



Beamont Collegiate Academy

ASSESSMENT, RECORDING AND REPORTING POLICY

Date approved by the Governing Body	14.11.16
Signature of Chair to the C&L committee	L Waterson
Signature of Academy Principal	A Moorcroft
Date of Review	4.12.17

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1. Introduction

1.1 At Beamont Collegiate Academy we believe the purpose of assessment, recording and reporting is to track pupil performance, analyse the performance data and use this information to plan appropriate teaching and learning experiences and set meaningful progress estimates. This policy aims to detail the roles and responsibilities of staff when using high quality assessment, the associated record keeping and subsequent reporting needed, to ensure that all pupils make progress and that future learning is informed.

1.2 Beamont Collegiate Academy will focus on the following assessment methods:

- 1) Formative Assessment [Assessment for learning (AfL)] to recognise the achievements of a pupil during learning and to inform the planning of appropriate next steps by the teacher. Thus individual learning plans can be altered due to the actual learning which has taken place rather than that which was expected, the aim of AfL being to help the pupil understand what they have to do to improve and achieve their estimates
- 2) Summative Assessment [Assessment of learning (AoL)] to measure the overall attainment of a pupil in a subject at a specific point in the Academy year and to record this in a systematic way.

1.3 Underpinning the above is Beamont Collegiate Academy's ethos of providing relevant and stimulating curriculum experiences for pupils and ensuring that assessment methods are appropriate and relevant to these and reflect different learning and teaching approaches.

1.4 This policy aims to support the development of excellent practice throughout the Academy and will;

- detail roles and responsibilities for assessment
- ensure consistency of approach to marking, assessment, recording, reporting and rewarding
- provide guidance for teaching staff
- detail support mechanisms for developing assessment skills
- encourage the use of a variety of assessment techniques
- ensure differentiation and personalisation, and support inclusion.
- be monitored regularly and evaluated as part of the school self-review cycle

2. Roles and Responsibilities

2.1 Governors will:

- support Beamont Collegiate Academy in delivering all aspects of this policy

- ensure that this policy is regularly reviewed and updated as detailed in the school self-review schedule
- Evaluate the effectiveness of this policy in practice.
- support the Academy in the delivery of CPD related to assessment, recording and reporting
- support the Academy in the analysis of the effectiveness of assessment, recording and reporting
- support the Academy to adopt effective systems and practices

2.2 The Leadership Team will:

- Ensure that the data point roles and responsibilities, as outlined in the staff handbook, are followed effectively.
- Map out the assessment cycle via the PACE timeline and ensure staff are regularly updated of assessments and deadlines involved.
- monitor and evaluate effectiveness in assessing, recording, reporting and rewarding pupils
- Inform the governing body on the progression of students, including those in receipt of the pupil premium, at regular specified points through impact reports.
- ensure that assessment and progress is prioritised in all development planning, and that such plans link to the Beamont Collegiate Academy Development Plan
- monitor the Assessment Maps produced by each HOD
- provide effective staff induction arrangements and a CPD programme
- support staff to continually develop assessment methods and systems
- ensure that pupil- level assessment data are available centrally and can be easily accessed by all staff
- produce an ongoing analysis of pupil performance data in accordance with the Academy PACE timeline
- review this policy as part of the Beamont Collegiate Academy self-review schedule.
- Ensure that departments have sought appropriate external validation of assessment data.
- Ensure support is put in place for departments where assessment information has proven to be inaccurate.

2.3 Heads of Department led by the designated member of the Leadership Team will:

- Ensure that the data point roles and responsibilities, as outlined in the staff handbook, are implemented effectively within the department
- Identify assessment opportunities throughout the year and publish these in a departmental Assessment Map
- Ensure assessment at Key Stage 3 is structured to prepare students for the demands of terminal exams
- Moderate all internal and external assessments to ensure that data is valid
- consider the validity and/or limitations of assessment during internal reviews of the curriculum and pupil progress

