



William Brookes Academy Trust

Common Assessment, Recording & Reporting Policy

Updated May 2018



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William Brookes Academy Trust
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This policy is due for review in 12 months

Principles

This policy is written to give guidance on the process of assessing students work, recording their achievements resulting in a report for tutors, parents and students to see.

1. Assessment

Using the Common Assessment Policy in school, students should be assessed in a range of performance measures including teacher assessments/tests and classwork. Teachers will work in departments to ensure that the achievement of students is gathered regularly, that the work completed by students is moderated to ensure common criteria are met leading to consistent judgements being made. Students' attainment will be benchmarked against national data.

2. Recording

The students' assessment data will be collected approximately once a term, which will be followed by an intervention meeting lead by House Leaders and Subject Leaders. The data will be shared with all teaching and support staff during these meetings so that information about each student can be shared and intervention is early, rapid and accurate.

3. Reporting

When the data has been collected it will be shared with parents roughly once each term. One of the data collections will form the yearly written report. This will include an overall picture of the student's progress with comments outlining successes or concerns, along with a written comment from the Tutor and a member of the Leadership Team. Students will have regular opportunities to discuss their progress and set targets within tutor time and all lessons.

4. Use of 4-Matrix

The performance data for KS4 students will be inputted into 4Matrix after every data collection. All teachers, especially Subject Leaders and House Leaders, will be able to access not only class information but also individual data so informative conversations between teacher and student can occur. The attainment 8 and progress 8 information can be used to track the progress of all students from KS2 to the end of KS4, using the reading and mathematics KS2 scores. All students' attainment will be tracked alongside comparative FFT Aspire data (Fischer Family Trust), all reports will show these target grades for parents, students and teachers to use to track progress.

5. Use of Key Stage 3 trackers (years 7, 8 and 9)

All departments use specifically designed trackers to monitor the progress of the students over the whole of Key Stage 3. Life after levels attainment is used to track progress across the following categories:

- Extending
- Secure +
- Secure
- Secure –
- Developing
- Entry

All subject areas have created attainment descriptors that are used in moderation sessions to ensure all teachers are assessing to the same criteria. The expectations for each category will become more challenging as the student progresses through the key stage. We would expect a student who is progressing as expected to be awarded the same attainment description in consecutive data collections, for example a secure in year 7 and 8 will show the student has progressed as expected due to the criteria for secure in year 8 being more challenging than the secure in year 7.

6. Intervention

Approximately every half term a particular year group will be discussed during an intervention session, teachers will be able to see the overall performance of students via SIMS. Students who are in need of some intervention/assistance in their studies will be identified and allocated a level of support.

In year 11 and year 10, 1:1 tutoring and mentoring will be put into place so that issues are identified early and support is given so the students can achieve their best. Disadvantaged students will be discussed in house and subject teams, the Pupil Premium Champion will then ensure support is given to students who are underperforming. This will take the form of 1:1 catch-up sessions, in class support, 1:1 mentoring outside the classroom. There are two levels of intervention depending on the needs of the student:

Level 1 Tutor Mentoring

Level 2 House Leader/Leadership Team Mentoring

These students will be monitored regularly to see if improvements have been made.

In other year groups, students are identified according to the termly data collected and form tutors are made aware of the academic progress of all tutees so discussions can take place to assist in the development of each and every student. It is important for the student to be involved in all aspects of the process as it secures the learning and the students can take responsibility for their own progress with guidance from those around them. Whole school data for KS3 will be discussed regularly with the whole teaching staff so particular groups of students can be identified as a concern, e.g. males/females, disadvantaged, SEN and most able.

This will work in accordance with the **Common Assessment Policy (CAP)** which:

Aims to:

- Embed departmental assessment / intervention / monitoring cycle into the whole school system
- To align subject procedures with whole school reporting, reducing the burden and repetition
- Provide consistently high levels of student feedback to support progress
- Allow parents to receive regular reports that plot progress across the Year / Key Stage

The purpose of marking:

- Involving the student in the assessment process/fostering a dialogue between student and teacher.
- Feedback to be related to given criteria or learning objectives.
- Identifying individual strengths and weaknesses in order to move the learning forward
- Allocate time for students to act upon advice.
- Indicate how improvement can be achieved.
- Correcting and challenging the students work.
- Identifying those students who need further support or extension work.
- Equip students with language of assessment/command words.
- Motivating the student through success and encouragement.

What will it look like:

- Students reflect, in order to make progress and are given time to make improvements / respond to comments
- Celebration and praise of the students work
- Be concise and accessible to the students
- Encourage the student to take ownership for their learning.

CAP reporting calendar:

School CAP identifies when student achievement should be recorded for analysis / intervention / mentoring.

Departmental CAP should identify which assessments will be the basis of academic judgement. This process is discussed during departmental meetings and links with the Leadership team.

Half termly:

1 hour per week = 1 assessment
2 hours per week = 2 assessments
3 hours per week = 3 assessments

7. **Governors**

Key Stage 3, 4 and 5 data overviews are reported to Governors on a termly basis. The feedback includes headline figures and individual subject performance.