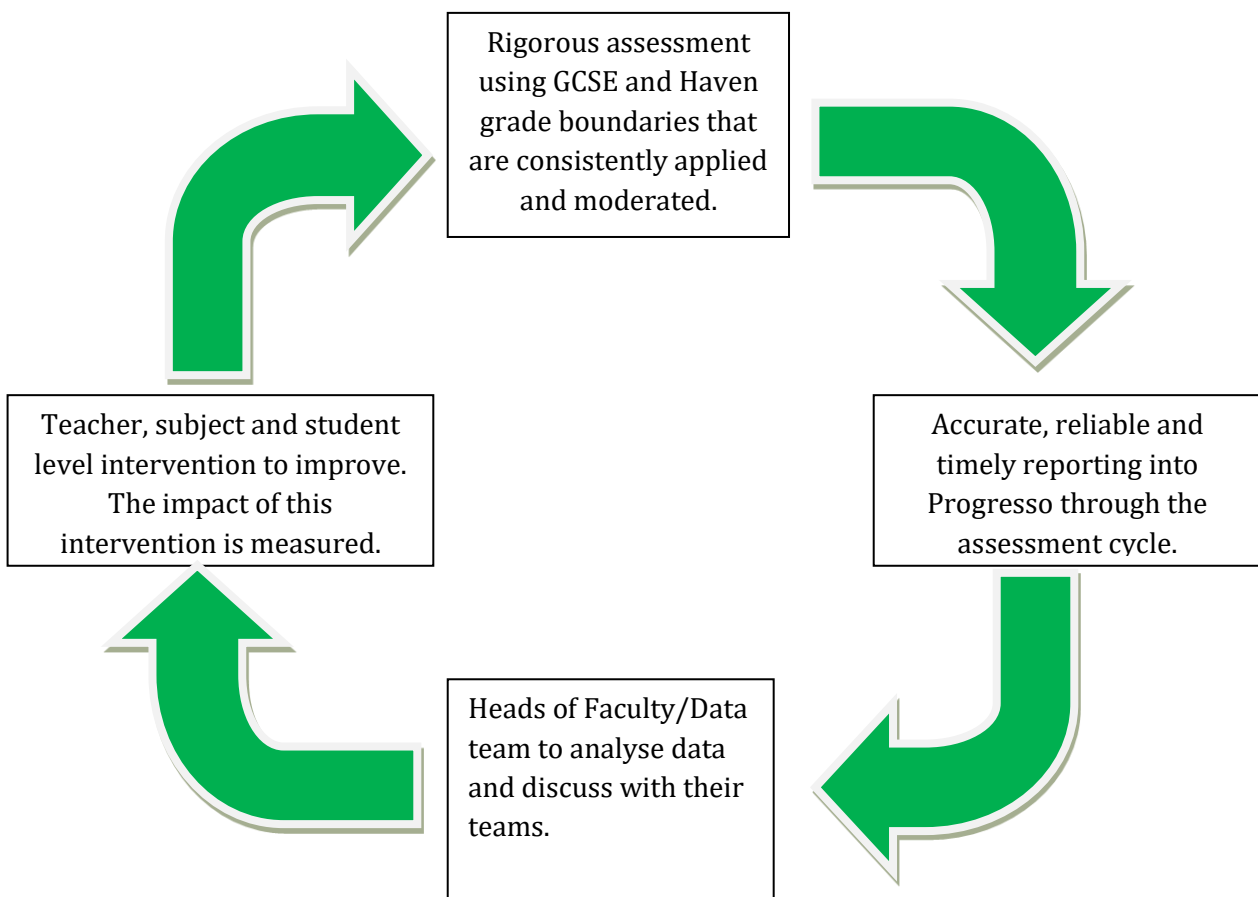




## ASSESSMENT, RECORDING AND REPORTING POLICY



## **Aim**

To describe the processes and structure existing within the Academy to regularly assess and monitor students, which enable students to make excellent progress during their time at Haven High Academy. The emphasis for responsibility for learning is placed with the student.

## **Purpose**

To ensure that all students achieve their academic potential and remove passivity in our classrooms.

