

<b>Policy Title:</b>	<b>Assessment, Recording and Reporting (incorporating the Academy Marking policy)</b>
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## THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual and that many people of all faiths and none share and support the beliefs and values of this Christian ethos. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children
- The Academy should articulate social and moral values and respect for others, irrespective of their class, gender, race or religion
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills
- An effective and flourishing Academy should be "public" rather than "private", explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is to be, first and foremost, a place of high quality learning and teaching for young people aged 11-19

This policy, and its associated procedures and protocols, is based on these key principles.

# Assessment, Recording and Reporting

## 1. Rationale

Assessment, recording and reporting are critical in raising student achievement and evaluating the quality of teaching and learning.

The process should enable all students to receive the support and intervention they need to maximise their personal achievement.

The student should be empowered to take responsibility for improving his or her own outcomes.

The process should be structured without being bureaucratic.

Parental support for learning is vital if students progress is to be secured. Information should therefore be reported in a clear and effective manner.

Recording assessments accurately enables a more personalised approach to students' learning by identifying students and specific areas requiring further support and intervention.

Effective reporting is vital in ensuring that students, parents, tutors and teachers are well informed of individual progress, expectations and strategies to ensure improved outcomes.

## 2. Aims

This policy aims to support the development of assessment by ensuring:

- detailed roles and responsibilities for assessment
- consistency of approach to marking, assessment, recording and reporting
- detailed support mechanisms for developing assessment skills
- a variety of assessment techniques including self-assessment and peer-assessment are used in the Academy
- staff and students embrace new assessment ideas and incorporate them into lessons
- a partnership approach to understanding learning

- inclusion and differentiation to secure adequate student progress
- regular monitoring and evaluation as part of the Academy school self-review cycle
- a framework within which subjects can develop their own explicit assessment, recording and reporting policies

### 3. Definition of Assessment Terms

**“Working at”** - summative assessment to evaluate the attainment grade/level a student has currently reached. It reflects all aspects of the course

**“Target”** - using CATs predictions and FFT “D” estimates in order for the teacher to set a challenging and realistic target grade/ level for each student by the end of the key stage

**“Parents”** - includes all those having parental responsibility for the student

### 4. Roles and Responsibilities

#### 4.1 Governors will:

- support the school to deliver all aspects of this policy
- ensure that this policy is regularly reviewed and updated as required
- determine budgets based upon action plans
- evaluate the effectiveness of this policy

#### 4.2 The Vice Principal, Teachers will:

- ensure that Heads of Curriculum maintain an overview of curriculum teams’ effectiveness in assessing, recording and reporting
- ensure that assessment is prioritised in all curriculum teams and actions link to the Academy Improvement Plan
- evaluate the effectiveness of teams in their delivery of this policy
- ensure that student FFT D predictions and CATs data is available centrally and easily accessed by all staff

- ensure that Heads of Curriculum and Subject Leaders are acting upon underachievement in the subjects they manage
- review this policy as required

#### 4.3 **The Vice Principal, Learners will:**

- maintain an overview of the Heads of School, their effectiveness in analysing the data of students in their school and the use of strategies used to address underachievement
- ensure the Heads of School have an emphasis on tracking, analysing and evaluating the performance and progress of groups of students
- ensure the Academy's use and presentation of data is fit for purpose and liaise with the Academy's Data Manager to ensure data is entered and analysed accurately and consistently

#### 4.4 **Lead Practitioners will:**

- provide demonstration lessons using Assessment for Learning (AfL)
- discuss new initiatives in assessment
- work with targeted teachers to improve their use of assessment
- contribute to judgments about assessment during internal reviews of subject teams

#### 4.5 **Heads of Curriculum and Subject Leaders will:**

- monitor the use of assessment, recording, reporting and rewarding in their curriculum areas
- ensure their curriculum teams have an emphasis on improving assessment and its uses
- analyse student progress in their curriculum areas after each checkpoint and ensure focussed strategies for intervention are implemented
- respond formally, through performance management, and informally, through line management, to the outcomes of this policy implementation
- ensure that teachers use FFT and CATs data to generate challenging targets for individual students to form the basis of curriculum targets
- be a role model of good practice in assessment

