

## Assessment, Recording and Reporting Policy

This policy encapsulates Ellesmere College's approach to the assessment, recording and reporting of the educational attainment and progress of its students. The policy should be read in conjunction with the Ellesmere College Marking and Feedback Policy

### Aims

- That every student is achieving their full potential, and that their progress is outstanding in comparison to other similar students.
- That every student knows how they are doing, understands what they need to do to improve, and how to get there.
- That all staff leading learning experiences are equipped to make well-founded judgements about students' attainment, understands the concepts and principles of progression, and can ensure that plans are in place to support under-achieving students.
- That the college has clear processes and systems for making regular, useful, manageable and accurate assessments of students.
- That every parent and carer knows how their child is doing, what they need to do to improve and how they can support their child and her/his teachers.

### Principles of good assessment

Assessment for learning is central to effective teaching and learning. It is the process of forming an accurate and reliable picture of a students' performance, to which additional information can be added such as their attendance, effort, behaviour and background in order to provide information about the student's progress.

To achieve this it is important that assessments are:

- **Accurate** - judging student's work correctly and making accurate assessments linked to P scale/National Curriculum levels/specification criteria (e.g. AIM, AQA, WJEC)
- **Fair** – knowing the methods used are valid and that there is no bias in any assessments made
- **Reliable** – ensuring that judgements are consistent and based on a range of evidence.
- **Useful** – identifying barriers to student progress and using that information to plan the next steps in the student's learning.
- **Focused** – identifying areas of a student's learning where there are blocks to progression, which might benefit from, for example through a layered team approach

- **Continuity** – ensuring that comparisons can be made across Ellesmere and against other students

## Types and frequency of assessments:

There are three linked types of assessment at Ellesmere:

**Day-to-day assessment (formative)** provide a wide range of evidence of learning in specific contexts in order to shape the immediate next steps and which are shared with students – details are outlined in the marking policy. Additionally:

- Students small steps should be recorded by the teacher (either on paper or electronically) using either PIVATs or B-squared. These should be linked to lesson plans, milestone marking and be used to set future student targets
- If there is no PIVATs or B-squared assessments available in a subject then students will be assessed by any defined award or certificate (e.g. AQA unit awards/AIM framework) and recorded as above.
- If there are no standard assessment frameworks available then progressive learning outcomes will be defined by the member of staff leading the activity in conjunction with the Head of Department or Phase Leader.
- Where students are having focused intervention work (e.g. EAL, behaviour) then learning outcomes will be set by the layered team, and tracked by those delivering the intervention.

**Periodic assessment (summative)** will occur three times a year and will be recorded during assessment weeks. These will give a clear profile of students' achievements across each subject. They will be shared externally (e.g. social services) and with parents (i.e. via interim reports and parents evenings). This will include:

- **Subject assessments for year 7-11 in:** English, Maths, Science, PE, ICT, RE, PSHE, MFL, History, Geography, D&T, Art, Outdoor Learning, and Employability. **Post 16 will include:** Maths, English, ICT, and Employability. The assessments will include:
  - the student's **current assessment levels** along with **any accreditations achieved**
  - the students target and predicted **accreditations/awards**
  - **individualised personal targets in the subject** that the student will be working towards over a period of time
  - scores for **personal factors** such as attendance, effort and behaviour
  - where subjects do not have P/NC levels then they will report on student learning through **carousel reports**
- **PSD and IEP targets (Year 7-post 16):** three PSD and two personalised IEP targets will be assessed and evaluated a minimum of three times a year during assessment weeks. PSD and IEP targets will be reviewed and set at the annual review by tutors.

