

# Assessment Policy

Reviewed and approved by SLT

## Rationale

The prime purpose of assessment and reporting is

- to help students to learn more effectively
- for teachers to learn about the changes brought about in students' knowledge and understanding, abilities and attitudes
- for teachers to make effective planning of future work for each student
- to inform students of where they are, what progress they have made and what they need to do to improve
- to allow students to reflect on their own learning, behaviour and attitudes
- to inform parents of their child's progress and approach to learning
- to provide parents information in order to support their child's learning
- to provide information to the school's senior, middle managers and governors as part of their monitoring of school achievement and intervention strategies

## Principles of Assessment

- a. Data should not be collected unless there is a direct consequence arising from it.
- b. Assessment is an essential and integral part of the teaching and learning process and assessment activities should be made explicit in Schemes of Work.
- c. Assessments must be made against specific criteria, which are closely linked to learning objectives.
- d. A wide number of skills, knowledge and understanding must be assessed therefore a wide range of assessment activities are needed for effective assessment.
- e. Students should be involved in assessing their own work and that of other students where appropriate to enable them to engage with assessment.
- f. Assessments must lead to positive rewards for effort and achievement along with meaningful targets to improve future work.
- g. Assessments must be marked in line with department and whole school frameworks.

- h. Assessment is a whole school procedure and involves input from teachers, pastoral leaders, curriculum leaders and senior leaders.
- i. Assessment procedures must be manageable and effective to impact student outcomes.

### **Common principles of summative/reported assessment**

Teachers in all faculties will provide a Working at Level/Grade every term for every student

- Key stage 3 and 4 using an all through school 1-9 levelling system based around GCSE grading criteria

At the start of the academic year students are provided with an end of year target based on prior attainment at KS2. Flight paths are drawn from KS2 starting points and targets are set based on year 11 flight path end points. Termly and end of year targets are back populated against each students' flight path.

Every term, teachers in all faculties will provide data on each student's attainment and this will be tracked against their flight path to ascertain progress towards flight path end points.

As part of the monitoring and tracking systems, Middle leaders and SLT links will look at the assessment data compared to school generated targets as a means of determining progress and any necessary intervention needed.

Class teachers will use assessment data in relation to student flight path data in order to inform planning to maximize the potential of individual students.

### **Progress report**

#### **Common Principles for Reporting**

The purpose of reporting is to inform parents of a child's progress and provide support for the child and the parent for making further progress  
All parents will receive termly reports/feedback on their child's progress as follows

- A full report in one term
- Parents' Evening
- Termly progress reports

The dates of these reports/parents' evenings will be published at the start of the academic year (sample – Appendix 3)

### Full Report

*Will consist of the following: (Sample – Appendix 1)*

- Attendance and Punctuality
- Attitude towards learning
- Lesson contribution
- Quality of written work
- Homework
- Response to feedback
- Overall subject rating

These elements will be graded as follows:

1. Excellent
2. Good
3. Satisfactory
4. Unsatisfactory

### Progress report

Parents will be provided with guidance on grades awarded for effort/behaviour/homework and levels of attainment. In particular, how KS3 levels relate to future GCSE levels and how they can monitor their child's progress. (Appendix 1 Example of Progress Report).

The progress report will contain the following:

- Working at grade
- Flight path progress
- Target grade
- Predicted grade (KS4)

## Assessment and Marking

All teachers should plan for assessment in every Scheme of Work and lesson both formally and informally to assess the progress of every individual student.

When planning Teaching and Learning teachers should:

- a) Ensure Schemes of Work identify a wide range of assessment techniques ranging from formal examinations to plenaries and informal observation of student activities.
- b) Assessments should promote equal opportunity by being assessable to all.
- c) Ensure all teaching includes opportunities for self, peer and teacher assessment of progress.
- d) Ensure all assessment tasks have clear objectives and criteria for assessment.
- e) Ensure that every unit of work allows for summative assessment which can be moderated within departments across the Academy Trust.

## Marking

Oldbury Academy believes that Marking should:

- a) Motivate and focus on positive achievements
- b) Focus on how students can improve work
- c) Allow and encourage student response
- d) Be regular and of good quality
- e) Be understood by students
- f) Accurately reflect students' efforts and achievements
- g) Evidence and celebrate student progress

All books should be regularly marked. The frequency will be determined by the teacher, but clear regular feedback, student response and progress should be evidenced.

