



London Design & Engineering UTC

Assessment, Recording and Reporting Policy

Prepared by	Victoria Webb, VP LDE UTC
Acknowledgements	Geoffrey Fowler, Principal,
Date Last Approved	12 November 2020
Policy Approved by	STL Committee
Version	3.0
Next Policy Review Date	November 2022

Version Control Table

Version	Date	Amended by	Rationale
1.0	01/06/2016	Geoffrey Fowler	Original policy
2.0	08/10//2018	Victoria Webb	Policy objectives and aims updated. Procedures updated <ul style="list-style-type: none"> Learner monitoring cycle added
2.1	25/10/2020	Victoria Webb	Nomenclature updated CIO/VP, head of faculty / curriculum lead, scheme of work / curriculum plan.
3.0	12/11/2020		Version approved by Committee

Guidance on version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

ASSESSMENT, RECORDING AND REPORTING POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	

Contents

1. Policy Aims	4
2. Policy Principles	4
3. Policy Objectives	4
4. Roles and Responsibilities	5
5. Monitoring and Review	5
6. Policy Procedures	6
Appendix 1: Learner Monitoring Cycle	8

1. Policy Aims

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.

2. Policy 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).

3. Policy Objectives

The following objectives are at the centre of this policy:

- i. to engage all teachers and learners in a regular and continuing dialogue about assessment and the setting of targets;
- ii. to develop assessment as a valued and effective teaching and learning strategy;

- iii. to ensure that assessment really does inform teaching, learning and curriculum planning;
- iv. to give all staff easy access to assessment data;
- v. 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;
- vi. to provide parents with regular and informative reports regarding individual learner achievements and progress; and
- vii. to comply with statutory assessment, recording and reporting requirements as prescribed in Section 356 of the Education Act 1996 and subsequent legislation.

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

Curriculum leads have responsibility within their areas for the implementation, monitoring and evaluation of the College's assessment procedures.

Curriculum leads 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.

5. Monitoring and Review

The VP 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.

6. Policy Procedures

The Curriculum Leads 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 curriculum plan 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 curriculum area 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 VP will check these policies before they are implemented.

The VP is responsible for:

- close liaison with curriculum 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 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.

Appendix 1: Learner Monitoring Cycle

INFORMATION ON ENTRY

Year 9

Prior attainment data for learners entering year 9 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

Year 9 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. CAT4 tests also provide information related to learner's abilities with respect to mathematics, vocabulary, learning styles and can highlight any potential learning difficulties. The progress test in English and maths test prior knowledge and will identify gaps in learning from Year 7&8.

Year 9 entrants will sit the GLAss Cognitive Ability Test 4 (CAT4), level F and progress tests in Maths and English (PTM, PTE).

At KS4, The PTM and PTE standard age scores will be used to calculate our baseline data (A8 and P8 indicators) and in terms of P8, this will then be our 'zero'.

Target Setting

The "chances graphs" and predicted grade information will be used to generate aspirational targets for all learners.

At KS4, GLAss (GL Assessment) provides two benchmarks, a 'standard' benchmark and a 'challenge' benchmark. We will compare these to the FFT KS2 projected grade. For KS4 learners, the target will be the higher of the KS2 and CAT (standard)

- Example 1: CAT4 standard 3, KS2 4.7 Target 5
- Example 2: CAT4 standard 4, KS2 4.2 Target 4.

At KS5 we use the 'Learning Plus UK' 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. We will use the 70% as an aspirational target and where there is a +, this will be rounded up. Tracking will be against the L3VA/C&A grade.

REPORTING

KS 4 & 5 and Year 9 core Progress Projections

Learners progress will be assessed by the teachers twice a year. This will be derived from classwork, extended learning tasks, formative and summative assessments. All staff and learners will use the flight path to assess whether they are on track to meet, exceed or not meet their target grade. 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.

Progress Projection	What is your teacher projecting you to achieve?
Well above	You could achieve 2 or more grades higher than your target grade.
Above	You could achieve one grade higher than your target grade.
On	You are likely to achieve your target grade.
Below	You are unlikely to achieve your target grade.
Well below	You are unlikely to achieve your target grade by 2 or more grades.

Expected Progress charts

GCSE					L2 TECHNICAL					A LEVEL					L3 TECHNICAL										
				9					L2D*					A*					D*						
			9-	8				L2D*-	L2D					A*-	A				D*-	D					
		8+	8-	7				L2D+	L2D-	L2M				A+	A-	B				D+	D-	M			
	8	7+	7-	6			L2D	L2M+	L2M-	L2P				A	B+	B-	C				D	M+	M-	P	
7+	7	6+	6-	5	L2M+	L2M	L2P+	L2P-	L1D				B	C+	C-	D				M+	M	P+	P-	U	
6+	6	5+	5-	4	L2P+	L2P	L1D+	L1D-	L1M				B+	C	D+	D-	E				P+	P	R+	R-	U
5+	5	4+	4-	3	L1D+	L1D	L1M+	L1M-	L1P				C+	D	E+	E	U				R+	R	U		
4+	4	3+	3-	2	L1M+	L1M	L1P+	L1P-	L1P-				D	E	E-	U					U	U			
3+	3	2+	2-	1	L1P+	L1P	L1P	L1P-	U				E+	E-	U						U	U			
2+	2	1+	1-	U	L1P	L1P-	U	U					U	U							U	U			
1+	1	U	U		U	U	U	U					U	U							U	U			
U	U	U																							
MA1	MA2	MA3	MA4	Target Grade	MA1	MA2	MA3	MA4	Target Grade	MA1	MA2	MA3	MA4	Target Grade	MA1	MA2	MA3	MA4	Target Grade						
YEAR 1	YEAR 2				YEAR 1	YEAR 2				YEAR 1	YEAR 2				YEAR 1	YEAR 2									

