



Mildenhall College
A C A D E M Y

Assessment Recording and Reporting Policy

Adoption Date: September 2013

Last Reviewed: June 2017

Next Review: June 2020

This policy is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Links to other policies:

- Teaching and Learning Policy
- Checking and Marking

Mildenhall College Academy

Assessment, Recording and Reporting Policy

The Principles

The purpose of assessment is to improve performance both in teaching and learning. This policy aims to detail the roles and responsibilities in using high quality assessment, the associated record keeping and subsequent reporting, needed to ensure the potential knowledge is acquired and used to best effect.

“Promoting children’s learning is a principle aim of schools. Assessment lies at the heart of this process. It can provide a framework in which educational objectives may be set, and students’ progress charted and expressed. It can yield a basis for planning the next educational steps in response to children’s needs. By facilitating dialogue between teachers, it can enhance professional skills and help the academy as a whole to strengthen learning across the curriculum and throughout its age range.”

This policy emphasises four main uses of assessment. These are:

- 1) Assessment for learning (AFL) – the formative use, so that the achievements of a student may be recognised during lessons and appropriate next steps planned for subsequent lessons. Therefore lesson plans can be altered due to the actual learning which has taken place rather than that which was expected. In addition, the aim of AFL is to help the student to see what they have to do to be able to improve their work and achieve their targets
- 2) Assessment of learning (AoL) – the summative use, recording the overall attainment of a student in a systematic way.
- 3) Diagnostic – through which learning difficulties may be scrutinised and classified so that appropriate additional help and guidance can be provided.
- 4) Evaluation – by means of which some aspects of the work of the academy can be assessed and/or reported upon.

We recognise the value of each of these uses of assessment and have consequently developed systems that allow these purposes to be fulfilled. This policy aims to support this development throughout the academy and will:

- Detail roles and responsibilities for assessment;
- Ensure consistency of approach to marking, assessment, recording, reporting and rewarding;
- Provide guidance;
- Detail support mechanisms for developing assessment skills;

- Encourage both staff and students to embrace new ideas encompassing assessment and incorporate them into their lessons;
- For staff and students to take a partnership view of understanding the learning taking place and for all involved to aspire to identify strengths, and develop what could be done better;
- Support inclusion and ensure differentiation;
- Be monitored regularly and evaluated as part of the Academy self-review cycle;
- Provide a framework within which subjects can develop their own explicit assessment, recording, reporting and rewarding policies.

Roles and Responsibilities

Governors will:

- Support the academy to deliver all aspects of this policy;
- Ensure that this policy is regularly reviewed and updated as detailed in the academy self-review schedule;
- Determine budgets based upon action plans;
- Evaluate the effectiveness of this policy.

The ATT will:

- Provide us with predictive data based upon SATs results, national trends and standards.
- Use assessment data provided by the academy to help make evaluative judgements about our effectiveness.

The Leadership Team will:

- Maintain an overview of faculty effectiveness in assessing, recording, reporting and rewarding students;
- Ensure that assessment is prioritised in all faculty action plans and that such plans link to the Academy Improvement Plan;
- Provide adequate induction arrangements and a CPD programme;
- Support, monitor and evaluate the effectiveness of teams in their delivery of this policy;
- Ensure that student SAT, TA, Progress Test and CATs data are available centrally and easily accessed by all staff;
- Review this policy as part of the academy self-review schedule.

The Teaching and Learning Vice Principal and Lead Practitioners will:

- Provide demonstration lessons in using AFL;
- Discuss new initiatives in assessment;
- Make judgements about assessment during internal reviews of subject faculties.

Faculty/Subject Leaders will:

- Audit the use of assessment, recording, reporting and rewarding in their subject;
- Ensure their faculty action plan has emphasis on improving assessment and its uses;
- Ensure that there are objective assessments before staff enter data tracking information
- Respond both formally through their action plans and informally through line management meetings to the outcomes of this policy implementation;
- Use targets for individual students to form the basis of faculty targets;

- Be a role model of good practice in assessment;
- Monitor and evaluate all aspects of assessment, recording, reporting and rewarding, including lesson planning, observations, record and book reviews, as well as report sampling and keeping to deadlines;
- Take part in CPD either as trainee or trainer, with the aim of becoming a trainer;
- Identify training needs of staff;
- Encourage a faculty culture of sharing good practice;
- Keep up to date on educational initiatives connected to assessment and cascade crucial information to colleagues;
- Ensure assessment is designed to reflect the schemes of work;
- Include AoL into the calendar ensuring levels or grades can be awarded to the students according to the marking policy;
- Organise assessments for all students;
- Forward all exam data and exam entries to the Academy and Data Managers, meeting all deadlines provided;
- Include assessment in faculty meetings on a regular basis;
- Praise and reward student achievement according to the academy guidance;
- Lead assessment and new practices as well as managing those already established;
- Support faculty members in the delivery of this policy;
- Ensure that all staff use the available data and keep this as part of their lesson records;
- Work with the Leadership Team to deliver the action plan.

House Leaders will:

- Support their teams in delivering the ARR policy;
- Use the assessment data produced to maintain an overview of students' learning;
- Act upon underachievement and set up meetings to address this where appropriate;
- Ensure that Faculty Leaders are taking action to tackle underachievement by students in his/her House and refer this to their line manager if they are unable to effect the changes which they deem necessary;
- Praise and reward student achievement according to the academy guidance;
- Ensure that all tutors in the team are using data appropriately;
- Use data to aid option and careers advice for students in the House (as appropriate);
- Look for patterns in achievement and attendance and take appropriate action.

