

TARLETON ACADEMY

Assessment, Recording and Reporting Policy

The purpose of this policy is to:

- Promote coherence, continuity and progression within and between Key Stage phases.
- Meet nationally determined objectives for the curriculum and assessment.
- Be for all teachers to promote consistency of practice.
- Identify the points at which students will be assessed, as part of departmental schemes of work.
- Exemplify the principle of partnership between teachers, students and parents in which they can have confidence in the consistency and credibility of the procedures and outcomes.

The formative and summative processes of assessment and the recording of achievement, as set out in this policy, are for all students. They are designed to take account of the needs and stages of development of students of all abilities, age, gender, ethnic origin, religious beliefs and social class, giving them the opportunity to experience success and to develop pride in their personal academic achievements.

At Tarleton Academy we see assessment as part of a cycle which relates to the school and department aims and objectives and from which our schemes of work are planned. We aim to contribute to the further development of clear, student-friendly criteria for assessment. These will serve to motivate learning and inform students' work. We will work towards increasing student involvement in the assessment formative and summative aspects of the process. We aim to help refine and expand appropriate assessment techniques and to promote consistency across the curriculum.

To this end, at Tarleton Academy we will be working:

- To collate evidence of existing assessment practice, particularly the use of data;
- To evaluate the effectiveness of our practice in target setting and assessment;
- To facilitate use of baseline data for planning and assessment in all curriculum areas;
- To participate in the further development of a whole school marking policy with monitoring built in;
- To support the development of assessment portfolios in individual subject areas;
- To ensure that a range of assessment techniques is being used across the curriculum;
- To develop assessment policies that are manageable as well as useful;
- To establish a balance of normative, criterion referenced and assessment;
- To seek progression/continuity in internal records;
- To assist the effective monitoring of student progress;
- To ensure that all our assessment policies take account of equal opportunities issues;
- To *actively* involve students and parents in assessment.

TARGET SETTING

We set target levels at Key Stage 3 and GCSE grades for all students. These reflect the potential levels of attainment for individual students at the end of each Key Stage. Target setting is part of formative assessment.

In order to inform students of the desired standard, targets are set with reference to data and on the basis of “**deep marking**”. Deep marking is that marking which happens when the marker takes the role of examiner, seeking to judge the level of attainment in a particular assignment. To inform students of how to close that gap, teachers provide learning advice or **action points** when they deep mark. Action points are:

- Specific to the skills or competences being assessed;
- Measurable – marking will indicate that students have acted upon them;
- Achievable – within students’ grasp;
- Realistic – can be managed by the individual concerned;
- Time related – usually linked to the next deep marking opportunity in that subject and strand.

ROLES AND RESPONSIBILITIES IN ASSESSMENT RECORDING AND REPORTING

The implications for **Heads of Departments** are that they will need to:

- Establish accurate methods for assessing students
- Develop moderating systems for assessment
- Plan development/action in response to target grades and levels
- Monitor classroom practice
- Keep up to date with national standards in their subject

Classroom teachers will need to:

- Ensure background data (including FFTD and CAT scores) should be part of markbook or computer based records
- Set targets with individual students
- Communicate learning outcomes to students
- Ensure student understanding of assessment criteria
- Help students identify action points
- Discuss targets and action plans with students
- Contribute to development/action plan
- Set students’ work at appropriate levels
- Monitor students’ progress towards target grades/levels
- Evaluate own work in relation to students’ progress
- To copy their mark books/computer records to line managers every term.
- To be familiar with the Learning and Teaching Policy with particular reference to section 2

Pastoral Managers, Learning Mentors and Tutors play an important role in monitoring overall student progress.

Target setting can only produce results with effective work in the classroom.

THE TARGET SETTING PROCESS

1. Curriculum Planning

- i) Programme of Study outlines for each Key Stage are produced so that Schemes of Work fit into a framework of recursive learning.
- ii) Schemes of work are produced, including learning outcomes with reference to assessment criteria and indicating deep marking opportunities (between 2 and 6 per term, depending on how frequently the subject is taught to each group)

2. Teaching, learning and assessment opportunities

- i) Teachers will communicate learning outcomes to students.
- ii) Assessment criteria will be made explicit for students.
- iii) Teachers will be familiar with the requirements of Learning and Teaching Policy

3. Deep Marking

- i) Teachers use deep marking opportunities to feed back to students on where they are now (current grade/level); where they should aspire to be at the end of the key stage and end of year as appropriate (target grade) and what they need to do to reach that target (action points)
- ii) Deep marking informs classroom dialogue between students and teachers. Ideally, targets and action points are negotiated between teacher and student. In some cases, students may be invited to identify their own action points.
- iii) At least subject teachers will work with students to identify relevant curricular action points. These will inform the tutor's or learning mentors role on review day.(refer to section 2 of Learning and Teaching Policy)

Deep marking and recording is time consuming and cannot be done all the time. The Senior Leadership Team recognises that in marking teachers may be taking on one of the roles listed below. It is important to acknowledge students' effort through awarding plus points and other forms of rewards.

