Assessment, Recording and Reporting Policy

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Autumn 2017
Assessment, Recording and Reporting Policy

POLICY STATEMENT

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

PRINCIPLES

The following principles underpin this policy:

i. all staff recognise the importance of ‘Assessment for Learning’;

ii. all staff, students 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 students 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 students during lessons;

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

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

ix. all students 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 students (summative);
- the student’s strengths and area for improvement (diagnostic);
- targets for the student’s learning (formative);
- actions the student must take to meet the targets (formative).
OBJECTIVES

The following objectives are at the centre of this policy:

xiii. to engage all teachers and students 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 students, 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 student 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 Principal, and others to ensure that the LDE UTC has effective systems in place for monitoring student progress and is using previous results supported by recent teacher assessment to set challenging targets and to ensure that these meet statutory requirements.

The Vice Principal in conjunction with the Senior Leadership Team, has overall responsibility for the development, monitoring and evaluation of the assessment procedures in the Academy. The Vice Principal 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 Academy’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 students and to the particular method of assessment;
All teaching staff must share assessment criteria with students 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 Vice Principal will report on the policy to the Principal as appropriate.

The Principal 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 Academy’s annual reporting cycle is provided by the dates and times stated in the Academy calendar;
- analysing relevant assessment data in line with the Academy’s requirements;
- monitoring and tracking the students’ 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 students 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 Academy.

The Vice Principal will check these policies before they are implemented.

The Vice Principal is responsible for:
- close liaison with Heads of Faculty and of Subject to ensure progression and continuity throughout all Key Stages;
- analysing relevant assessment data in line with the Academy’s requirements;
- monitoring and tracking the students’ overall progress in the Key Stage and taking appropriate actions that will enable the students 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 student 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 student;
- ensuring that reports are of the highest quality; and
- liaising with the Learning Support Department, which should be involved in devising and using assessment materials (particularly for targeted students) to help ensure that the learning needs of all students are met.
- ensuring that records are kept of a student’s personal achievements and extracurricular activities;
- analysing relevant assessment data in line with the LDE UTC’s requirements;
- monitoring and tracking the students’ 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 student 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 students and setting achievable targets through the cornerstone of advocacy;
- analysing relevant assessment data in line with the Academy’s requirements;
- using the results of assessment in planning future work for students;
- reporting and recording the progress and achievements of all students; and
- ensuring that all report deadlines are met on time.
Appendix 1

Student Monitoring Cycle

Information on entry

Year 10
Prior attainment data for students entering year 10 will comprise of KS2 results and a GCSE estimated grade profile from their previous school. In order to ensure that all students joining LDE UTC are assessed via a common framework all students will undertake baseline testing using the YELLIS system. To monitor the accuracy of YELLIS 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 students entering year 12 will arrive with their GCSE results, for the first two years only from other schools (as our own KS4 students will only progress to KS5 in 2018). On arrival students will be screened to check that they meet minimum entry requirements. Our Year 12 tracker will record students progress, attainment, English and Maths progress, for those who have not achieved at least a grade C at GCSE by the end of KS4, and retention and destinations when students leave us.

Year 12 Initial group profiles
GCSE Average Point Score (APS) information 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 10 entrants will sit the YELLIS Computer Adaptive Baseline Test (CABT) and Year 12 entrants will sit the ALIS (CABT). 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 YELLIS and ALIS student prediction reports will be available soon after and will give predicted grade information as well as ‘chances’ of achieving higher or lower grades. Both CABT tests also provide information related to student’s abilities with respect to mathematics, vocabulary, learning styles and can highlight any potential learning difficulties. Students 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.

Target Setting
The “chances graphs” and predicted grade information will be used to generate aspirational targets for all students. Only the aspirational target grades will be shared with students and parents, not the underlying data on which they are based. Target grades will be based on the modal grade +1 and a “golden target” grade on modal grade +2.
Estimation of current working grade
Students current working grade will be assessed by the teachers at the end of every half term. This will be derived from classwork, extended learning tasks, class tests and milestone assessments. For KS4 a new levelling system will be introduced to reflect the changes taking place to GCSE grading (1-9 system) for those commencing two-year GCSE programmes in September 2016. Teachers will also give a judgement as to how the student is working towards this target use a colour rag rating as well as giving an indication of the student’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 school and from our partner schools to ensure accuracy.

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 students will have an opportunity to discuss their progress with mentors. Students will be coached in the growth mind-set and will actively monitor their own improvements. If students 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 Department, pastoral leads or SENCo, referrals to Senior team, meetings with parents).

<table>
<thead>
<tr>
<th>DATA reporting</th>
<th>Milestone assessment of students in week commencing</th>
<th>Information to be on DATA system by</th>
<th>Posted out</th>
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<tr>
<td>DATA 1 Years 10 and 12</td>
<td>September 26th</td>
<td>October 10th</td>
<td>October 14th</td>
</tr>
<tr>
<td>DATA 2 Years 10 AND 12</td>
<td>November 21st (Year 12 Sessional examination)</td>
<td>December 5th</td>
<td>December 9th</td>
</tr>
<tr>
<td>DATA 3 Full report year 10</td>
<td>January 16th</td>
<td>January 27th</td>
<td>February 3rd</td>
</tr>
<tr>
<td>DATA 3 Full report year 12</td>
<td>January 30th</td>
<td>February 3rd</td>
<td>February 10th</td>
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<td>DATA 4 Parents’ consultation year 10</td>
<td>March 13th</td>
<td>March 24th</td>
<td>Ready for consultation evening on March 30th</td>
</tr>
<tr>
<td>DATA 4 Parents’ consultation year 12</td>
<td>March 20th</td>
<td>March 31st</td>
<td>Ready for consultation evening on April 6th</td>
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<td>DATA 5 Year 12 AS only</td>
<td>May 8th</td>
<td>May 19th</td>
<td>May 26th</td>
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<tr>
<td>DATA 6 Progress 3 year 13 A2 only</td>
<td>June 26th</td>
<td>July 7th</td>
<td>July 14th</td>
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Improvement Planning
Students 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 students with this.

Review and Evaluation
Results will be uploaded to the aforementioned systems. This will give added value information that can be used in departmental improvement planning straightaway in the period after the results release (first release August 2018). The DIE Performance report will be used on its release, first relevant to LDE UTC in January 2019.
Prior Attainment Data
(KS2 results, academic profile, estimated GCSE grades.)

YELLIS Testing

Target Grades
(modal grade +1)
GCSE/BTEC

Milestone Assessment
6 data points over year

Adjust target grades

Targets being met

Targets not being met

Intervention Strategies
(Individual tuition, mentoring, small group coaching, surgeries, workshops)
Prior Attainment Data
(GCSE results, academic profile, estimated A level grades.)

ALLIS Testing

Target Grades
(modal grade +1)
A Level/Level 3 BTEC

Milestone Assessment
6 data points over year

Targets being met
Adjust target grades

Targets not being met

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