Within the marking there should be the opportunity for Peer, Self and Teacher Assessment.

Day to Day marking should be completed by:  
Teachers, Assistant Teachers, ACE Coaches and Students.  
Each faculty works alongside this document and their specific  
**'Faculty Expectations'**

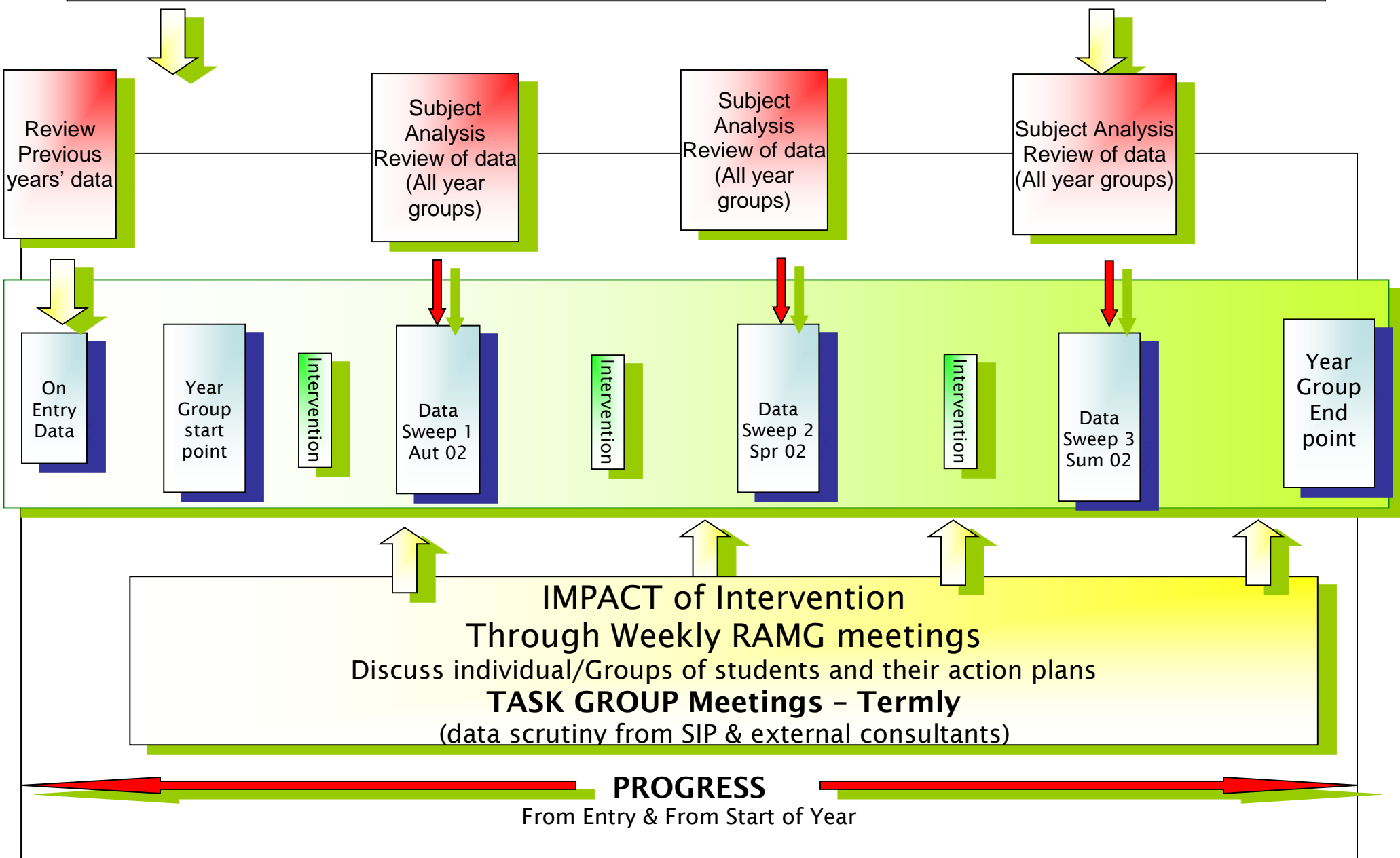
### Marking Guidelines

1. Subject specific stamp must be used.
2. **Teacher comments** should be personalised for each student.
3. **Students** must have the opportunity to **respond** to teacher comments and act upon their guidance. DIRT time. Student respond in GREEN pen.
4. **Teacher response** to student **progress**, giving praise or further guidance where appropriate.
5. Student DATA evident.
6. **PRAISE** – comments that pull out the positive work.
7. Check for **SPAG**. It is ALL of our responsibility to promote correct SPAG. Correct where appropriate and ask students to respond with corrected SPAG.
8. Staff should promote that books are treated with respect.

# TARGET SETTING AND DATA TRACKING

## Management of Attainment & Progress - Key Stage 3, 4 & 5

### Clear lines of accountability through SLT line management Meetings





## Target Setting

A target must be in place for every child for every subject. Targets will be produced using the following guideline.

1. **END OF KEY STAGE TARGETS**; in years 7, 8 and 9 the target should be the level that a pupil is expected to achieve at the end of each year cumulating in the end of year 9/key stage 3 target. The end of KS3 targets will be back populated producing a termly target. In years 10 and 11 the target is the grade the pupil is expected to achieve at the end of year 11/key stage 4. The targets will be calculated in conjunction with a pupil's individual KS2 data.
2. There should only be **ONE** target set for the end of key stage and this is a negotiated target decided upon using a combination of Expected Progress, discussion with the student and your judgement as a teacher. If you feel that a higher target is more appropriate, this will need to be entered into the system.
3. Expected progress from KS2 data should be used to **help** set the target and the target that is decided upon should not be lower than the expected progress that a student should make using their flight path from year 7 to year 11. The policy for target setting is based upon students reaching their end destination flight path from their KS2 data. (Using the DFE attainment 8 scores).
