

Harborne Academy Assessment, Recording and Reporting Policy



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Harborne Academy **Assessment, Recording and Reporting**

The key features of the annual reporting and recording cycle at Harborne Academy Birmingham are:

- A reporting calendar, which includes assessment points in the academic year when students are tested and data collected and analysed
- Student Progress reports are produced for each assessment

Primary purposes

The primary purpose of assessment at Harborne Academy Birmingham is to accelerate student progress by ensuring that:

- All students' learning needs are properly understood by both teachers and students
- All teachers understand what they need to do to accelerate student progress
- All teachers work as efficiently as possible to accelerate student progress
- All students know what to do to improve
- Assessment will inform the Assertive Mentoring programme within Harborne Academy Birmingham

Secondary purposes

Assessment at Harborne Academy Birmingham has a number of other purposes, including:

- Evaluating student working grades and forecasts relative to Progress 8 expectations and Harborne Expected Targets
- Evaluating teacher performance
- Evaluating Academy performance
- Certification of achievement.

Roles and Responsibilities

Teachers will:

- Ensure that all lessons have clear, well-planned learning objectives which will be shared with students
- Focus on the progress and achievement of individuals
- Mark work in depth with constructive comments in line with HA marking policy
- Give students opportunities to respond to the comments
- Use a variety of assessment techniques
- Keep a record of students' progress

- Use class and individual student data to inform lesson planning
- Complete the Challenge and Review pro forma Stage 1
- Identify students in each class who are not making expected progress
- Use assessment data to plan intervention to support students in their lessons with their learning (including use of information to assist the Assertive Mentoring programme).

Leaders, and those with delegated leadership responsibility, will:

- Challenge the interventions and strategies employed by teachers on the Stage 1 pro forma of Challenge and Review.
- Identify students not making expected progress following each data input
- Oversee interventions to support students in their learning
- Liaise with appropriate staff to ensure these interventions are effective
- Manage the setting process if appropriate
- Identify areas for staff development
- Monitor and review effectiveness of assessment and marking across the areas/subjects
- Lead on the development of schemes of work
- Monitor progress of subgroups (e.g. key stage, year, PP, EAL, SEN, Most Able etc.)
- Moderate samples from each year group for all teaching staff in the department

Recording of assessment

Records of assessment of student progress will be:

- Maintained by teachers in an electronic format using SIMS
- Updated on the central database following each data input for each subject on Current Status enabling:
 - Reports to be made to parents according to the Harborne Academy assessment calendar
 - Accurate and current data to be available to staff with responsibility for parental liaison and mentoring
 - Middle Leaders to use that data to identify students not making expected progress
- Available to Middle Leaders and members of SLT for monitoring purposes

ASSESSMENT: CONTROLLED ASSESSMENT

Introduction

Controlled assessment (CA) accounts for a significant percentage of the final grade for many GCSE specifications, it can be up to 60%. The exact percentage depends on the range of skills to be assessed and the most effective way of assessing them, and is common for all boards for a given subject.

All who conduct CAs should be aware of the following:

- The three levels of supervision, i.e. **Formal, Informal** or **Limited** and the differences in the management of these assessments
- That, in the case of Formal supervision, candidates should **not** have access to email, the internet, mobile phones or any other electronic devices
- That, if videos or photographs/images of the candidates are to be included as part of presentation, consent must be obtained from parents/carers/guardians
- That formal permission is not needed for word processing *unless otherwise stated in the Examination Board's specification*. A candidate using a word processor must ensure that his/her name appears on every page as a header or footer
- The majority of these CAs will take place in the classroom during timetabled lessons

What does **formal supervision** (high level of control) actually mean?

- Students must be in direct sight of the supervisor at all times
- The use of resources is tightly prescribed, normally only research folders/diaries
- Students must **not** have access to email, internet, mobile phones or other devices
- Students must complete all work independently
- Students must not communicate with each other
- No assistance can be given to students

What does **informal supervision** (medium level of control) actually mean?

- Students do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated.
- Teachers must ensure that:
 - the students' work is their own
 - plagiarism does not take place
 - the contributions of individual students are recorded accurately
- Students have access to resources
- Students can work together
- Students can receive limited teacher guidance

What does **limited supervision** (low level of control) actually mean?

- Some work can be completed without supervision, outside the classroom/centre
- Students have access to resources
- Students can work together
- Students can receive guidance from teachers

Middle Leaders should:

- Ensure that at least 40% of overall assessment is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement.
- Identify controlled assessment dates on the Academy calendar.
- Provide the examinations officer with a summary of CA level, length of assessment, rooming requirements, number of candidates, ICT requirements etc.
- Standardise the marking of internally assessed component.
- Be familiar with the contents of the JCQ publication "*Instructions for conducting CAs*".
- Ensure that teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new tasks or contextualise sample awarding body tasks to meet local circumstances, in line with exam board specifications and control requirements.
- Have ultimate responsibility in ensuring that all confidential materials, together with the work produced by the candidates, are stored securely at all times.
- Supply to the exams office details of all unit codes for controlled assessments.
- Ensure that, where appropriate, support staff be given sufficient notice in which to order and prepare materials needed for assessments.
- Submit marks through the exams office to the exam board when required, keeping a record of the marks awarded.
- Ask the SENCO for any assistance required for access arrangements.
- In the event of a candidate missing a controlled assessment opportunity, make appropriate provision for that candidate to complete the CA within the required level of supervision.
- Wherever possible, practical, and within the requirements of controlled assessment, arrange for all CA activities to take place within the time period timetabled for that subject.
- Keep a departmental log which contains:
 - The date and time of each assessment together with its title
 - The name of the supervising teacher
 - A list of candidates who were present during the assessment
 - A list of any absent candidates

- A log of any incidents which occurred during the assessment
- Details of where the work produced by the candidates is securely stored.

