

Assessment, Recording and Reporting Policy

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Assessment, Recording and Reporting

1. Outline Purpose of the Assessment Model

The assessment model within KS3 and KS4 should:

- Be based on the prior learning, key knowledge and skills gained in KS2.
- Be based on developing the key knowledge, understanding and skills required for success in KS4.
- Be based on aspirations for the achievement of all students.
- Be based on formative and summative feedback and allow all students to succeed.
- Incorporate regular summative assessment to support ongoing formative feedback.
- Provide meaningful feedback that allows for effective planning and intervention in order for all students to be supported and challenged in their work.
- Be easy to understand and to explain to staff, parents and students.
- Have consistent principles that can be used across subjects, but the flexibility to be suitable for all subjects.
- Allow all students to experience success, by focusing on progress made from their starting points.

2. Target Setting

Students are set a minimum year 11 grade when they enter the academy. Students will be given the same level minimum grade for all subjects unless they achieved a Key Stage 2 level significantly higher in reading or mathematics. They will also be given an aspirational target grade which will initially be set at one grade higher than their minimum grade, but teachers are able to change this if appropriate.

3. Baseline Testing

All students are assessed internally for every subject by the end of the second week in September of Y7. The results of these assessments are recorded on department trackers and the analysis informs future lesson planning.

4. Life without Levels

- All departments have developed subject specific age-related assessment grids, including the identification of requirements for each curriculum strand. In line with the value of embedding knowledge, understanding and skills in all our students, our age-related progress grids cover the skills required for achieving grades 1-9.
- Regular formative and summative assessment and moderation across the academy ensure consistency in marking, feedback and predictions and improve the quality of judgements and support for students.

Key Stage 3

- For English, maths, science, MFL, geography and history, all formative and summative assessments and reports to parents will be BRAG rated against the students' minimum grade. This shows whether they are making expected progress towards achieving that grade at the end of year 11.
- For all other subjects, greater emphasis will be on the progress the students have made from their starting point (baseline) in year 7.

Key Stage 4

All formative and summative assessments will be BRAG rated against the students' minimum grade to show whether they are making expected progress towards their minimum grade across Key Stage 4.

5. **BRAG Rating**

- Making significantly less than expected progress
- Making less than expected progress
- Making expected progress
- Making more than expected progress

The BRAG rating for each formative and summative assessment is shown on the front of students' books and in their organisers.

6. **Feedback**

The academy's feedback policy outlines that all marking should be meaningful, manageable and motivating. The feedback given to students must be of high quality and have a direct impact on their learning and therefore their progress and outcomes. Each department has their own feedback policy specific to their needs but the expectations set out by the academy as a minimum include:

1. Feedback is timely and responds to the individual student's needs; identifying what the students have learnt, misconceptions and gaps in learning.
2. All departments set a minimum of 3 assessment tasks (2x formative and 1 x summative) across each term. All termly Formative and Summative Assessments are deep marked with appropriate next steps leading to improvements in mistakes and misconceptions
3. Feedback takes a variety of forms which impact the students learning. This includes frequent verbal feedback, self/peer assessment and appropriate written feedback.
4. Quality Feedback leads to the students being able to answer following 2 questions (some with prompting):
 - What am I doing well in this subject?
 - What do I need to do to improve my work in this subject?

5. All feedback leads to direct action in which students are expected move towards 'Closing the gap', developing knowledge and skills.
6. Staff use knowledge to plan suitable next steps in the students' learning, adapting schemes of learning and assessments where appropriate.

7. Moderation

- We have fostered positive working relationships with many of our local primary schools and have liaised with them to develop our understanding of how they have implemented changes to the curriculum and assessment at Key Stages 1 & 2. This has included:
 - Sheffield hosting moderation days for both English and maths.
 - Visits to primary schools, to observe teaching at KS2, view samples of work and discuss the curriculum and assessment with KS2 teachers.
 - Staff that visited primary schools presented to all Sheffield staff at a training session and shared examples of students' work from primary school.
 - Primary schools are requested to provide samples of 'Best Work' for each student starting at the academy, each September. This provides an indication of a students' ability so that standards can be maintained.
- Following assessment week, moderation department sessions are calendared to allow departments to moderate students' assessment and quality assure the data entered for the students.
- Increased links with other schools/academies to moderate work.

8. Intervention

Following assessment week, lessons are used to intervene with students when and where appropriate. This could be through re-teaching topics, completing extra work, DIRT activities.

9. Data Entry

- Data is entered at the end of each term for Y7-Y11. For KS3, teachers enter a BRAG rating, a BFL grade and 2-3 subject specific written targets. In KS4, teachers enter a WA grade, Y11 predicted grade, BFL, BRAG and 2-3 subject specific written targets.
- Y11 and 6th form have additional data entry points during the year (October, March (Y11 English and maths) and May). This data is not shared with parents.
- Moderation and QA is taken place by CLs and Post Holders during the weeks prior to the data entry deadline but CLs have an additional 2 days to do some final QA before any year groups' analysis takes place.

10. Data Analysis

- Data is imported into EVA to produce analysis documents for a variety of uses. CLs are emailed the analysis for their subjects and class scorecards are given out to teachers. SLT are also given a RAISE report and Progress Leaders are given the analysis for their year group.

- The EVA documents are then used to complete data sheets for internal and external uses and also to track student progress and identify target students.

11. Reporting to Parents

- Parents receive a report 3 times per academic year. These are produced based on the data that is entered at the end of each term, following each assessment week.
- Statements banks are used based on question level analysis used on reports.