Bedford College Academies Trust

# Assessment, Recording & Reporting Policy

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| **Status:**<br>Statutory | **Member of staff responsible:**<br>Assistant Principal for Achievement | **Implementation date:**<br>September 2021 |
| **Issue No:**<br>1 | Approved by:<br>Wixams Academy Local Advisory Body | **Next Review Date:**<br>September 2023 |

**Our Vision**

"The BCAT vision is to support students to achieve their absolute best whatever their ability or background. We aim to:

1. Work collaboratively to deliver an inclusive and outstanding education to all students, thereby driving up local standards.
2. Maximise social mobility and life chances, through the highest expectations of and aspirations for all students.
3. Encourage and support a range of high performing and distinctive educational establishments for local communities."

**Our Values**

**Student focus -** We will seek to achieve a high quality learning experience for every student

**High performance -** We will strive for consistently high levels of performance in all aspects of our work

**Respect, openness and honesty -** We will treat everyone with respect, encourage openness and honesty, and recognise each other's contribution and achievements.

## 1) Introduction

Wixams Academy is part the Bedford College Academies Trust (BCAT) and therefore follows the same values and ethos of BCAT. We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student's attainment and provides information to help the teacher plan the next stage of an individual's or group's learning and to further develop the work of the student. It should also inform the student of their current position and how to reach the next stage. It should engage the student in the process of their learning.

## 2) Aims

- To establish an agreed, consistent framework within which the school and individual departments can continue the systematic development of formative and summative assessment.
- To encourage positive achievement and personalised learning for students.
- To ensure all teachers are assessing and monitoring work and providing feedback to the students on a regular basis.
- To stimulate dialogue between stakeholders, in particular staff, students and parents.
- To be able to track student progress, benchmarked against prior data and then to act upon findings.
- To improve standards of attainment for all students.

**3) Policy framework & general points**

Evidence of monitoring and assessment of student work will occur at least once every half term timetable cycle. The achievement grades/levels awarded must relate to GCSE grades or National Curriculum levels. Marks "out of X" should not be used unless accompanied by the appropriate equivalent NC level or GCSE grade. Staff may wish to record scores in their mark book but the school acknowledges that this is ineffective in helping move students' understanding forward. Staff should record next step comments and model the correct form for any repeated errors to help the students to understand their errors.

**4) Assessing student progress**

Over the course of the academic year, assessment of learning opportunities should be identified and timetabled at the end of a unit of work. These could include: tests, presentations, extended writing, practical work. Subject areas should build portfolios of marked and levelled work as exemplars. Subject Leaders must identify consistent assessment opportunities across a cohort. It is important that understanding, not short term memory is assessed.

Agreed assessment criteria must be identified for each of the assessment of learning opportunities. Subject Leaders must centrally record marks/ grades from the assessment points. Following an assessment, discussion should follow involving Subject Leader, teaching staff and students. Subject

Leaders should validate the data entered into SIMs for the half termly data drops by staff in their departments. Subject Leaders will analyse the data summaries produced from the SIMs data to help identify the following aspects:

- Significant underachievement by individual students.
- Significant underachievement by classes.
- Significant underachievement in particular topics.
- Significant differences in assessment levels.
- Significant achievement by individuals or groups.

It is expected that Subject Leaders will take the necessary action to address issues highlighted by the data and share any good practice. Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time.
- Ensure a focus on progress within each subject.
- Establish standards files to support staff development.
- Show what students can do without support.
- Inform the target setting process.
- Promote subsequent intervention.

The teacher will:

- Identify gaps in students' knowledge and understanding.
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which will guide future planning.
- Implement strategies to accelerate progress (narrowing the gap).
- Measure progress against local and national expectations.

The student will:

- Be able to gauge their own performance in comparison to others and against previous performance.
- Know what standards and expectations are required.

- Respond to the feedback given by their teachers and take the necessary steps to improve their understanding.

**5) Assessment for learning**

Assessment is an integral part of the learning process and as such many of the strands of AfL will be present in an on-going and continuous process. Assessment criteria/ level ladders must be available to students (wall display) and model answers must be available to students (wall display).

Good assessment practice will:

- Enable the active involvement of students in their own learning by providing effective feedback (and feed-forward) which closes the gap between present performance and future standards required.
- Promote student self-esteem through a shared understanding of the learning processes and the routes to improvement.
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how students learn.
- Provide information which can be used by teachers and managers as they plan for individual students and cohorts.

Assessment for learning will:

- Provide insight into students' learning for both students and teachers.
- Promote success for all.
- Support the target-setting process.
- Enable continuous reflection on what students know now and what they need to know next (feedback).
- Promote immediate intervention and link judgements to targets.
- Raise standards by taking students to the 'edges of capability'.

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step(s) for improvement.
- Promote student involvement in self-assessment.
- Act on insights gained to inform curricular targets.
- Adjust schemes of work and plans as a result of assessed work.
- Make standards and objectives explicit to students.
- Promote inclusion by attending to all students' learning needs, particularly for students who are at risk of underachievement.
- Engage students in rich questioning with 'wait' time.

The student will:

- Know what to do to improve.
- Know what standards are required.
- Know what has been achieved against known success criteria and what to do next.
- Gain confidence, motivation and self-esteem as a learner.
- Improve own self-evaluation skills.
- Make progress.

