Assessment and Reporting Policy

2016-2017

Assessment and Reporting Policy

Overarching Principles

At Birches Head Academy, we see assessment as an integral part of the learning process . It must be clear to those being assessed and they should be involved in the process. Assessment not only guides students, and diagnoses strengths and weaknesses, but must also enhance learning.

Marking

All marked work is completed in red pen.

Key Assessments will always be assessed using a level/grade, a target to develop the work and strategy for improvement (known as LTS).

Other work (such as classwork and homework) will be marked to support literacy, numeracy and identify misconceptions in students learning. No work should be left for more than three weeks without marking for support. Students are expected to respond to the marking in order to process information to improve, this needs to be evidenced in work available for scrutiny. The marked work will contain helpful comments about the strengths and areas for development in both subject content and RWCM. The lesson after the work is marked the students complete an improvement phase known as SAIL which stands for Students Are Improving Learning. This is where students act upon the feedback that has been given by their teachers. The students write SAIL in their books and then respond to the task given by teachers. Staff then acknowledge that this feedback has been responded to next time books are marked.

Assessment Moderation

A moderation process takes place within the 10 week data capture window. This process involves the whole department and will look at a minimum of 9 pieces of students work (3 top, 3 middle and 3 lower) for each year group. A template is then completed to identify the findings of the moderation. This template includes; students name being moderated, their subject teacher, whether the moderation is internal or external, the level or grade they have been given, the evidence used to determine that grade, any grade amendments and follow up actions. This template is then submitted to the AVP (Assessment & Reporting) after each data capture window. Moderation is used as a form of standardisation for marked work and also continual professional development for staff. Where possible, particularly in KS4, external moderation and quality assurance is completed.

Roles and Responsibilities of Teaching Staff

During the academic year teaching staff enter data 3 times per year. Staff enter a current holistic working grade which is determined from an robust evidence base. This evidence base must be a combination of current and prior learning. A professional judgment is also entered that will determine whether that child is on track to achieve the end of year minimum, expected or aspirational target. This is our measure of whether our children are on track to achieve expected progress. When a child receives a judgment that is below their minimum progress target intervention is applied by the class teacher during the next phase of learning (intervention week). A behaviour for learning grade is also entered which is an indication of the childs attitude to their learning. Following each data capture progress sliders are produced which class teachers use to plan the next phase of learning.

Subject Leaders will:

- Agree a manageable timeframe for the recording of assessment marks to be put onto the Department Tracking Spreadsheet
- Ensure data is entered into SIMS in accordance to calendared deadlines
- Ensure the sliders are being used to inform learning and teaching following each data capture
- Oversee afterschool (P6) intervention with support from the progress leader and ensure this is targeted to children who are not on track to make expected progress

Line Managers will:

- Review progress every 2 weeks through scripted line management questions
- Ensure that SL and are using the sliders effectively
- Ensure that SL are effectively dealing with underperformance of children through impactful intervention
- Ensure that intervention is applied and is appropriate and reviewed where impact is not evident

Monitoring

Line management minutes will provide evidence of progress conversations. Line managers will ensure that sliders are being used effectively and to plan the next phase of learning. Line managers will ensure that moderation takes place within the data capture windows and that actions addressed are completed. AVP (Achievement and Progress) will collate all moderation documents and ensure that moderation is attended during the assessment window. Half termly work scrutiny's are held between Assistant Headteacher (Teaching and Learning), SL and LM to monitor whether marking is in accordance to policy.

Progress Reports

After each data capture parents receive a progress report. This report identifies the current working grade for their child and what they are on track to achieve expected progress at the end of the academic year.

Policy Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance).

Signed : …………………………………………Governor/Chair of Standards Committee

Date : …………………………………………………