

## Assessment, Recording and Reporting Policy

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Principal: R. Denial

Ratified By: Governing Body

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## Introduction

Regular and robust assessment provides an essential tool for ensuring successful teaching and learning and the raising of standards of achievement in the Academy.

Assessment:

- Enables students to understand where they are in their learning and to understand what they need to do next;
- Helps teachers make well-founded judgements about students' attainments and progress;
- Tracks the attainments and progress of individual students and student groups over time;
- Compares the progress made by different groups of students to ensure that no group is disadvantaged;
- Provides parents/carers with accurate information about their child's attainments and progress;
- Enables informed planning, intervention and target setting;
- Provides information that enables the Governing Body and E-ACT to evaluate the progress being made by students in the Academy.

## Purpose of Assessment

Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what students already know and can do and what their next step should be. Assessment is an integral part of teaching and learning and is evident in every lesson.

## Approaches to Assessment

The academy uses both summative and formative assessment.

**Summative Assessment** – is where students are assessed to see how much learning has taken place every half term.

**Formative Assessment** – is where progress is assessed along the way. For example, students are given oral feedback, written work is marked or a practical activity is discussed and feedback is used by the students to progress.

## The Role of the Teacher in Assessment

All teachers should:

- Recognise that all students can improve;
- Appreciate that good assessment is an essential part of teaching and learning;
- Encourage independent learning by enabling students to take charge of their learning though developing their skills of reflection, self- assessment and their capacity to identify next steps;
- Praise progress and reward achievement through comments and the academy's praise and reward systems;
- inform pupils of their targets in their subject
- set work with clear success criteria so the students are aware of how the work will be marked and how to achieve the next levels/grades

- assess student learning half termly, through quality marking of a substantial piece of work against success criteria linked to National Curriculum (NC) levels and KS4 and post 16 grades
- As a minimum give pupils evidenced feedback (every five lessons or two weeks whichever is soonest) on their progress with supportive comments on how they can improve
- track progress against yearly targets, based on prior achievement and external data and contribute to a central tracking data base (E-School)
- use information gained from detailed marking to inform planning of future lessons
- report half-termly on each student’s current level of attainment in e-School
- acknowledge work and ensure subject specific words and instantly recognisable spelling, punctuation, grammar errors are corrected every five lessons or two weeks, whichever is soonest
- adopt a range of assessment for learning (AFL) strategies to involve students in their own learning and to inform teachers continuously of the progress they are making

## Providing Feedback to Students

Students should receive regular and detailed feedback on their work, which is constructive, informative and focused, so that they understand how they are progressing and what steps they need to take to improve. Oral feedback will be the most frequent and interactive form of feedback in their lessons. Staff should ensure Students record feedback given in exercise books or files.

Feedback should be given for different purposes such as correcting an error, providing information, organising, challenging, confirming and moving on, crystallising next steps or encouraging reflection.

Advice on “next steps” is clearly explained and accessible

All work should be acknowledged, but some selected work should be marked in more detail.

## Assessment Documents

The academy uses the following documents to assess and/or accredit aspects of learning and progress:

- Programmes of Study, within the National Curriculum
- Externally marked qualifications

## Assessment Techniques

Techniques used by the academy include:

- Observational assessment, where a member of staff observes the student’s response to learning activities;
- Questioning, which enables the teacher to make a judgement about students’ degree of understanding;
- Marking and review of written work;
- Criterion-referenced assessment, which measures a student’s attainment against a list of skills or pieces of knowledge;
- Tests set by the class teacher;

- Formal assessments, where the students complete internal or external tests/examinations or complete set tasks

## **Involving Students**

The academy involves students in recognising and assessing their progress in ways that reflect their age and ability. This varies from sharing in the celebration of achievement at the end of a lesson, to identifying what they have achieved, assessing their own work and, where appropriate, the work of other students, to discussing and reviewing/setting learning objectives.

## **Controlled Assessment**

Controlled assessment is a form of internal assessment where the control levels (High, Medium or Low) are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the awarding body. For most subjects however, work will be marked by the centre and moderated by the awarding body.

## **Roles and Responsibilities**

### **The Vice Principal will:**

- co-ordinate, with Assistant and Associate Principals a schedule for controlled assessment to take place.
- ensure all staff, students and parents have access to a calendar of events.

### **Assistant and Associate Principals will:**

- Ensure, on behalf of the Principal, that each department carries out controlled assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ).

### **Heads of Department will ensure:**

- The safe and secure conduct of controlled assessment in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- All marking is standardised.
- All teachers in each department understand their responsibilities with regard to controlled assessment and are familiar with the contents of the JCQ publication "Instructions for conducting controlled assessments".
- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject specific instruction.
- All confidential materials, together with the work produced by the candidates, are stored securely at all times. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar.
- Support Staff are given sufficient notice in which to order and prepare materials needed for assessments.
- The Special Educational Needs Co-ordinator (SENCO) is informed about any assistance required for the administration and management of access arrangements.
- In the case of formal supervision (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices.
- Where videos or photographs/images of the candidates are to be included as part of the controlled assessment consent is obtained from parents/carers/guardians.

