

Assessment, Recording and Reporting Policy

**Approved by Governor Committee:
Student and Curriculum**

**Date to be reviewed:
June 2018**

**Responsibility of:
Assistant Principal (Progress and Achievement)**

**Date ratified by Governing Board:
14th July 2016**

1. Introduction

Chelsea Academy recognises that assessment, recording, reporting and target setting are critical in raising student achievement and evaluating the quality of learning and teaching. We use summative assessment to evaluate the stage a student has reached, formative assessment to identify future targets and diagnostic assessment to identify strengths and weaknesses. The values and ethos of the Academy are central to our Assessment, Recording and Reporting policy.

Recording assessments accurately enables a more personalised approach to students' learning by identifying areas requiring further support and intervention. Effective reporting is vital in ensuring that students, parents, coaches and teachers are well informed of individual progress, expectations and strategies to ensure improved outcomes. In this policy, the term "parents" includes all those having parental responsibility for the student.

2. We believe:

- The methods used to measure student attainment and progress should be valid, relevant and consistent. The data should also be regularly validated.
- The use of student data should enable all students to receive the support and intervention they need to maximise their personal achievement.
- The student should take responsibility for improving his or her own outcomes.
- The process should be structured and transparent without being bureaucratic.
- Information should be reported in a clear and effective manner

3. Formal Assessment and Recording

- Initial information used to create a baseline image of every student will be KS2 data, CATS and Suffolk Reading Tests, Year 7 baseline tests and FFT aspirational data.
- Each curriculum area will carry out at least one summative assessment every term (depending on subject and year group) for each student (progress checks). The form this assessment takes will vary from subject to subject. Students should be informed beforehand of what is required to achieve each level of attainment. These assessments will be shown clearly within schemes of work.
- In addition to attainment data, students will also receive a score (1-4) per progress check related to their Attitude for learning in each subject.
- Each such assessment should be recorded in the form of an appropriate grade (3cert score, GCSE grade/number or A level grade) to be stored electronically within the Academy's Management Information System. Split grades (eg. A/B) should not be used but each grade/score will be divided into subgroups (H/S/L). These records are used for reporting to parents.
- Assessment methods for each Year Group in 2016-17:
 - A2** – A2 grades A* - E
 - AS** – AS grades A – E
 - Year 11** – GCSE grades A* - G in most subjects (9-1 for Maths and English). (D*/D/M/P for BTEC subjects)
 - Year 10** – GCSE grades 9-1 in most subjects (A* - G in DT, Economics, Media Studies and Psychology)
 - Year 9** – GCSE grades 9–1 in all subjects
 - Year 8** – KS3 Levels 8 - 2
 - Year 7** - Emerging/Developing/Mastering for a set of statements in each subject (to be converted internally into a percentage)
- At each assessment point learning coaches, Heads of Year, Curriculum leaders and the Leadership team will make judgements about students in terms of whether they are performing well above, above, in line with, slightly below or well below predictions. They will also compare attainment of different student groups within the Academy. As a result of these predictions underperforming students will be appropriately monitored and mentored.

4. Operational Monitoring

- Academy leaders have access to detailed information relating to the students within their school including attainment, attendance, behaviour and so on. The expectation is that information is collected and analysed for consistency, internal issues that may require intervention (subject areas/years groups/individual staff) and student issues that may require intervention (academic or pastoral)
- Each Curriculum Leader is accountable for students' achievement within the subject and is responsible for its own operational monitoring, to ensure that standards are maintained and that routine procedures are followed throughout.

5. Feedback to Students

- Effective feedback to students is essential to the learning process and should:
 - enable students to improve;
 - include both achievements and areas for development (www/ebi);
 - be focused, unambiguous and clear;
 - be prompt (all work should be marked and returned within two weeks).
- We should adopt a variety of means to communicate feedback, including:
 - written feedback, including comments on how to improve;
 - oral feedback, either to individuals or the whole class;
 - exemplar feedback, for example model answers together with a commentary highlighting particular points.

6. Reporting and the Academic Tutor

- Every term, parents receive a brief progress report generated from the central database summarising their child's attainment (and predictions for exam groups), target data and attitude to learning.
- The student's learning coach is the first point of contact for parents. The learning coach should investigate and address any concerns that a parent or student may have at any time.
- All learning coach - parent meetings take place within the first following the issuing of a progress check - the precise timing and organisation of the meetings is determined by the Academy.
- There will be the opportunity for parents to meet directly with their child's subject teachers at least once during the course of the academic year
- Each student works towards personal attainment targets for each of their subjects drawing on a range of personal information and focused particularly on the progress made by the top 10% of similar students nationwide.
- Where individuals make particularly rapid progress, their targets should be revised upwards accordingly. However, their original target will be used as part of a residual-level analysis to assess the performance of their teachers, subject areas and Academy. This analysis will contribute to performance development. The Academy targets will be in line with the targets set for their students.

Links to other policies:

Learning and Teaching Policy

Assessment for Learning Policy