- monitor and evaluate all aspects of assessment, recording and reporting, including lesson planning, observations, drop ins, marking and work scrutiny, as well as coursework sampling and adherence to deadlines
- identify training needs of staff in relation to assessment
- ensure assessment opportunities are highlighted in all Schemes of Work
- include discussions regarding assessment in academic team meetings on a regular basis
- support curriculum teams in the delivery of this policy and ensure that all staff adhere to Academy deadlines and assessment policies

#### 4.6 **Heads of School (supported by the Learning Mentors) will:**

- work with curriculum teams in delivering this policy
- use assessment data to maintain an overview of students' learning
- act upon and address underachievement of the Academy's list of specific defined groups
- act upon and address underachievement of any student across a range of subjects
- ensure that student data is used effectively during progress evenings
- ensure that all tutors are using data appropriately
- look for patterns in achievement and attendance and take appropriate action

#### 4.7 **SENCo will:**

- support curriculum teams in delivering this policy to students on the SEN register
- use assessment data to maintain an overview of students on the SEN register
- act upon and address underachievement of students with SEND
- ensure that SEND student data is used effectively during progress evenings
- ensure that all tutors are using SEND data appropriately
- look for patterns in achievement and attendance of students on the SEN register and take appropriate action

#### 4.8 **Head of Alternative Curriculum will:**

- ensure support is given to curriculum teams in delivering the policy to students on alternative curricula
- use assessment data to maintain an overview of students on alternative curricula
- act upon and address underachievement of students on alternative curricula
- ensure that student data is used effectively during progress evenings
- ensure that all tutors of students on alternative curricula are using SEND data appropriately
- look for patterns in achievement and attendance of students on alternative curricula and take appropriate action

#### 4.9 **Teachers will:**

- contribute to the Academy's assessment data by providing "working at" and "target" grades/levels for every student six times a year
- use all available data to ensure that lessons are planned and delivered to the needs of the students
- ensure that students know their targets and current "working at" grades/levels
- ensure that level and grade descriptors are clearly displayed and are written in student-friendly language
- promote the use of peer-assessment and self-assessment in their lessons
- use assessment data to adapt lessons as necessary
- involve students in assessment processes
- follow the Academy policy for marking students work
- take action on underachievement as identified by assessment data
- share information about students' learning with relevant members of staff and parents

#### 4.10 **Tutors will:**

- maintain an overview of students' learning
- lead useful discussions with students regarding their “working at” grades and their progress towards targets
- report any concerns regarding students' underachievement to the Head of School
- access up to date assessment data on students in their tutor group on a regular basis
- meet parents on progress evenings to agree, monitor and evaluate appropriate targets
- follow up concerns expressed by parents with the appropriate class teacher or curriculum manager

#### 4.11 **Parents will:**

- attend progress evenings and be involved in discussing the assessments of their child and the setting of appropriate targets
- support their child in developing high aspirations and securing high progress
- encourage their child to assess themselves while doing homework

### **5. Formal Assessment and Recording**

- 5.1 Each subject area will carry out a summative assessment six times a year for each student. These assessment opportunities are called “checkpoints” and are managed by the Academy's Management Information System. Each teacher is required to give each student a “working at” grade and a target grade/level.
- 5.2 Students should be well-informed beforehand of what is required to achieve each level. This should be clearly displayed in the curriculum area and should be displayed in student-friendly vocabulary.
- 5.3 The students' current “working at” and “target grade” should be clearly written in the students' books. Accurate “working at” grades should be based on the students' performance in assessment tasks or tests which reflect all aspects of the course. These assessment opportunities should be shown clearly within schemes of work and assessment for learning opportunities should be clearly displayed on every lesson plan.

- 5.4 Each such assessment should be recorded in the form of either a National Curriculum level, GCSE grade or BTEC level. All information is stored electronically within the Academy's Management Information System. Split grades such as 4/5 or A/B should not be used. This information is used to generate reports to parents.
- 5.5 APP resources will be used in subjects where they currently exist nationally (Science, Maths, English and ICT). Other subject areas will adopt APP as resources become available.