*'Deep and durable long term memory enables our students to tackle tasks with confidence and independence. But more importantly, it reduces the load placed on working memory, enabling them to direct mental resources towards the most challenging material.'* (Ref: Memorable Teaching Pg 54: Peps Mccrea 2018).

## **Improving Memory – Spaced retrieval**

*The most beneficial time for someone to retrieve a memory is just before they forget it. Building regular cumulative quizzes/questions from last week to 6 months ago into teaching maximises the impact of students' retrieval. Three or four well-spaced retrievals are often sufficient to generate a fairly long-lasting memory.* (Ref: Memorable Teaching Pg 83/85: Peps Mccrea 2018).

## **Objectives**

This policy will enable staff within the Academy to:

- adopt a consistent approach to assessing students' progress and attainment on a regular basis;
- understand their role and responsibilities towards tackling underperformance both within classrooms and across subjects;
- be aware of the range of strategies available to address the needs of a student who is deemed to be underperforming.

## **Summary of Progress Check cycle**

Students at Haven High Academy are assessed against GCSE 9-1 syllabus criteria, or Vocational D\*-L1P criteria, or Haven levels (KS3).

Targets are set for students in all subjects that are based on a range of criteria<sup>1</sup>, taking into account at least national minimum expectations regarding levels of progress from Key Stage 2. Targets will be reviewed annually by Deputy Head/Academy Improvement (AI) to reflect changes in national progress data and by Heads of Faculty to ensure that they are achievable based on performance. Changes will be made by exception in consultation with Deputy Head.

## **Inputting data at each Progress Check**

Students should complete a formal assessment or test at each assessment point. For students who do not reach the required standard, 'additional support' must be put in place and the student retested. (See assessment cycle).

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<sup>1</sup> Data to inform target setting at Key Stages 3 and 4 uses the DfE guide for progress, as set by the Progress 8 Documentation, using the Haven High Trajectories. Rates of expected progress towards targets at KS3 in the foundation subjects will be agreed within faculties and moderated by the Assistant Head.

When assessing students at each Progress Check (See Appendix: Assessment, Recording and Reporting calendar), the following must to be considered:

### **Working grade (Key Stage 3 only)**

A grade from one standardised or moderated piece of work and one test that gives the best idea of current working level of each student in their subject, split into a whole grade, +, = or -. This will be using the Haven levels' criteria as set by each subject. Baseline tests and CATs test will occur in year 7 in addition to this cycle.

### **Forecast grade (Key Stage 4 only)**

At **Key Stage 4**, this is what you think the student will achieve at **the end of year 11**. It will be based on your professional judgement, the current performance of the student and their target grade. This will take into account their current working grade, their effort grade and the 'normal' progression of students in your subject area. The forecast will also be given as a 'fine grade'. This means putting whole grade, +, = or - next to A\*-G/9-1 grades you give indicating the security of that grade. This does not apply to U grades. An example of this for grade 6 is shown below.

**6+ = Secure grade 6 and with teacher intervention could be a 7;**

**6 = Likely to achieve grade 6 but will need teacher intervention to secure this grade;**

**6- = Insecure grade 6 and teacher intervention is essential to secure this grade, to avoid falling down to a grade 5.**

#### *BTEC Subjects*

For those subjects that deliver the new generation BTEC qualifications, which can be awarded at level 1 or level 2 for a learner, then the following fine grading rules apply:

D\* = Distinction\* D= Distinction Level 2, M = Merit Level 2, P= Pass Level 2, L1P= Pass Level 1, U = Fail.

Fine Grading is also to be used:

**M+ = Secure Merit Grade and with teacher intervention could be a Distinction.**

**M = Likely to achieve a Merit grade but will need teacher intervention to secure this grade**

**M- = Insecure Merit grade and teacher intervention is essential to secure this grade, to avoid falling down to a Pass grade.**

For both Key Stages, once the grade is inputted for the student, the box will change colour depending on how their grade compares to their target. The traffic light system works as follows:

- Red means the student is forecasted not to meet their target;
- Amber means they are forecasted to be close to their target;
- Green means the student is forecasted to meet their target;
- Purple means the student is forecasted to exceed their target.