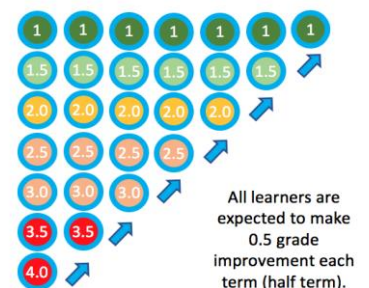
Attitudes to Learning (ATL)

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
- Quality of written content 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 target grade

ATL Flightpath



Year 9 Carousel

Learners choose their KS4 options towards the end of term 4. At KS3, they enjoy a carousel of 12 subjects over four terms. For these subjects, learners receive a mindset report which at the end of each carousel.

Please note, this grade is not linked to academic ability but to the mindset of the learner in class.

Learners' mindset will be indicated through the following areas with an average grade then calculated:

LDE Mindset		Scale from 1 – 4, with 1 being the highest			
Attitudes	Resilience	1	2	3	4
		Deals with setbacks and strives to improve.		Gives up quickly in the face of challenges	
	Fearlessness	1	2	3	4
Is not afraid to take considered risks.		Does not act for fear of failure.			
Drive	1	2	3	4	
	Is energetic and motivated, with high aspirations for their work.		Lacks motivation for learning or longer-term goals.		
Personal Qualities	Creativity	1	2	3	4
		Brings new ideas and solutions to problems.		Sticks to safe, learnt methods rather than trying new ways.	
	Positivity	1	2	3	4
		Is appreciative and positive about the opportunities available to them.		Takes opportunities for granted.	
	Open-mindedness	1	2	3	4
		Is willing to take on new ideas in a critical and thoughtful way.		Resists change and maintains a fixed mindset.	
Empathy	1	2	3	4	
	Seeks to improve and understand the lives of others.		Is interested in themselves to the exclusion of others.		
Curiosity	1	2	3	4	
	Eager to extend their knowledge and takes an interest in the wider world.		Takes little responsibility for extending their own knowledge.		
Study Skills	Organisation	1	2	3	4
		Always equipped, hands in homework on time and plans carefully.		Seldom equipped or hands in homework on time.	
	Hard work	1	2	3	4
		Puts their best effort into everything they do. Is willing to go the extra mile.		Makes little or no effort to learn or to produce high quality work.	
	Independence	1	2	3	4
Seeks out information and overcomes problems on their own.		Waits to be supported. Relies on others for their learning.			
Craftsmanship	1	2	3	4	
Is careful, patient and shows attention to detail		Produces lesser quality work quickly and resists improving it.			

Reporting Schedule

The data report schedule is below for each year group and represents what is reported and when over the terms. We run a six-term year and so T1 represents term one of the courses (Sept – Oct). MA is milestone assessment 1 and is reported to parents. Other data drops are for internal purposes only.

Following each report, learners will have the opportunity to discuss these with their form tutor and head of year. If learners give us cause for concern, this will be flagged up and an appropriate course of action taken [e.g. teacher intervention, coaching, phone calls home, referrals curriculum leads, pastoral leads or SENCo, referrals to Senior team, meetings with parents).

	YR9		Yr10&11		Yr12 L2		Year 12&13 L3	
T1	MA1	Mindset ATL	Internal	Progress ATL Comments	Internal	Progress ATL Comments	Internal	Progress ATL Comments
T2	MA2	Mindset ATL						
T3	MA3	Mindset ATL Core Progress	MA1	Progress ATL Comments	Ma1	Mock grade Mock % Progress ATL Comments	MA1	Progress ATL Comments
T4	MA4	Mindset ATL						
T5			MA2	Mock grade Mock % Progress ATL Comments		Predicted grade	MA2	Mock grade Mock % Progress ATL Comments
T6	MA5	Progress ATL Comments				Exams		
T7			MA3	Progress ATL Comments			MA3	Progress ATL Comments
T8								
T9			MA4	Mock grade Mock % Progress ATL Comments			MA4	Mock grade Mock % Progress ATL Comments
T10								
T11				Predicted grade				Predicted grade
T12				Exams				Exams

Review and Evaluation

Internal and external data will be uploaded to [SISRA Analytics](#).

The DfE Performance reports will be used on its release, first relevant to LDE UTC in January 2019.

N.B. No external data will be reported by the DfE for summer 2020 as the exams were cancelled due to Covid-19 and the national lock-down.