Editor

- Helping to re-write or improve the next piece of writing/learning

Proof Reader

- Correcting errors and trying to ensure those errors are not repeated next time.

Examiner

- Grading or levelling work.

Monitor

- Checking that the work has been done.

4. Recording

- Teachers record the above information in markbook/teacher assessment records.
- Students record this information according to the means chosen by the department (e.g. exercise books, work folders) so that they can refer to them in their ongoing work.
- Following subsequent deep marking, teachers will record progress grades for students. These will also provide a quick reference in response to group rotations in some subject areas, IEP evaluations and other immediate requests for feedback on student progress.

5. Monitoring student progress

- Subject teachers will use the progress grade definitions on reports to indicate whether students are moving towards their target grades and levels and implementing action points.
- Progress grades and levels/grades will be written on marked work at least twice a term and recorded in teachers' markbooks/computerised records.
- The statements used on interim reports will be on a 1-4 scale with 1 being the most positive comment:

Autumn / Spring /Summer Progress

1. Exceeding target, target to be changed
2. On target
3. Some concern about under achievement
4. Serious concerns

Approach to Learning

1. Consistently excellent effort and engagement in lessons
 2. A regularly positive attitude towards learning
 3. Inconsistent engagement in lessons
 4. Disappointing effort and engagement in lessons
- Electronically recorded grades on the Management Information System enable Heads of Department and Pastoral Managers and the Senior Leadership Team to check assessment data against baseline data.
 - Heads of Departments will monitor subject teachers' deep marking, checking the use of action points and providing opportunities to develop consistency through moderation/consensus marking in the department.
 - Line managers of departments will monitor the role of the Head of Department in the above.

6. Continuing the cycle throughout the Key Stage

- i) Assessment data will be communicated to students, parents/carers, tutors and pastoral managers through tracking on the Management Information System.
- ii) As students achieve their action points, targets may be altered and new action points will be provided in subsequent assessment.
- iii) At Key Stages 3 and 4, there will be 3 formal opportunities to use report grades to comment on student's progress towards their targets and to inform discussion either with subject teachers at parents evening or with tutors or learning mentors.
- iv) Teachers will use the assessment and target setting process to inform their own planning.
- v) Departments will use the data generated by the process to inform curriculum planning.

REPORTING

Grades given to students will be produced for the following categories:

Full Reports

Full Reports will:

- Meet the requirements of the Educational Reform Act, appropriate DFEE Circulars and the school's own policy;
- Be based on the assessment and recording processes;
- Contain a clearly defined target for each subject (which will be monitored regularly);
- Highlight achievement;
- Inform future learning needs;
- Be written in constructive and appropriate language. Use the word "target" in the main body of the report;
- Will clearly state the expected level of achievement at the end of the Key Stage;
- For students in years 7 and 8 clearly state expected level of achievement at the end of that year;
- Indicate approach to learning, class work, homework shown as a number;
- Use a 4 point number scale for approach to learning at Key Stage 3 and 4;
- Be monitored by the Senior Leadership Team, who hold the right to return any report if it does not fulfil the above criteria.

Interim Reports

Interim Reports will contain the following information:

- Approach to learning;
- Autumn/Spring/Summer Progress
- End of year target level;
- Actual grade/level:
- GCSE target:

At Tarleton Academy students will receive the following reports:

Year 7

- 2 interim reports
- 1 full report

Year 8

- 2 interim reports
- 1 full report

Year 9

- 2 interim reports
- 1 full report
- An end of Key Stage assessment

Year 10

- 2 interim reports
- 1 full report

Year 11

- 2 interim reports
- 1 full report

End of Year Target Grade/Level

Teacher generated, represents what the student is likely to achieve at the end of his/her course if he/she continues to work at the expected level.

End of Key Stage Target

Grade the student should achieve according to data. This information can be derived from value-added analysis (e.g. FFT).

Actual Grade/Level

Teacher generated. What the student has gained in the most recent summative assessment.

Approach to Learning

How the student responds to his/ her learning in the classroom.

At Tarleton Academy we are committed to ensuring that assessment, recording and reporting will be free from stereotyping, generalisation and bias, particularly in relation to age, gender, ability, ethnic origin, religious belief, social class and special educational needs.

At Tarleton Academy we are committed to providing opportunities for parental involvement in recording and reporting achievement processes.

At Tarleton Academy we are committed to ensuring that every student is involved in developing with their teachers an ongoing portfolio of achievement in and out of school.

Our assessment, recording and reporting procedures will fulfil the requirements laid down in the Education Reform Act 1988, the Education Act 1993 (relating to students with special education needs), the Dearing Review of the National Curriculum 1995 and National Record of Achievement regulations.

Adopted by the Governing Body

Date: 29th November 2011