## **Approach to Learning Grades**

This is an indicator of behaviour and effort in the subject and is recorded as follows:

- 5 – Outstanding approach to learning, working consistently hard to achieve above expected progress;
- 4 – Good approach to learning, working hard to achieve expected progress;
- 3 - Good approach to learning supports being more or less on target. Regular consolidation at home will improve progress made;
- 2 – Current approach to learning supports some satisfactory progress. Increased motivation in lessons and regular consolidation at home will improve progress made;
- 1 – Current approach to learning and poor effort in lessons is having a negative effect on progress. To be successful, embrace our values and work harder in lessons and at home.

## **Home Learning Grades**

**Green** - Home Learning is completed regularly and to a good standard supporting good progress

**Amber** – Home Learning is completed regularly and to a satisfactory standard. More effort is needed to ensure good progress is made.

**Red** - Home Learning is frequently not completed or is not completed to a satisfactory standard. This needs to improve immediately.

## **Reporting to Parents**

After each assessment point, parents will be issued with a report containing grades for attainment/progress, approach to learning, home learning as well as attendance, behaviour and inspiration points.

**Assessment Cycle. Week is the week that the students complete their assessment, so is different for each year group.**

	Knowledge taught	Complete Assessment	Marked work and moderated in teams	Data entry (and checked by HoF)	Students respond to marking (red pen)	Progress School for students below target	Progress School (4 week programme) for students who did not improve significantly	Assessment completed
Teaching time								
Week 1								
Week 2								
Week 3				Teacher analysis	Diagnosis. Additional support & individual work for students below target.			
Week 4						Assessment repeated Lunch or 3.25		
Weeks 5 to 8							Diagnosis, individual work. 4 week programme.	
Week 8								Assessment (similar) completed

## Tasks, including those responsible

	Complete Assessment	<ul style="list-style-type: none"> <li>→ HoFs and AHoFs ensure assessment is undertaken by all students.</li> <li>→ Teachers ensure planning accounts for assessment time.</li> <li>→ Teachers ensure absent students catch up assessments.</li> <li>→ Teacher marks at least two assessments per class to be moderated. They are to be marked and the summative assessment grade should be clearly noted.</li> </ul>
	Moderation	<ul style="list-style-type: none"> <li>→ Each teacher shares at least two assessments per class to be moderated within department. These should include key groups ie disadvantaged, HAPs, SEN.</li> <li>→ HoFs and AHoFs decide which second member of staff moderates work sample. Note work should be properly marked in the moderation process, rather than simply 'agreed' or 'disagreed' with. This will ensure the method of marking and annotations are moderated also as well as the mark. The moderator should mark in another colour and indicate who moderated the work and date it at the top of the work.</li> <li>→ HoFs and AHoFs place copies of range of moderated assessments in 'Summative Assessment' folder, as these will be useful for next year.</li> <li>→ Feedback to staff should occur to ensure accuracy of marking. Amendments may need to be made if marking is out of tolerance.</li> </ul>
	Marking completion check	<ul style="list-style-type: none"> <li>→ HoFs and AHoFs ensure all marking is complete by all of the department and check spread of marks.</li> <li>→ Teachers enter the data for all their students on Progresso by the deadline. Staff enter a positive comment/action for all students using a faculty specific dropdown list of interventions for each year.</li> <li>→ Teachers ensure that students complete the trackers in the front of their books, including their self-reflection. (See Appendix: Exemplar tracker).</li> </ul>
	Data entry	<ul style="list-style-type: none"> <li>→ HoFs and AHoFs support teams to ensure correct data is entered and deadlines are met.</li> </ul>
<b>After data entry (which has been quality assured)</b>		
Report publication	<ul style="list-style-type: none"> <li>→ The Data Manager will send reports to HoF and DH.</li> <li>→ Parents will receive a report after each data collection listing grades and interventions.</li> <li>→ There will also be parents' evenings during the year for teachers to discuss the reports and their child's progress.</li> </ul>	
Data Analysis	<ul style="list-style-type: none"> <li>→ DH completes data analysis and presents this to SLT.</li> <li>→ SLT review the data and SLT links investigate faculty actions/impact.</li> <li>→ SLT links report actions/impact at next SLT meeting.</li> <li>→ HOF/AHOFs complete teaching group/student level analysis with focus/actions for next cycle and present to their teams. Ensure faculties know actions and 'Twenty's Plenty' students.</li> <li>→ Data team identify students at risk of underperformance in a significant number of subjects across the curriculum and poor attitude to learning across several subjects.</li> <li>→ Data team to develop actions per term for identified students.</li> </ul>	
Action Plans/Milestones	<ul style="list-style-type: none"> <li>→ Faculty minutes record actions and monitor impact.</li> </ul>	