- keep up to date on educational initiatives connected to assessment, and cascade crucial information to colleagues
- ensure that subject teachers use assessment information from ClassCharts to plan appropriate learning tasks to assess.
- contribute to the identification of CPD requirements related to ARR
- audit the use of assessment, recording, reporting and rewarding in their subject area
- ensure their subject development plan has emphasis on improving assessment and its uses
- respond formally to the Academy's Leadership Team and governors through their;
 - monitoring of assessment procedures
 - analysis of pupil progress development plans
 - performance management system;
- use estimates/targets for individual pupils to form the basis of subject intervention and personalised targets
- monitor and evaluate all aspects of assessment, recording, reporting and rewarding, including planning, observations, record and learning reviews
- lead assessment and pilot new practices as well as managing those already established
- ensure that all teachers use the available data as part of their assessment records and target-setting
- Ensure that internal assessments are externally validated at regular points throughout the year stipulated by SLT.
- Ensure that assessment data submitted incorporates the full range of components on each course
- Monitor the entry of assessment data so that all teachers meet deadline.
- Check data entry is complete for all classes and check for inconsistencies

2.4 Subject Teachers will

- **Undertake the actions set out in the data point roles and responsibilities following each assessment point**
- take part in the preparation of key assessments and standardise pupils work to ensure all data is valid and in line with other teachers in the department.
- take part in CPD either as participant or a facilitator, with the aim of becoming a facilitator
- keep up to date on educational initiatives connected to assessment
- praise and reward pupil achievement
- pilot new practices, as well as managing those already established
- use the available data as part of their assessment records and target-setting
- promote the use of peer-assessment and self-assessment
- use assessment data from ClassCharts to inform planning of learning

- share information about pupils' learning with relevant members of staff and parents
- follow the Academy procedures for marking and rewarding pupils.

2.5 Tutors and mentors will;

- **Undertake the actions set out in the data point roles and responsibilities following each assessment point**
- support individual students through the Academy mentoring system
- support **students** in achieving their ARR objectives
- use the assessment data produced to maintain an overview of their allocated pupils' attainment and progress.
- support and monitor pupil progress.
- act upon under-achievement and set up meetings to address this, where appropriate.
- praise and reward pupil achievement
- use the Academy reward system.

2.6 Parents/carers will;

- support Beaumont Collegiate Academy to help their child to make measurable progress.
- attend meetings with staff and be involved in discussing the attainment and progress of their child and in the setting of appropriate targets.
- ensure that the Academy is provided with any relevant information that may affect progress.
- support their child in developing high aspirations and celebrate their achievements, not just high attainment

Exams officer and data manger

- Ensure individual student **estimates are suitably challenging**
Notify class teachers of when data entry window is open and entry deadline.
- Remind class teachers of data entry at midway point in data entry window.
- Notify HoDs 48hrs before data entry deadline of any classes not yet complete.
- Ensure data is uploaded to SISRA/4Matrix within two working days of entry deadline. (Data Manager)
- Produce department data packs using SISRA/4Matrix (Data Manager)

SIMCO

- Ensure SIMS marksheets are in place for each data point.
- Work with Data Manager to ensure data is uploaded to SISRA/4Matrix within two working days of entry deadline.
- Work with Data Manager to produce department data packs using SISRA/4Matrix

2.7 Pupils will;

- Respond to the marking and feedback during DIRT time in order to address misconceptions and 'close the gap' in their learning.
- be encouraged to reflect on how to improve their attainment and progress, and inform their teachers of any issues which may affect these
- be expected to discuss their progress and targets
- reflect on progress and comment on their attainment
- attend, if appropriate, progress reviews and be involved in discussing their attainment and progress, and in the setting of appropriate targets
- Have high aspirations and expect their achievements to be celebrated
- Aim to become independent, self-motivated learners.

3. **Assessment across the key stages**

Assessment in Key Stage 3

The principles of the PACE thresholds model

- Is based on developing the key knowledge and skills required for success in KS4
- Is based on our high expected standards of students - 'I can, I do, and I will be'
- Is based heavily on formative feedback and allows all students to succeed – and so develops a growth mindset
- Incorporates summative assessment to support this ongoing formative feedback
- Has a consistent principle, to be used across subjects, but the flexibility to be suitable for all subjects.

The PACE thresholds model of assessment

- Subject teachers come identify the core skills and knowledge needed for success at Key Stage 4 and beyond.
- From this, they consider 'what do students need to master, in terms of knowledge and skills, in order to be successful in KS4?'
- Based on this, what does Mastery look like in each subject?
- Then scaffold progress towards excellence through the thresholds, from Mastery to Enhancing to securing then developing
- Use the thresholds to plan for progression and focus assessment and feedback on the key knowledge and skills.