4. Once the end of key stage target has been set the Year 7, 8 & 9 targets will be back populated and produce an end of year target for each pupil. If targets are exceeding, then more aspirational targets should be negotiated with the students.

## DATA CAPTURE

Data is collected and entered into SIMS at each tracking point, there are three data collections each academic year. All teaching staff must enter data for all the pupils that they teach via SIMS before each data tracking collection point. This does not have to be on the deadline it can be earlier. For pupils at Key Stage 3 this is a current working at grade and for key Stage 4 this is a grade that reflects what the pupil should achieve at the end of the course – a projected grade based on their current rates of progress. Pupils in KS4 and KS5 will also

receive a 'working at' grade. This is based upon their most recent assessment and current classwork/homework.

It is the responsibility of every teacher to understand the data for their students and have evidence in their mark books.

## Analysis

The Outcomes leads will ensure that staff are following the 'Analysis – Intervention – Impact' model, and will collate departmental reports and summarise the findings

- Progress in relation to flight paths
- Most Able - 7-9 grades
- Lower, Middle, High ability students
- SEN
- Gender
- Disadvantaged/Pupil Premium
- Individual underachievers
- Group by group
- Progress 8 baskets
- Boundary leapers

## Intervention

All intervention must be pupil centred and personalised. SLT, subject leaders and teachers will be responsible for ensuring intervention is sharp and swift. The intervention process will be initiated as soon as a pupil is underachieving or identified as needing support (proactive).

Intervention will be overseen by these people at each stage of the intervention. However, **everyone is responsible at all stages of the intervention**

- stage 1 - classroom teacher / Form Tutor / Learning Support Assistant
- stage 2 - Head of dept./Head of year
- stage 3 - AHT (line manager)

Intervention will be monitored by the member of staff responsible for the intervention process. The outcomes lead will liaise with key staff to ensure monitoring is embedded within the intervention processes

## ACCOUNTABILITY

Heads of department and the Assistant head teacher line managers will review the progress of pupils weekly through line management meetings, RAMG meetings and Task group meetings.