## **What happens after the Progress Check data entry?**

At the end of each Progress Check, the Data Manager will print out the reports and distribute them to parents either at Parents' evenings or through the online parent portal. Teachers will ensure that students complete their student tracker sheets in their exercise books/folders, including their learning gaps.

There are also parents' evenings throughout the year for teachers to discuss the reports with parents/carers and students.

## **Reasons for underperformance**

Underperformance is judged by comparing a student's target grade to their working/forecast grade. When these two do not match and the teacher grade is lower than the target, there could be a number of causes for this underperformance. For example:

- The student is not engaging with learning effectively due to the negative effects of factors such as poor attitude, low aspirations, inappropriate behaviour, low levels of attendance etc.;
- Factors outside the control of the student such as illness, a dysfunctional home life, high levels of mobility, difficulties in accessing the curriculum through language problems etc.;
- An inappropriate curriculum or poor quality teaching, learning and/or assessment;
- Inadequate levels of challenge;
- Failure to tackle early indicators of underperformance when first identified;
- The student being set incorrectly.

## **Strategies for ensuring students stay on track**

The academy expects that individual class teachers take responsibility for tackling underperformance at an early stage, recognising that intervention may prevent a small issue escalating.

Early intervention strategies adopted by a class teacher may include:

- Initiating an informal discussion with the student to ascertain whether they are aware that he/she is underperforming;
- The class teacher may arrange for a one to one session with the student to go through work perceived as difficult;
- Organising support within the classroom, either through a teaching assistant or using the support of the HoF;
- Checking with the student's Tutor/Year Head/SENDCO whether they are aware of any issues within the student's background that may be causing underperformance;
- Reviewing the teaching strategies being used with the student to ensure that the student's preferred learning styles are being met;
- Following such interventions, class teachers are expected to monitor the student progress carefully to evaluate impact of any strategies;
- Telephoning/contacting home to ask for parental support.

This list is not intended to be exhaustive and teachers should strive to extend their strategies for

tackling underperformance.

### **The role of the Head of Faculty**

HoFs are expected to monitor the performance of all students studying in their area, through the use of Progresso and SISRA, discussions with their SLT link and individual teachers. These meetings should be minuted. This enables Heads of Faculties to:

- Identify areas of strength and for development within the subject area;
- Identify groups of students at risk of underperformance and work with subject staff to develop strategies for addressing their needs, including **most able students** and **Pupil Premium students**;
- Share the data of underperforming students with the subject teachers and ensure intervention is put in place;
- Monitor that individual teachers are tackling the underperformance of all students that have been identified as underperforming;
- Monitor and review the impact of intervention strategies.

### **The role of the Data Team**

The data team are expected to monitor the progress of all students across the curriculum.

Following each Progress Check, the data is analysed by the data team to identify students who are underperforming across several subjects. This will be done through the use of SISRA and Progresso. Intervention will then be put in place, such as placing a student on report and contacting parents/carers or supporting individuals in lessons or with independent study.

The data team are responsible for using this data to identify students at risk of underperformance in a significant number of subjects.

### **The role of Senior Leaders & Governors**

Senior Leaders are expected to monitor the progress of the strategies to tackle underperformance and to evaluate the impact of the process. Governors verify this data by monitoring data throughout the year at meetings and through the Exam Reviews at the start of each year.

Reviewed May 2020 SWF

Next review June 2021



# Data Analysis Cycle