- **Other periodic assessments** on individual students may occur at any time in order to meet their specific needs and/or the needs of department. This may include:
  - Reading tests
  - Spelling tests
  - EAL QCA profile
  - Information required for the layered approach

**Transitional assessment** are judgements and insights which are formally shared with students, parents and teachers at transitional points between years, key stages and schools (i.e. annual reviews, full reports)

- All students will have an initial assessment level confirmed within 6 weeks of arriving at Ellesmere.
- Information for annual reviews/emergency annual reviews
- Key stage 3 statutory assessments for the LA and parents
- Information for student transition either to college, external provider and/or another college
- Annual reports – where more detail is required or a summary of their progress and learning is required over a period of time

### Assigning a level or grade

To ensure accuracy of assessment and to monitor levels of progress it is important to use a range of checks:

- **The national average benchmark** – moderation of students work against P/level descriptors or against the course specification, and where available should be externally validated.
- **Standardisation using “blind marking”** - every teacher in a department would mark the same piece of work and assign a level or grade independently. Then the teachers would meet together and compare grades, discussing reasons why they awarded that grade, and eventually reaching consensus about the grade which should be awarded.
- **Standardisation using exemplars**- to help staff with their assessments every Head of Department/Phase Leader should keep a portfolio containing annotated examples of work at different levels and across strands
- **External moderators’ reports** – sometimes coursework that is internally marked is externally assessed. Any differences could lead to work being down – or up-graded. Examiners’ comments should be kept in a central record and acted upon. Heads of Department/Phase Leaders must keep in a central file a copy of all internal validation and monitoring forms

### Attainment and relative performance indicators

**Measures of attainment** provide information about the standards students are achieving. This may include an assessment 'level' or 'grade' including an external awards and examinations.

**Measures of progress** provide information about how much progress a student has made over a set period of time.

By analysing levels of attainment and levels of progress the teacher, department, college is able to:

- provide an accurate judgement of the standards attained and progress made by all students in the school
- identify the gaps in performance of different groups of students and between different subjects
- inform strategies for raising attainment, accelerating progress

In comparing student progress this should be done against national progression indicators, although CASPA may be used as an additional measure to identify any under-performing cohorts.

## Recording

The college is moving over to an electronic system of recording student assessments and information. This includes SIMs, B-squared, excel spreadsheets, and data bases. Staff will record the information directly into the appropriate electronic system, although there is recognition that individuals may wish to keep paper copies. Under safeguarding staff should not be talking electronic data off-site other than on password protected devices and encrypted memory sticks.

The college has **three formal assessment periods each year.**

## Data analysis

Data is analysed to demonstrate the progress of a student at any time in the academic year against their targets. Data analysis can also provide information for a range of internal groups (layered team, Governors etc.), external agencies (e.g. LA, the DofE, OFSTED) and a range of other interested parties (e.g. parents). When student and school performance is analysed the college uses three types of data

- **Current grade** - This is the grade at which a student is currently working.
- **Predicted grade** - This is the grade relates to students at risk of not making their target grade. These are set over a period of time and linked to clear intervention strategies.
- **Target grade** – target grades are generated from the students KS3 and KS4 baselines and are linked to the national progression indicators (75<sup>th</sup> percentile)

Student progress should be tracked at each data assessment point:

- **Interim reports** – subject leaders are required to track the progress of students in their subject with teachers within their department; phase leaders are required to track student PSD/IEP progress and students overall learning (particularly in core subjects) and learning progress as identified in the carousel options.

- **Full report** – as above, however subject and phase leaders will need to produce an analysis of data and written report on any under-performance of students against targets and a summary of strategies/actions taken to support these students across the year

## Reporting

Reporting to parents and others is fundamental to Ellesmere's accountability for the quality of education which we deliver. The College needs to demonstrate its professionalism to a wide, diverse and, potentially, critical audience. To do this:

- Every student will have **two interim reports** containing information relating to their current grade, % attendance, personalised targets, and scores for effort, behaviour and attendance. The report will also have progress against PSD levels and IEP targets.
- **One full report** in each academic year – this will have current levels, % attendance for the year, as well as fuller teacher comments. The report will include a carousel report which will include teacher comments on blocks of learning.
- **One annual review in each academic years** (other than emergency annual reviews) – this will include core subject levels, PSD and IEP targets, and tutor report

All reports will be sent to parents three weeks prior to parent evenings and annual review meetings. Prior to this:

- **Subject leaders** – co-ordinate their department deliverers in meeting the college reporting deadlines, check subject targets are accurate, and that comments are both appropriate and of high quality.
- **Phase leaders** – co-ordinate tutor and carousel deliverers in meeting the college reporting deadlines and check tutor comments, PSD levels and IEP targets, along with carousel reports. Ensure comments are both appropriate and of high quality.
- **Senior Leader** – quality assure reports through taking a sampling 10% of the student cohort

**On-line Reporting to parents/carers** - We are actively exploring various web-based facilities that will allow parents to gain secure access to the assessment data relating to child.