Subject Teachers will:

- Use data to plan and prepare lessons which are differentiated to meet the needs of their classes;
- Ensure that they are fully aware of the targets for individual students in all subjects
- Use a variety of assessment methods to include AFL and AoL;
- Use the assessment data to adapt the following lessons as necessary;
- Create an ethos of learning where success and progress are celebrated at all levels;
- Work with students to provide open and honest appraisal of their work systematically an example might be WWW (what went well) and EBI (even better if) framework of feedback;
- Follow the procedures for marking and rewarding students;
- Take action on underachievement as identified by assessment data;

- Observe others teach identifying assessment techniques and opportunities for AFL;
- Share information about students learning with relevant members of staff and parents;

Form Tutors will:

- Maintain an overview of students' attendance and learning;
- Lead useful discussions with students and their subject teacher and/or Faculty Leader when underachievement is identified;
- Report issues to the House Leader if it is felt that concerns regarding a student's underachievement are not being acted upon by the relevant people;
- Use the whole academy reward system;
- Access up to date assessment data on each class on a regular basis;
- Meet parents for Learning Conversations and agree, monitor and evaluate appropriate targets;
- Follow up concerns which parents express with the appropriate subject teacher or Faculty Leader.

Parents will:

- Be involved in discussing the assessments of their child and the setting of appropriate learning goals under the advice of teachers;
- Support their child in developing high aspirations and the celebration of their achievements at all levels;
- Encourage their child to assess themselves while doing homework.

Parents/carers know that they can contact the academy at any time if they have concerns about, or want more information on, the performance of their children. At the same time, the academy will also contact home when we have concerns about progress and arrange meetings with parents/carers.

Assessment of Learning: Formative use of summative assessment

Assessment of learning tends to be summative and is carried out periodically, e.g. at the end of a unit or year or key stage and before data tracking. It will take place both as planned within schemes of work and also as planned across the academic year

The teacher undertakes this kind of assessment to judge how well a student is performing. Conclusions are reported in terms of levels/grades set alongside the student's personal target for the subject area.

The summative assessment, or assessment of learning, can contribute to assessment for learning.

Teachers can use summative assessment to inform learning by using the information gained to :

- draw students into the assessment processes;
- improve motivation and self-esteem;
- enhance the quality of target setting;
- increase students' understanding of the standards they are aiming for.

For example, students can be given the opportunity to:

- mark, moderate and review test papers;
- review their performance against the test criteria and set personal targets;
- devise future test questions based upon the terminal examinations taken in that subject.

Assessment of Learning and assessment testing

- Each year group will have exams timetabled on the academy calendar;
- Faculties should plan assessment tests or tasks into their teaching schedule prior to the entry of tracking data, usually each half term, so that there is an objective basis to allocating students working at/predictive grades
- Maths, English and Science will undertake three Trust wide Collaborative Assessments a year for all year groups (7-11)
- Tests should be differentiated in line with specifications to meet the needs of all students;
- Faculty Leaders should ensure that these results are put into Go4Schools;
- Analysis should be shared in faculty meetings and action points devised;
- Results should be used to evaluate the teaching and make appropriate changes to the schemes of work;
- Results can indicate necessary grouping changes to the Vice Principal (Curriculum);
- Test outcomes should be used to identify progress made and future development points for students;
- Analysis of test results could identify CPD needs of staff.

Guidance on Diagnostic Assessment

- All test and task results can be used to diagnose problems and alleviate misconceptions for students of all abilities
- Additional test and tasks can be used with targeted students or groups of students where more information is needed e.g. tests indicating the likelihood of dyslexia, dyspraxia etc;
- Information on skill based diagnostic testing is available from the SEND faculty. The SEND faculty will alert teachers to students with special educational needs.

Guidance on Evaluative Assessment

- The academy uses data provided by faculties through data tracking to monitor the progress being made both by individual students and also by faculties and to make predictions on future attainment and set targets;
- Analysis of exam results is used to indicate where faculties are adding value to students compared to other faculties;
- Internal audits of faculties gives a clear view on marking and feedback in terms of outcomes;
- ATT use data provided by the academy and the DFE to benchmark our achievements;
- DFE uses exam data to provide us with data which show how we have done compared to:

1. All schools nationally.
 2. Similar schools on free school meals.
 3. Similar schools on prior attainment data
- DFE uses our exam data to include us in national league tables.

Guidance on Reporting

Data entered into Go4Schools will be used to produce reports for all of our students **each half term**. Two types of reports will be produced: Interim and Full Report

Each report will contain the following data as a minimum:

- At KS4 there will be an end of GCSE target for each subject. This is an aspirational target generated by the academy.
- At KS4 each subject teacher records a projected grade and this indicates how close to achieving the end of GCSE subject target the student is.
- At KS3 the reports will provide an of GCSE target for each subject. This is an aspirational target generated by the academy.
- At KS3 each subject teacher records whether a student is track to achieve this target, by commenting whether the student is on, above or below target.

Interim Reports will also contain a Learning Profile, selected by the subject teacher, which indicates attitude to learning and general behaviour.

Full reports will also include a comment selected by the subject teacher.

The reporting schedule and the procedures for report writing are published annually and can be found in the Academy Handbook.

Parents, Carers and students can access Go4Schools at any time in order to see the grades/scores that their child is receiving in their different subjects. They can also view behaviour and attendance data. Parents and Carers are notified when the reports are ready to be viewed. Those without access to GO4Schools can request to be issued with paper copies of the reports.

Recording Progress Data

All faculties will store their key assessment data on Go4Schools. Each year group must undertake a minimum of one assessment task each half term.