## **6. Feedback to Students**

Effective feedback to students is essential to the learning process and should:

- enable students to improve
- include both achievements and areas for development
- be focused, unambiguous and clear
- be prompt

We should adopt a variety of means to communicate feedback, including:

- written feedback, including comments on how to improve (see Marking Policy)
- oral feedback, either to individuals or the whole class
- exemplar feedback, eg model answers together with a commentary highlighting particular points

## **7. Reporting to Parents**

- 7.1 Reports will be produced by teachers and quality-controlled by Heads of Curriculum and Heads of School.
- 7.2 Every term, parents receive some form of progress report generated from the central database. Each report varies but contains aspects of the students' current "working at" grade/level, target grade/level and an "attitude to learning" comment. There are two forms of reports to parents:

“Progress check” reports will consist of:

- “working at” level/grade for every subject
- target level/grade for the end of the Key Stage
- indicator of the students progress towards target

“Progress check plus” reports contain progress check information plus the following:

- “attitudes to learning” grade
- homework grade
- coursework grade

- 7.3 The student’s tutor is the first point of contact for parents. The tutor should investigate and address any concerns that a parent or student may have at any time.
- 7.4 Tutor-led meetings with students allow detailed discussion of the students’ progress leading to agreed clear, measurable targets for improvement in the Individual Education Profile (IEP). These meetings should be an active part of tutor time.
- 7.5 All parent meetings take place in accordance with the Academy calendar. Parents will have an opportunity to meet directly with their child’s subject teachers and their tutor. Reports will be sent to parents in accordance with the Academy calendar.

## **8. Targets**

- 8.1 Each student works towards “personal attainment targets” for each of their subjects, which are drawn up from a triangulation of three pieces of information:
- A range of personal information and teacher knowledge of the student
  - The FFT Grade D estimate (ie progress made by the top 25% (upper quartile) of similar students nationwide)
  - The more likely CATs prediction for the subject

Teachers would not be expected to set targets below FFT/CATs prediction unless there was a clear reason identified to SLT and the parents involved.

8.2 Where students make particularly rapid progress, targets are revised upwards accordingly. However, the original target will be used as part of a residual-level analysis to assess the performance of teachers, curriculum areas and the Academy. This analysis will contribute to performance development.

## **9. Monitoring, Evaluation and Review**

The Governing Board will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

The delivery of this policy will be monitored through line management and the Academy Performance Management schedule and evaluated by the Leadership Team in conjunction with the Governing Board.

# Marking Policy

## Rationale

This policy aims to:

- make marking criteria explicit and consistent across the Academy
- implement an approach that is easily interpretable by students, teachers and parents
- focus students and teachers on formative feedback that will help them improve their work
- expect active involvement from students
- monitor student progress, set targets and assess performance
- allow students to be grouped according to ability

## Practice and guidance

- Marking comments should be linked to explicitly conveyed learning objectives of the lesson
- Work should be marked regularly and promptly. Teachers should show that they have assessed work on a regular basis. Specific timescales can be found in the guidance in each subject area. Homework and coursework should be marked within two weeks of completion
- Work must show a student's current "working at" grade/level and current "target grade", at least every term
- The marking code should be available to teachers, parents and students
- Teachers should select high-value features for marking, commenting on features from which the students can generalise and apply advice to other written tasks
- Specific prompts are given which tell students exactly where they are and what they need to do to improve
- Students will be expected to participate in the assessment of their own work and this will lead to both marks and/or comments being written by themselves or their peers

- Students should receive feedback during classroom time and at the point of writing, to reinforce written formative comments
- Students should be encouraged to self-check their work prior to submission
- Within each curriculum area, marking and assessment is monitored by Heads of Curriculum/Subject Leaders/Vice Principals by sampling a representative range of student work
- Marking outcomes are logged against target grades to ensure potential is fulfilled

## MARKING CODES

Symbol	Means....
<b>Sp</b> (in the margin, word circled)	Spelling mistake. Use a dictionary to help you find the correct spelling and correct it
//	Start a new paragraph, i.e. start your next sentence on a new line with a capital letter
/	Start a new sentence with a capital letter. Remember each sentence must finish with one of the following: a full stop, question mark or exclamation mark
<b>P</b>	Punctuation mistake. Which punctuation should you use? Correct your error
*	See comment next to * at the bottom of the page
?	The marker cannot read what you have written. Try to write this again more clearly
^	A word or letter has been left out. Also shows where to add more writing
✓	Well-written section
✓✓	Striking or imaginative writing
Circled T and a grade/number	This is your target level/grade for the end of your key stage
Circled number at end of work	This is your current “working at” Key Stage level
Circled letter	This is your current “working at” GCSE grade
<p><i>Write a comment about the student’s work which will inform them of what they have done well and how they can improve their work to reach the next level or grade</i></p>	