- A log is kept which contains:
  - the date and time of each assessment together with its title.
  - the name of the supervising teacher.
  - a list of candidates who were present during the assessment.
  - a list of any absent candidates.
  - a log of any incidents which occurred during the assessment is kept for each controlled assessment.

#### **Teaching staff must:**

- Comply with the general guidelines contained in the JCQ publication “Instructions for conducting controlled assessments”.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers’ notes or additional information on the awarding body’s website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times.
- Supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Retain candidates’ work securely between assessment sessions (if more than one).
- Retain candidates’ work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

#### **The Exams Officer will:**

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Take responsibility for receipt, safe storage and safe transmission, whether in CD, digital or hard copy format of examination materials.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Deputy Head Curriculum.

#### **SENCO will:**

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

## **Marking Policy**

The following aspects of students’ work should be marked.

- Books, worksheets, projects etc
- Tests
- Coursework

- Oral work where appropriate

Books should be marked every five lessons or two weeks whichever is soonest and

- Each student should receive constructive feedback on their work and be set targets for further development and improvement;
- Sensitivity and motivation should be applied when marking the student's work;
- Written comments and oral feedback should communicate clearly to the individual student and his/her parents/carers his strengths/areas of development and his/her level of performance;
- Work should be returned promptly to students, and should not extend beyond a week.
- Teachers should endeavour to discuss marked work with the students so that they understand why things have been marked as they have been.

### **Heads of departments are responsible for**

- ensuring that this policy is implemented
- incorporating diagnostic assessment into schemes of work to promote personalised learning
- overseeing marking and assessment practice within their area of responsibility
- Ensuring levels/grades from the half-termly assessments are centrally recorded.
- ensuring that this policy is implemented by monitoring assessment as part of their half termly monitoring of their departments and ultimately student progress
- reporting the impact to an identified member of the Leadership Team
- ensuring moderation takes place for external assessment and half-termly progress reports

### **Assistant and Associate Assistant Principals are responsible for**

- ensuring that this policy is implemented and for reporting its impact to the SLT
- monitoring and reporting on the standards and quality of assessment within the departments they line manage to the SLT
- Setting clear learning outcomes in terms of knowledge, skills and understanding
- Ensuring that opportunities and access for learning are provided for each individual student
- Observing, identifying and gathering evidence of the learning
- Ensuring that there is consistency in each subject area
- Planning, monitoring, reviewing and target setting for future development

## **Reporting**

The Principal is responsible for ensuring that the Academy sends a written report to parents on their child's achievements at least once during the school year. The Education (Pupil Information) (England) Regulations and Amendments prescribe the minimum content of pupils' reports.

The E-ACT Burnham Park Academy will issue one written report and two grade cards each year.

Formal reporting will also include:

- half-termly progress: the half-termly progress will outline the teachers professional judgement of the current level or grade that the student is at and the end of key stage estimate grade. These will be based on multiple points of evidence including formative assessments set and administered under controlled conditions as defined

by the schemes of work or project based outcomes (e.g. essays, homework, coursework, projects or portfolios).

- academic review days and Parent Consultation Evenings for each year group
- end of Key Stage results for all subjects reported to parents in line with statutory requirements
- external examination results issued to students and summary data supplied to the authorities for publication.
- meetings requested by parents
- a summary of Academy results made available to stakeholders according to statutory regulations. Comparative information about the attainments of pupils of the same age in the school and nationally will be available at the school for parents to look at on request

## Written Reports

Will contain

- Brief comments of a pupil's progress in each subject and activity studied as part of the school curriculum. These should highlight strengths and development needs.
- The pupil's general progress.
- Arrangements for parents to discuss the report with a teacher at the school.
- A summary of the pupil's attendance record during the period to which the information in the report relates.

## Additional information required for pupils during and after Key Stage

- The subjects in which the pupil was entered for any GCSE and the grade achieved.
- Any other qualification or unit towards a qualification and the grade achieved (where available).

## Providing student reports to non-resident parents

If a parent not living with their child contacts the academy and asks to have their own copy of their child's report sent directly to them, it will be provided. The exception would be if there was a relevant court order that limited that parent's right to information about their child.

## The keeping, disclosure and transfer of a student's educational record

- copies of student reports from part of the student's education record;
- all students are entitled to have their records disclosed to them on written request unless exceptional circumstances apply;

The E-ACT Burnham Park Academy will use electronic means to transfer information when a student changes school. The information will be sent within 15 days of the student ceasing to be registered.