Assessment at Key Stage 4

Students are assessed at Data Points throughout the academic year. Each Data Point is built around the three part cycle of: Prepare, assess, Boost and Secure.

PART 1: PREPARE

During 'Prepare Week' students are fully briefed and prepared ready for their forthcoming assessment to take place the following week.

PART 2: ASSESS

This is the second part of the cycle where students complete assessment across their subjects. In some cases for Y11 this will mean completing Pre-Public Examinations (PPEs) under exam conditions.

PART 3: BOOST AND SECURE

This is the final part of the assessment cycle when students review their performance correcting errors and misconceptions through allocated Directed Improvement and Reflection Time. (DIRT)

Actions following each data point, as well as the specific roles of staff are outlined in the data point roles and responsibility section of the handbook

4. Training and Professional Development

- 4.1 All teachers (including trainee teachers) will receive an induction session on assessment, recording and reporting on joining Beamont Collegiate Academy and their implementation of the policy will be monitored
- 4.2 Teachers will be encouraged to share and experience effective practice
- 4.3 Assessment, recording and reporting training will be available to staff when needed.
- 4.4. The Academy's Leadership Team will regularly review whether relevant whole staff training is required
 - Governors will be trained on assessment systems used to determine student progression in the academy

5. Assessment of Learning

- 5.1 Each year there will be formal assessments and PPE's timetabled into the Beamont Collegiate Academy calendar

- 5.2 The analysis of data gathered will be disseminated and action points relating to this will be included in the Beamont Collegiate Academy Development Plan
- 5.3. Results from formal assessments will contribute to the evaluation of both teaching methods and the curriculum. Appropriate changes to schemes of work will be made in light of evidence and CPD needs will also be identified.

6. Diagnostic Assessment

- 6.1 Test and task results will be used to diagnose underlying difficulties or exceptional ability, and to alleviate misconceptions
- 6.2 Additional tests and tasks will be used with targeted pupils or groups of pupils where more information is needed e.g. tests indicating the likelihood of dyslexia, dyspraxia etc;
- 6.3 The SENCO will alert staff to pupils with special educational needs and the nature of those needs. These pupils will have Individual Education Plans (IEPs)
- 6.4 The SENCO will ensure access arrangements are in place for examination series for students who require them.
- 6.5 Higher Level Learners pupils will be identified and staff will be given prior attainment information on these students to help plan effective learning tasks

7. Use of Assessment Outcomes

- 7.1 Analysis of assessment results will be used to indicate where individual members of staff are adding value to pupils compared to others.
- 7.2 The DfE will use examination and test data to provide –the Academy with reports to show how it has achieved compared to;
1. all schools nationally.
 2. schools with similar numbers of students in receipt of the Pupil Premium
 3. similar schools based on pupil prior attainment data
- 7.3 The DfE will also use the Academy's examination data to include it in national league tables. The Academy's examination data will also be measured against nationally recognised benchmarks such as progress 8, and national averages in each subject

8. Marking – refer to the Academy’s Marking policy for further details

- 8.1 Pupils will be expected to participate in the assessment of their own work by responding to the marking of work during DIRT and making relevant improvements.
- 8.2 SLT and Heads of Department will regularly monitor the frequency and quality of DIRT marking.
- 8.3 All work completed as ‘homework’ should be marked as indicated in the homework policy.

9. Rewards –

- 9.1 Rewarding pupils for what they do well is crucial in raising self-esteem, motivating pupils and changing behaviours. The rewards system will be based upon an Academy reward system. (Refer to the Academy Rewards policy)

10. Recording

- 10.1 Records will be kept to facilitate monitoring by external bodies, as well as for day-to-day use.
- 10.2 Records will be easily accessible, understandable and consistent within curriculum areas and be available for new staff.
- 10.3 Records will follow the Academy marking guidance and will be regularly monitored as part of the Academy’s quality assurance mechanisms.

11. Monitoring, evaluation and review

- 11.1 The effectiveness of this policy will be monitored by a designated member of the Academy’s Leadership Team.
- 11.2 Monitoring will take place through, the Academy’s quality assurance procedures and will include book scrutiny, pupil voice, teaching observations, analysis of reports, performance data analyses, as well as through the line management of teaching staff.
- 11.3 Reports will be provided to the Academy’s Leadership Team at specific intervals through the academic year.
- 11.4 This policy will be reviewed annually, when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the Governing Body.