## Responsibilities

Whilst not a definitive list of responsibilities the following provides key aspects related to positions across the college:

### The Governors are responsible for...

- Ensuring that this policy is in place, is continually monitored and reviewed periodically.
- Encouraging, supporting and promoting good practice.
- Ensuring that any complaints arising from the operation of this policy are dealt with in accordance with the College's Complaints policy.

### The Principals are responsible for...

- Implementing this policy.
- Ensuring staff are aware of their responsibilities within this policy.

- Monitoring the implementation of this policy and reporting to governors, periodically, on these matters.
- Completing a Principal comment on the annual report

#### **Vice-Principal**

- Coordinating and monitoring the work and training of all those with responsibilities in relation to the annual review process

#### **The Senior Leader (ECM) is responsible for...**

- Coordinating and monitoring the work and training of all those with responsibilities in this policy.
- Evaluating the quality and consistency of assessment, recording and reporting throughout the school and recommending good practice in terms of assessment, recording and reporting.
- Ensuring that appropriate and up-to-date information is available to parents/carers and other members of staff and that systems and processes are in place to effectively track student progress.
- Conducting a quality assurance process on reports to ensure they are to the highest possible standard before they go home or to any other external destination.
- Reporting to the SLT/Principal/Governors periodically on assessment and related issues at the College and preparing any external reports and information related to student progress
- Leading on the development and implementation of this policy.

#### **The data officer is responsible for...**

- Ensuring that the data and reporting systems are up to date and accurate
- Working with heads of department and phase leaders to ensure student information is up-to-date
- Inputting and maintaining student records/names to ensure the framework of the systems is up-to-date
- Preparing the information for reports and annual reviews, including transferring and quality assuring information between various electronic systems
- Working with key stage administration staff to transfer student information into reports
- Preparing information for transitional reviews including annual reviews and transitional arrangements between schools/colleges

#### **Administration co-ordinator is responsible for...**

- Ensuring that the report templates are available to staff
- Tracking the completion of the reports and working with the Senior Leader (ECM) and phase and subject leaders to ensure reports are completed on time
- Checking the report formatting, printing and posting reports to students' homes

#### **Key stage administrators are responsible for...**

- Transferring data between electronic spreadsheets and report templates

**Key stage/phase administration staff/annual review administration are responsible for...**

- Transferring information from paper, spreadsheets to reports
- Checking any transferred data for errors and omissions
- Ensuring annual review paperwork is completed and transferred both pre and post review

**Exams officer is responsible for...**

- Working with the Senior Leader (ECM), subject leaders and data officer to ensure that monitoring and central records are up to date in terms of student predicted and actual examinations
- Managing and co-ordinating the examination processes in college in line with external requirements
- Preparing information on students predicted and actual examinations

**ICT technician is responsible for...**

- Updating data packages (e.g. CASPA, B squared, SIMS) to meet the colleges data system needs and ensuring that software is available across the college to ensure an effective mechanism exists for assessing, recording and reporting
- Providing advice and monitors the security of data, including data protection and safeguarding
- Ensuring that the college data and student information is securely backed-up

**Subject Leaders are responsible for...**

- Monitoring the implementation of this policy by teachers working in the department
- Leading within their department on matters relating to the maintenance and development of this policy.
- Encouraging, supporting and promoting good practice and performance by tutors and by students within the year group, including organising with the Senior Leadership Team celebratory events.
- Ensuring that the quality of assessment, recording and reporting by their department is of the highest possible, including the quality and depth of student comments by subject deliverers. This includes the quality of targets, spellings, grammar and the use of language is appropriate to the needs of students and parents.
- Ensuring that all members of their department understand the target setting process and that they are responsible for ensuring that these targets are achieved
- Monitoring the central database to check the progress of individual students and producing reports on progress of cohorts of students against national progression indicators
- Identifying under-performing students in their subject and putting in place measures to remediate
- Liaising with phase leaders and support staff about the performance of individual students and classes in their subject.

