



Assessment and Reporting Policy

Ernest Bevin Academy

The best in everyone™

Part of United Learning

Strategic Aims

This policy aims to:

- To ensure that all programmes of study are regularly assessed and that assessment is used as an effective diagnostic tool to inform teaching and learning.
- To monitor progress between Key Stage 2 and Key Stage 4, target attainment flight paths will be generated for individual students.
- To give students and their parents accurate and timely information on a pupil's progress in the form of a report at the end of school term.

Responsibility: Assistant Principal

Date Approved: Spring 2023

Approved by: Principal

Review Date: Spring 2024

Monitored by: Principal

Links to other Policies:
Written Feedback Policy

Objectives

1. To assess, record and report systematically the progress of individual students as well as having a whole class/cohort overview.
2. To translate the assessments and records into clear targets, support and interventions for students.
3. To use a colour coding system to make it easy for all key stakeholders to track progress
4. To ensure that where there are barriers to learning, parents are informed of these at the earliest opportunity.
5. Assessment, recording and reporting should identify progress against high expectation for each student.
6. In addition, to the above, any written assessment recording and reporting should be in a style that is both meaningful and accessible to students, tutors, parents and other stakeholders.
7. To enable students to manage and further their own learning.
8. To focus on staff wellbeing through reducing staff workload and improve the quality of data gathered by reducing the amount of assessed data collected.

Guidelines

1. Key stage 2 SATs data for reading and maths is converted by School-Vue to a baseline grade, and using a flight-path tool generates an aspirational target (Green Target) for each student for Year 7 to 11. If there is a missing SATs score, base data will be set using NFER data or prior assessment data.
2. Key stage 3 will have 2 formal assessments, 1 in the autumn term and 1 in the summer term.
Year 10 will have 3 formal assessments, 1 per term.
Year 11 will have 2 formal assessments, 1 in the autumn term and one in the spring term.
Year 12 will have 2 formal assessments, 1 in the autumn term and 1 in the summer term.
Year 13 will have 2 formal assessments, 1 in the autumn term and one in the spring term.
3. The colour coding system for tracking progress:
 - Blue (outstanding progress)
 - Green (Better than expected progress)
 - Yellow (Expected progress)
 - Orange (Just below expected progress)
 - Red (Concern)

4. Progress Analysis reports for each Year group are produced termly
5. Parents have sent to them each term a summative report containing:
 - i) A Green Target (GT)
 - ii) A current working at grade is provided
 - iii) Attendance, Achievement and Behaviour data

An annual tutor report will be completed, summarising the pastoral achievement of each student.

Implementation

1. All departmental schemes of work must include assessment criteria, structured around units of study.
2. Students must have two key assessed tasks marked every half term, homework set on a half termly basis, feedback given on their progress and parents alerted if work is not completed on time or is below standard.
3. Where grading is used in reports, there should be an accompanying explanation.

Evaluation

1. Senior staff will scrutinise reports to ensure that the way they have been written complies with school policy, and will comment on the efficiency with which staff carry out the reporting cycles.

ASSESSMENT MANAGER REPORTS and GRADES

Attitude to Learning - Key Stage 3, 4 and 5

Attitude to learning will be recorded with levels 1-4 and will reflect the student's commitment and contribution to the lessons/tasks/projects/practical work:

1. Above the expected level and if maintained, should lead to the target grade being attained or better.
2. At the expected level and if maintained should mean the target grade is attained.
3. Significantly below the expected level and unless improved will affect the target grade being achieved.
4. No work or insufficient work to be graded

Attainment

Attainment will be indicated by reference to the national grading systems appropriate to a given year group:

Key Stage 3

Autumn, spring and summer terms for Years 7, 8 & 9

A current working grade (CWG) using the Age Related Expectation (ARE) grades are used:

Working towards Standard (WTS)

Working at the Expected Standard (EXS)

Working at Greater Depth (GDS)

(WTS grade can be reported as WTS-, WTS, WTS+)

Key Stage 4

A current working grade (CWG) using the GCSE scale 1 - 9 will be given in Year 10 and Year 11, with split grades acceptable in both years (e.g. a grade 4 can be reported as 4+, 4, 4-). The Mock Examination results will also be reported.

Key Stage 5

A level grades from E to A and grade U will be used providing a current working grade (CWG), with split grades acceptable (e.g. a grade B can be reported as B+, B, B-). The Mock Examination results will also be reported.