Assessment, Recording and Reporting Policy

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Assessment, Recording and Reporting Policy

POLICY STATEMENT

LDE UTC is committed to engaging all staff and learners in the use of formative assessment strategies that promote learning. Staff and learners will be supported by valid and easily accessible data which will enable all learners and teachers to understand and discuss current levels of performance and which will result in actions that will raise the individual achievements of all learners.

PRINCIPLES

The following principles underpin this policy:

    i.   all staff recognise the importance of 'Assessment **for** Learning';

    ii.   all staff, learners and parents have access to appropriate, clear and informative assessment data;

    iii.   all assessment activities are an essential part of the teaching and learning process;

    iv.   all assessment information is used to inform curriculum planning;

    v.   all learners are fully involved in the assessment process so that they have a clear understanding of their current levels of performance and are able to identify their individual strengths and areas for improvement;

    vi.   all learning objectives are shared with the learners during lessons;

    vii.   all teachers provide every learner with effective and regular feedback;

    viii.   all teachers recognise that assessment has a profound influence on the motivation and self-esteem of learners, which, in turn, are crucial influences on learning;

    ix.   all learners are able to assess themselves and understand how to improve;

    x.   all systems for the recording and reporting of assessment data are efficient and effective;

    xi.   all systems for the recording and reporting of assessment data use ICT to support staff in the input of the information;

    xii.   all assessment strategies and recording and reporting systems must be regular and rigorous, identifying:

- the skills, knowledge and understanding of learners (summative);
- the learner's strengths and area for improvement (diagnostic);
- targets for the learner's learning (formative);
- actions the learner must take to meet the targets (formative).

OBJECTIVES

The following objectives are at the centre of this policy:

xiii.   to engage all teachers and learners in a regular and continuing dialogue about assessment and the setting of targets;

xiv.   to develop assessment as a valued and effective teaching and learning strategy;

xv.   to ensure that assessment really does inform teaching, learning and curriculum planning;

xvi.   to give all staff easy access to assessment data;

xvii.   to enable staff to consider and question easily-available assessment data, in order to support the formative assessments of individual learners, subject groups, gender groups and year groups, together with groups who nationally underachieve e.g. those from ethnic backgrounds;

xviii.   to provide parents with regular and informative reports regarding individual learner achievements and progress; and

xix.   to comply with statutory assessment, recording and reporting requirements as prescribed in Section 356 of the Education Act 1996 and subsequent legislation.

ROLES AND RESPONSIBILITIES

It is the responsibility of the **Board of Directors** to establish a policy and procedure for Assessment, Recording and Reporting and to monitor the effects of the procedure. Directors should discuss with the CEO, and others to ensure that the LDE UTC has effective systems in place for monitoring learner progress and is using previous results supported by recent teacher assessment to set challenging targets and to ensure that these meet statutory requirements.

The CIO in conjunction with the Leadership Team, has overall responsibility for the development, monitoring and evaluation of the assessment procedures in the College. The CIO will ensure the LDE UTC meets the targets set by the Board of Directors.

Heads of Faculty and of Subject have responsibility within their areas for the implementation, monitoring and evaluation of the College's assessment procedures.

Heads of Faculty and of Subject have responsibility for ensuring that a range of assessment strategies are used as an integral part of the teaching and learning process and that subject-based assessment objectives, examination board assessment objectives and National Curriculum criteria are met at all Key Stages.

All teaching staff have responsibility for employing assessment strategies that are appropriate to the age and ability of all learners and to the particular method of assessment;

All teaching staff must share assessment criteria with learners and engage them in the application of these criteria to their work.

All teaching staff should employ assessment activities as an essential part of the teaching and learning process;

All teaching staff should ensure that assessment is used as part of the planning for teaching and learning.

MONITORING AND REVIEW

The CIO will report on the policy to the CEO as appropriate.

The CEO will report to the Board of Directors on any relevant aspects of the working of the policy as appropriate.

The Board of Directors will review the policy every two years.