For those teachers who have pupils flagged up as being below target, intervention will come from the Subject teachers after the first data track and if those same students continue to underperform by the next data track intervention will then be supported by the subject leaders in charge of that subject. Teachers will therefore be accountable for the performance of their pupils and the interventions put in place to help pupils to improve performance and ensure pupils make sufficient progress. HOD will be accountable for pupil progress in their departments. AHT's will intervene if pupil progress is insufficient.

ROLE	TRACKING	TARGET SETTING	INTERVENTION
<p><b>Classroom Teacher</b></p>	<p>Make day-to-day assessment of pupils to inform a judgment of the level/grade that a pupil is working at (KS3) or is expected to attain (KS4) every tracking point.</p> <p>Assessments should reflect the progress that a pupil is making over time</p> <p>Identify elements of the curriculum that the pupils find difficult.</p> <p>Identify what changes need to be made to ensure continued pupil progress.</p>	<p>Use a range of pupil-level information to inform a moderated but challenging target for each pupil. This should be done in conjunction with flight path data from KS2 information.</p> <p>Agree the targets with each pupil. Make sure they know the level/grade they are currently working at and know what the steps are in order to make progress towards the target.</p>	<p>Seating Plan, Additional support, Catch up sessions, Differentiation, Detention, Letter home, Phone home, Parental meetings Seek advice from HOD/HOY, One to one tuition</p>

<p style="text-align: center;"><b>Form Tutor</b></p>	<p>Monitor progress and under achievement</p>	<p>Reflect and support targets from other areas.</p> <p>Work in conjunction with the classroom teacher and the HOD</p>	<p>Liaise with the classroom teacher and the HOD</p> <p>Intervene in conjunction with the classroom teacher and the HOD</p> <p>Tutor Report</p> <p>Home contact</p> <ol style="list-style-type: none"> <li>1. Letter home</li> <li>2. Phone home</li> </ol>
<p style="text-align: center;"><b>Head of Department/ Head of Year</b></p>	<p>Ensure the consistency and quality of assessments being used for tracking purposes.</p> <p>Monitor progress towards targets.</p> <p>Identify where underperformance occurs. Establish the reasons and support teachers to take appropriate intervention.</p> <p>Hold teachers accountable.</p> <p>Ensure there are regular opportunities for moderation.</p> <p>Identify what changes need to be made to ensure continued progress.</p> <p>Work effectively with the AHT line manager.</p>	<p>Pupil level targets analyzed, moderated and challenged where necessary.</p> <p>Ensure that targets for individual pupils are appropriately challenging yet remain realistic.</p> <p>Compare pupil targets across the subject and identify any variance between teaching sets.</p> <p>Hold teachers accountable for their targets.</p>	<p>Examine causes of underachievement</p> <p>Closer monitoring of identified pupils progress</p> <p>Monitor class room teacher's intervention</p> <p>Support classroom teacher</p> <p>Structure a plan with classroom teacher</p> <p>Subject detention</p> <p>Pupil on subject report</p> <p>Home contact</p> <ul style="list-style-type: none"> <li>• Letter home</li> <li>• Phone home</li> </ul> <p>Cause for concern form</p>

<p><b>Outcomes leaders</b></p>	<p>Maintain an overview of pupil progress across all year groups.</p> <p>Look for pupil underachievement and examine the cause.</p> <p>Identify variation in pupil performance against their targets across departments and key stages and provide information to teachers HOD and SLT.</p> <p>Cross reference progress data with attendance data.</p> <p>Liaise with parents, Classroom teachers, HOD &amp; SLT.</p> <p>Hold HOD accountable and inform SLT if necessary.</p>	<p>Look at targets for pupils and identify any variance. Establish if further support or action is needed.</p>	<p>Consult various stakeholders – Pupil, Teacher, Tutor, HOD, AHT</p> <p>Track and Monitor intervention</p> <p>Progress &amp; Intervention will be a set agenda item in year team meetings.</p>
<p><b>Outcomes leaders</b></p>	<p>Monitor progress at whole school level over time.</p> <p>Measure progress towards whole school targets.</p> <p>Intervene if necessary.</p>	<p>Scrutinize departmental targets and challenge where necessary to ensure the HOD is working effectively.</p> <p>Discuss, agree and communicate clearly to staff the target setting policy and procedure.</p>	<p>Intervention at Line Management level</p>