- Encouraging, supporting and promoting good practice and performance within the department and by students, including organising, with the senior leader celebratory events and merit systems

#### **Phase leaders are responsible for...**

- Monitoring the implementation of this policy by tutors in relation to IEP and PSD targets and levels.
- Monitoring student learning in relation to interventions and alternative curriculum ensuring reports and information in relation to student progress, quickly putting in place effective measures to remediate, if necessary with the support of other staff
- Ensuring that the layered intervention database is up-to-date and that student outcomes are tracked and support is effective
- Monitoring the central database to check the progress of individual students and the year cohort as a whole, with regard to their individual subject and collective targets and identifying those whose performance is less than expected so that intervention measures can be put in place.
- Ensuring that the quality of the report going home to parents is of the highest possible standard – interim, full reports and annual reviews. This includes the quality of targets, spellings, grammar and that the use of language is appropriate to the needs of students and parents.
- Encouraging tutors to produce good quality comments about their students, as well as establishing smart targets to work towards between annual reviews.
- Using assessments to monitor students' progress and ensure that students are helped to reach their potential as shown by their end of year targets.
- Encouraging, supporting and promoting good practice and performance by tutors and by students within the year group, including organising, with the Senior Leadership Team, celebratory events and merits systems

#### **Subject teachers are responsible for...**

- Working to this policy and undergoing relevant training
- Monitoring the performance of every student in their class against their predicted targets and ensuring that, for any under-performing students, remedial action is taken without delay.
- Providing accurate and regular assessments of students' work including, where relevant, levels/grades and indicating to the student the quality of the work, the progress they have made and what now needs to be done for them to move forward.
- Identifying under-performing students in their classes and quickly putting in place effective measures to remediate, if necessary with the support of other staff.
- Maintaining the central database for their classes.



- Reporting to parents and, where relevant, others in the manner and frequency stated in this policy and offering parents the opportunity to discuss with them the progress of their children at parents' evenings or otherwise.
- Ensuring that the quality of targets, spelling, grammar and the use of language is appropriate to the needs of students and parents.
- Ensuring that the quality of their reports is of the highest possible.
- Encouraging, supporting and promoting good practice and performance by students in their classes, including using the merit systems.

#### **Tutors are responsible for...**

- Working to this policy and undergoing relevant training
- Monitoring the performance of every student in their class against their IEP and PSD targets and provide accurate and regular assessments of students' progress they have made and what now needs to be done for them to move forward.
- Providing pre and post annual review comments and information
- Monitoring the central database to identify students in their tutor group who are under-performing and support/coordinate/monitor any intervention measures put in place to remediate.
- Providing, according to school policy, summative reports for parents of the highest possible quality on each of their students and discussing these with parents at parents' meetings, review days and when otherwise requested
- Encouraging, supporting and promoting good practice and performance by their students, including merit systems

#### **Teaching Assistants are responsible for...**

- Working to this policy and undergoing relevant training
- Assisting the subject teacher in identifying under-performing students and contributing to the provision of effective learning support to individual or groups of students.
- Communicating with relevant teachers about students to give a more complete picture
- Monitoring the progress of assigned students/ groups, quickly identify the students who might need extra/ more specialised support and liaising with relevant staff in order that that support may be provided.
- Monitoring the effectiveness of any extra support and reporting appropriately.
- Supporting the assessment, recording and reporting processes for assigned students including liaison with parents and others.
- Encouraging, supporting and promoting good practice and performance by assigned students., including the use of the merits system

#### **All staff are responsible for...**

- Ensuring that information held on students is secure and password protected and is in line with the college safeguarding and data protection policies