PROCEDURES

Heads of faculty and of subject are responsible for:

- identifying the generic skills that their subject(s) is(are) developing throughout all Key Stages;
- ensuring that the assessment objectives and learning outcomes for each scheme of work are clearly expressed;
- ensuring that all assessment data required for the College's annual reporting cycle is provided by the dates and times stated in the College calendar;
- analysing relevant assessment data in line with the College's requirements;
- monitoring and tracking the learners' overall progress in their Faculty/Department and taking appropriate actions that will enable them to achieve their full potential;
- adjusting teaching, having taken into account the outcomes of this analysis; ensuring that reports are of the highest quality;
- ensuring that adequate records are kept so that reports can still be produced in spite of the possible absence of a member of staff;
- establishing banks of exemplar work for all Year groups*;*
- allocating time for the regular standardisation and moderation of work;
- ensuring that learners are involved in the assessment process through self and peer assessment; and
- preparing their own faculty assessment policies in line with this policy of the College.

The CIO will check these policies before they are implemented.

The CIO is responsible for:

- close liaison with Heads of Faculty and Subject Leads to ensure progression and continuity throughout all Key Stages;
- analysing relevant assessment data in line with the College's requirements;
- monitoring and tracking the learners' overall progress in the Key Stage and taking appropriate actions that will enable the learners to achieve their full potential;
- ensuring that all subject teachers and personal coaches are fully aware of their responsibilities for the recording and reporting of learner achievement and progress so that all deadlines in the calendar are met;
- ensuring that challenging but achievable targets (minimum expected levels and grades) are set for every learner;
- ensuring that reports are of the highest quality; and

- liaising with the Learning Support Faculty, which should be involved in devising and using assessment materials (particularly for targeted learners) to help ensure that the learning needs of all learners are met.
- ensuring that records are kept of a learner's personal achievements and extracurricular activities;
- analysing relevant assessment data in line with the LDE UTC's requirements;
- monitoring and tracking the learners' overall progress in their year group and taking appropriate actions that will enable them to achieve their full potential;
- ensuring that all subject teachers and personal coaches are fully aware of their responsibilities for the recording and reporting of learner achievement and progress so that all deadlines in the LDE UTC calendar are met; and
- ensuring that formal educational records are kept and updated annually.

Individual subject teachers and personal coaches are responsible for:

- completing, recording and discussing assessments with their learners and setting achievable targets through the cornerstone of advocacy;
- analysing relevant assessment data in line with the College's requirements;
- using the results of assessment in planning future work for learners;
- reporting and recording the progress and achievements of all learners; and
- ensuring that all report deadlines are met on time.

Learner Monitoring Cycle

INFORMATION ON ENTRY

Year 10

Prior attainment data for learners entering year 10 will comprise of KS2 results. In order to ensure that all learners joining LDE UTC are assessed via a common framework all learners will undertake baseline testing using the GLAss system. To monitor the accuracy of GLAss and provide governors with assessment of the LDE UTC, we will use the FFT 20 Aspire dashboard to monitor performance across the subjects compared to national standards.

Year 12

All learners entering year 12 will arrive with their GCSE results. On arrival learners will be screened to check that they meet minimum entry requirements. Our Year 12 tracker will record learners progress, attainment, English and Maths progress, for those who have not achieved at least a grade 4 at GCSE by the end of KS4, and retention and destinations when learners leave us.

Year 12 Initial group profiles

GCSE and KS4 Average Point Scores (APS) will be used to set an initial indicator for minimum expected achievement across the subjects being studied. This will give teachers an early indication of likely aspirational and minimum targets, informing the initial group profiles and enabling the teachers to devise challenging work across the ability range in the group.

Baseline testing

Both year groups will complete the tests as part of their induction period in order for LDE UTC to obtain information as soon as possible after joining. The GLAss learner prediction reports will be available soon after and will give predicted grade information as well as 'chances' of achieving higher or lower grades. Both CAT4 tests also provide information related to learner's abilities with respect to mathematics, vocabulary, learning styles and can highlight any potential learning difficulties. Learners find this extra information motivating when they are reviewing how they work best and how they can make improvements when working to their target grades.

- Year 10 entrants will sit the GLAss Cognitive Ability Test 4 (CAT4), level F and progress tests in Maths, English and Science (PTM, PTE, PTS).

- Year 12 entrants will sit the GLAss Cognitive Ability Test (CAT4), level G.

Target Setting

The "chances graphs" and predicted grade information will be used to generate aspirational targets for all learners. We will give all learners a lower (LB) and upper (UB) benchmark grade.

At KS4, GLAss (GL Assessment) provides two benchmarks, a 'standard' benchmark and a 'challenge' benchmark. We will compare these to the KS2 projected grade. For KS4 learners, the UB will be the higher of the 'challenge' and the KS2 projected, the LB will be the KS2 (where not the highest).

