pupils.
- Area actions plans are updated and relating to these areas of concern curriculum / SoW changes are made and further.

Monitoring, Evaluation and Review

The Deputy Headteacher responsible for Assessment (Progress and Intervention) will monitor the implementation and effectiveness of this policy, review it annually and report to the Governing Body. The policy will be promoted and implemented throughout the school.

Appendix 1: Key dates

Item	Deadline	CTL Checking	Final Deadline
KPI Statements	<ul style="list-style-type: none"> Friday 6th September 2024. 		
GCSE Results Analysis	<ul style="list-style-type: none"> Thursday 12th September 2024 (CTL to complete / lead teacher) 		
Seating Plans (Satchel: One)	<ul style="list-style-type: none"> Seating plans (PDF) to be uploaded in Teams by Friday 20th September 2024 using Satchel: One) 		
KS3 RAG KPI (formative)	<ul style="list-style-type: none"> RAG rate KPIs should be completed by the end of every half term (1A, 1B, 2A, 2B, 3A & 3B) for years 7-9. 		
All Achieve 1 Data All years	Monday 2 nd December 12.30pm	CTL checking of data to take place between 2 nd -6 th December	Friday 6 th December 12.30pm
All Achieve 2 Data All years	Monday 24 th March 12.30pm	CTL checking of data between 24 th -28 th March	Friday 28 th March 12.30pm.
All Achieve 3 Data Years 7-10	Monday 23 rd June 12.30pm	CTL checking of data between 23 rd and 27 th June.	Friday 27 th June by 12.30pm.
Year 11 Final EBG	Monday 19 th May at 12.30pm	CTL checks 19 th - 23 rd May.	Friday 23 rd May by 12,30pm.
All Achieve Data Analysis meetings will be arranged for CTLs to meet with the DHT for Progress and Interventions/DH to formally discuss their faculty's data after every AA data collection at AA1, AA2, AA3.			
All Achieve Subject / CTL and Class Intervention Analysis	AA1: All Achieve Subject and Class Analysis by 13 TH December 2024. AA2: All Achieve Subject and Class Analysis by 4 th April 2025. AA3: All Achieve Subject and Class Analysis 4 th July 2025.		
All Achieve Progress Reports to Parents	AA Report 1: Progress Report sent home before Christmas. AA Report 2: Progress Report sent by Easter. AA Report 3: Progress Report sent home just before Summer break.		
KPIs Report	KPIs will be reported home to parents at the end of each term.		
Progress Evening online 4.15pm - 6.45pm	Thursday 26 th September: Year 7 Meet Form Tutor Night (in person) Thursday 24 th October: Year 10 Progress Evening (online) Thursday 16 th January: Year 11 Progress Evening (online) Thursday 30 th January: Year 9 Progress Evening (online) Thursday 27 th March: Year 8 Progress Evening (online) Thursday 8 th May: year 7 Progress Evening (online)		
PPE 1 Year 11	Thursday 7 th November until Friday 22 nd November Marking Deadline: Friday 29 th November		
PPE 2 Year 11	Wednesday 26 th February until Friday 14 th March Marking Deadline: Friday 21 st March		
PPE 1 Year 10	Thursday 19 th June 2025 until Friday 4 th July.		

Appendix 2: ATL Grades

<u>Attitude to Learning Grades</u> <u>Years 7 – 11</u>	
1	Maximum Effort / Outstanding - 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	Good - 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	Satisfactory - A student who is mostly motivated to work hard. This student generally works well in class, demonstrating satisfactory effort.
4	Cause for Concern - This student's lack of engagement and persistent attempts to disrupt the learning environment are not acceptable and need to be addressed.

Appendix 3: KS3 Summative Assessment Sticker

KS3 Summative Assessment

Mark:

Based on prior data, you are making:

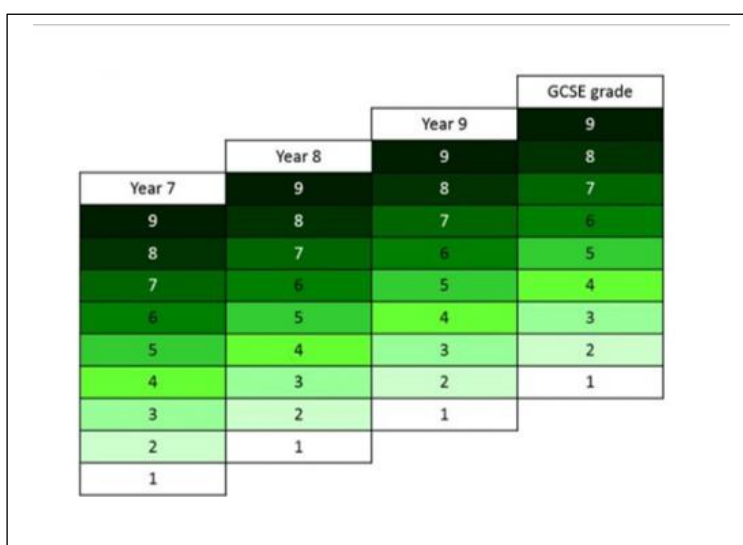
Excellent academic progress

Good academic progress

Some academic progress

Appendix 4: KS3 QMS GCSE Grades

Students across KS3 are not issued with any GCSE grades, however for internal moderation staff will input GCSE grades to enable analysis of data. **Students at KS3 will receive a mark for their assessment but not the equivalent GCSE grades.** The Oaks Academy Key Stage 3 assessment system is based on a 1 (lowest) to 9 (highest) grade scale. The knowledge, understanding and skills needed for each grade have been set so that the grade a pupil is working at during Key Stage 3 broadly reflects the standard we would expect a pupil to be at in order to progress to achieve the same grade at GCSE. For example, if a pupil achieves a grade 5 for a particular subject in Year 9 it puts them on track for achieving broadly a grade 5 in the same subject at GCSE.



The diagram above shows how the 1-9 grade system works from Year 7 to Year 11. Unlike the old National Curriculum levels, the standards for each grade gets progressively harder from one year to the next during Key Stage 3. **These GCSE equivalent grades are not shared with any students across years 7, 8 and 9 but are used internally to monitor the progress of students based on their prior ks2 data or CATs data if no KS2 data is available.**

KS3 Assessment (Use the below table to help inform your KS3 assessment, ideally you need at minimum overall mark of at least 30 for your summative assessments)

Percentage	Equivalent GCSE Grade	To work out your percentages use the following formula: Percentage X overall Mark = answer / 100 = answer Example: Total mark is 60 57% X 60 / 100 = 34 marks
90%-100%	9	
80%-89%	8	
70%-79%	7	
65%-69%	6	
57%-64%	5	
49%-56%	4	
35%-48%	3	
26%-34%	2	
10%-25%	1	
0%-9%	U	