**6) Success criteria**

- Formative and summative assessment integrated into Subject Area schemes of work.

- All students have an awareness and understanding of assessment criteria and process.
- Students and staff feel confident in the accuracy and process of setting targets for continued progress.
- Staff assessing and monitoring student work on a regular and frequent basis. Effective use of prior data by teaching staff and students are aware and understand the rationale and process.
- Improved standards of attainment for all students.

**7) Recording & reporting**

At the Academy we believe that recording and reporting is an integral part of the learning process.

It should:

- Inform teachers about what they need to do next in their teaching.
- Inform students about their current attainment and what they need to do next to improve their attainment.
- Inform parents about their child's progress and how they can help their child.
- Inform OfSTED and other external agencies about the performance of the school.
- Promote a shared understanding about performance data.
- Establish systematic and rigorous procedures for collecting and managing data.
- Promote effective planning with assessment as an integral and vital element of the learning and teaching cycle.

- Raise standards in learning and teaching by ensuring accountability and focus on the needs and progress of all students.
- Secure a consistent approach and common practices across the school.

This policy should be read in conjunction with the Teaching and Learning, Special Educational Needs & Disability, and More able, Gifted & Talented Policies.

Recording and reporting should:

- Be manageable.
- Be formative, integrated into everyday learning and teaching and allow teachers to plan future work that reflects the needs of each child.
- Be diagnostic, clarifying where learning strengths and weaknesses can be identified for each student and indicating "next steps" for learning.
- Be evaluative, providing information to evaluate the curriculum, learning and teaching, the effectiveness of the school and quality of provision at the school.
- Be summative, recognising and celebrating achievement.
- Meet statutory requirements.

**8) Procedures & systems**

**<u>Target setting</u>**

- Statutory targets are agreed in the autumn term.
- Individual minimum targets for all students in KS3/4 are agreed with the Subject Leader, these are monitored by the SLT line manager in the autumn term and reviewed prior to each data drop.
- Minimum targets are set at a level or grade which is at least in line with the benchmark data provided.
- Targets for development are identified as part of the assessment during each unit of work and recorded in the students' books. These are shared with students, and they are invited to respond in writing to these assessments and targets.

- Targets are discussed with parents formally at target setting and target review days and parent consultation evenings, and informally as appropriate.
- Individual Education Plan targets are discussed and reviewed with parents.

**Assessing student progress**

- Teachers make judgements against National Curriculum levels and GCSE Grades.
- Assessing Student Progress (APP) materials and subject moderation activities are used to inform judgements.
- End of KS4 assessments are completed according to statutory requirements.
- At the end of KS3, subjects are required to provide a Teacher Assessment of each student's attainment in line with the current statutory requirements.
- Subjects are encouraged to use a variety of test methods to inform teacher assessment.
- Diagnostic tests are used to identify specific misconceptions or difficulty including reading age, multiple intelligences, spelling age, and CATS tests.
- Teacher assessments are recorded in teacher files, subject databases and inform discussions with parents.
- Half termly teacher assessments are used to inform the data recorded in SIMS and reported to parents.
- Once each year, every student will receive a detailed written report. Staff will be provided with guidance on this process.

**Continuity and progression**

- The Academy will use national and local attainment and benchmarks to challenge the attainment of students. This will include KS2 data from Primary Schools. Continuity is secured through moderation and monitoring. Moderation is both within and beyond the school.

Monitoring of assessments is rigorous and on-going, and includes:

- Middle Leader monitoring: in lessons, of work, of data entered into SIMS and of planning.
- Cyclic subject Review and Evaluation.
- Performance Management.
- Academy Leadership Team monitoring of lessons, student work and planning.
- Governor monitoring of key priorities at the Academy.
- Monitoring of students with SEN and SENCo reviews.
- There is an expectation that Subject Leaders engage in the process of reviewing subject data.
- The Data Manager will extract data from SIMS to support this process.

**Informing parents**

All assessment information is available to parents and informs all discussions with them. The following procedures are in place to secure very good communication with parents and carers:

- Current attainment, targets, benchmarks, and progress data is sent to parents at the end of each half term.
- All parents are invited to at least one formal parent consultation evening each year.
- Curriculum information is sent home annually in the form of the detailed written report. This is supplemented by half termly reports on attainment, progress and attitude to learning.
- The school has an open door policy and parents are encouraged to ask for further meetings as the need arises.
- Additional meetings with parents are organised by teachers when concerns arise. Other staff, including the Head teacher, a subject leader, and SENCo may attend such meetings.

- Parents are invited to feedback on their child's progress in a report response sheet. These are analysed by the Assistant Principal with responsibility for assessment, recording and reporting and used to promote even better systems of communication.
- All student records are available to the parents on request. It is necessary, however, for the approach to be made through the Principal, giving at least one week's notice.

**9) Information systems & transfer**

- Data transfer arrangements follow statutory and Local Authority procedures.
- SIMS and other in-house BCAT recording systems are used and data analysed to identify any areas of concern and to highlight strengths at an individual, group and cohort level.
- The school recognises its duties with regard to confidentiality, information sharing and data protection, and follows national guidance in this area.