- Example 1: GLAss standard 3, challenge 4, KS2 4.7   UB = 5, LB = 4
- Example 2: GLAss standard 3, challenge 4, KS2 4.2   UB = 4, LB = 4.

At KS5 we use the LearningPlusUK grade predictor tool which provides predictions at the 50th to 90th percentile based on the complete national dataset at Level 2 and 3, the governments level 3 value added (L3VA) and national completion and

attainment (C&A) rates. LB = 50% and UB = 90% and where there is a +, this will be rounded up. Tracking will be against the L3VA/C&A grade.

REPORTING

Estimation of current working grade (CWG) and current projected grade (CPG)

Learners current working grade will be assessed by the teachers at the end of every double term. This will be derived from classwork, extended learning tasks, class tests and milestone assessments. We will use a fine grading system with +/- to indicate how confident the learner is within the grade. CPG will be projected from the CWG and going forwards to the end of the key stage. All staff and learners will use the flight path to assess whether they are on track to meet, exceed or not meet their benchmark from their CWG. Teachers will also give a judgement as to how the learner is working towards this target use a colour rag rating as well as giving an indication of the learner's approach and attitudes to their studies. Teachers will be expected to: use papers and material provided by the exam boards, moderate their assessment between staff within the college and from our partner schools to ensure accuracy.

The following charts show the CWG flight paths for GCSE, L2 Technical Awards, A Level and L3 Technical Awards, tracked across Dec-18, Mar-19, Jun-19, Dec-19, Mar-20, Benchmark and CPG.

Attitudes to Learning (ATL)

Teachers will also give a judgement of the learner's approach and attitudes to their studies. This is graded as excellent, good, improvement required or significant improvement required.

The points behind this for calculation purposes are E=1, G=2, I=3, S=4.

Staff will base their judgement on the twelve following areas:

- Attending lesson E = 97+, G = 94+, I = 90+ & S = 90-
- Punctual
- Participating verbally in class
- Participating written in class
- Meeting deadlines
- Participation in group work
- Presentation of work
- Presentation of self
- Behaviour in class
- Supporting others in class
- Pre-learning – going above and beyond
- Working towards benchmark

ATL Flightpath

All learners are expected to make 0.5 grade improvement each term (half term).

Reporting Schedule

The data report schedule is below and represents a six-weekly schedule of reporting. All of these points are mirrored in the coaching calendar and all learners will have an opportunity to discuss their progress with mentors. Learners will be coached in the growth mind-set and will actively monitor their own improvements.

If learners give us cause for concern, cause for concern will be flagged up and an appropriate course of action taken [e.g. teacher intervention, coaching, phone calls home, referrals to Head of Faculty, pastoral leads or SENCo, referrals to Senior team, meetings with parents).

	MA1	MA2	MA3	MA4	MA5	MA6
ATL	Y	Y	Y	Y	Y	Y
Benchmark		Y		Y		Y
CWG (sublevelled)		Y		Y		Y
CPG (sublevelled)		Y		Y		Y
10/12 written report						Y
11/13 progress evenings		Nov		Feb		
10/12 settling in evening	Sept					
10/12 progress evening					April	

Improvement Planning

Learners will be completing an electronic improvement plan, which will mirror personal development planning they will encounter in the workplace. Coaches will have access to data reports in order to support learners with this.

Review and Evaluation

Results will be uploaded to the aforementioned systems. This will give added value information that can be used in faculty improvement planning straightaway in the period after the results release (first release August 2018). The DfE Performance report will be used on its release, first relevant to LDE UTC in January 2019.

KS4 Learner Monitoring Cycle

Prior Attainment Data
(KS2 results)

GLAss Testing

Target Grades

GCSE/KS4

Adjust target grades

Milestone Assessment
6 data points over year

Targets being met

Targets not being met

Intervention Strategies
(Individual tuition, mentoring, small group coaching, surgeries, workshops)

KS5 Learner Monitoring Cycle

Prior Attainment Data
(GCSE results, estimated A level grades.)

GLAss Testing

Target Grades
A Level/Level 3 technical
Level 2 technical, GCSE

Adjust target grades

Milestone Assessment
6 data points over year

Targets being met

Targets not being met

Intervention Strategies
(Individual tuition, mentoring, small group coaching, surgeries, workshops)