Teaching staff must:

- Understand and comply with the general guidelines contained in the JCQ publication *“Instructions for conducting controlled assessments”*.
- Understand and comply with the exam board specification for conducting CAs, including any subject-specific instructions, notes, or additional information on the board’s website.
- Supervise CAs (at the specified level of control), only permitting assistance to students as the specification allows.
- Ensure that students and teachers sign authentication forms on completion of a CA.
- Mark internally assessed CA using the mark schemes provided by the exam board.
- Retain candidates’ work securely between assessment sessions (if more than one).
- Post-completion, retain candidates’ work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain students’ work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- For formal CAs, ensure there is no internet access and report any breaches of protocol.
- Give each candidate a copy of the JCQ *Notice to Candidates* (for controlled assessments) at the start of each CA and ensure that they understand fully the penalties incurred in the case of any kind of malpractice.

SENCO/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

The Exams Officer will:

- Enter students for individual units as well as “cash-in” codes
- Be responsible for receipt, safe storage and safe transmission, of confidential materials
- Download and distribute mark sheets for teachers, and return these to exam boards
- Arrange accommodation where CA can be carried out if it cannot be done in a classroom

- Create, publish and update an internal appeals policy for controlled assessments

ASSESSMENT: SIMS DATA ENTRY

At each Assessment Point HA requires the following data:

- Assessment Point Grade (AP)
- Working At Grade (WAG)
- End of Year Forecast Grade based upon the WAG (FG)

Methodology:

Specific instructions will be distributed at each assessment point for KS3, KS4 and KS5.

- APG- Evidence Based: complete an assessment that accurately measures both progress from the previous assessment and previous knowledge and skills in the subject. This should be completed in class except where Mock exams or end of year exams are scheduled. These will take place in the hall under full exam conditions
- WAG- A combination of previous assessments and this APG. Where appropriate coursework grades should be incorporated
- FCAST- Using your professional judgement forecast the grade you believe the student will achieve in the final exam of that academic year. These forecast grades must be determined from accurate assessment data which can be cross-referenced to Appendix A Flightpath

HA will acquire this information from SIMS after each assessment point. End of year exams will be undertaken and will form the starting point for students for each subsequent academic year.

Please see the school calendar for the assessment dates across the year.

A Progress report will be sent to parents after each of the Assessment Points. See appendix C.

With few exception subjects like BTEC and CNAT, all GCSE subjects will be assessed on the 9-1 scale. For the calculation of Progress/Attainment 8, the estimates used will be those from the previous years validated data. At each assessment point for KS4 staff will enter into SIMS marks that use the grades scales

that match how they will be assessed at the end of year. For KS3 only the 1 to 9 grade scale will be used.

Grade	Points
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
U	0

If the subject is a Cambridge National or BTEC Tech then the following grades will be entered.

OCR Cambridge National Certificate	Grade	Points
Level 2 Distinction*	L2D*	8.5
Level 2 Distinction	L2D	7
Level 2 Merit	L2M	5.5
Level 2 Pass	L2P	4
Level 1 Distinction	L1D	3
Level 1 Merit	L1M	2
Level 1 Pass	L1P	1.25

If the subject is a BTEC then the following grades will be entered.

BTEC First Award	Grade	Points
Level 2 Distinction*	L2D*	8.5
Level 2 Distinction	L2D	7
Level 2 Merit	L2M	5.5
Level 2 Pass	L2P	4
Level 1 Pass	L1P	1.75

PARENT CONSULTATIONS: OVERVIEW

Student Progress: Involving Parents

Parents are crucially important in supporting the work of schools to make sure that their children progress in their learning as rapidly as possible. This involves supporting our rewards and sanctions system, monitoring students' planners to make sure extended learning is completed and communicating with teachers, especially if there is a problem with lessons or learning. The Academy will provide information to

parents regularly to keep them informed about students' progress and provide opportunities for parents to discuss their children's progress with teachers. Parents are always welcome to contact the Academy if they have a concern.

Parent Consultations

All students receive a progress reports every half term, showing the progress in each subject over the year.

Parent consultation evenings will offer the opportunity to speak with some of the students' subject teachers, as well as their tutor. Each year group will have at least one parent consultation evening.

Appendices:

Appendix A

Flightpaths:

Flightpaths will be set using the validated Progress 8 estimates for the previous year and the KS2 exam scores or KS2 teacher assessments of the student. For students who do not have KS2 exams scores, HA teacher assessments and/or baseline testing will be used along with Progress 8 estimates.

Flightpaths for all subjects will be standardised to ensure all students are targeted in line with their Progress 8 expectations.

Appendix B

Challenge and Review

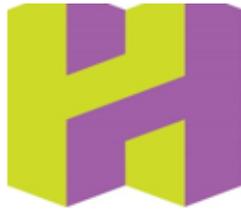
Who is making notable progress and why? (*comment on strategies used*)

Who is making inadequate progress and causing concern. Are there any notable patterns of underachievement? What are the reasons for this?

What strategies will you use or what actions will you take in order to reduce individual patterns of underachievement? This should be a combination of lesson-based actions/strategies and extra-curricular interventions

What are the agreed actions/outcomes of this meeting?

Appendix C:
Student Progress report (subject to review in the 2019-20 academic year)



Year (7,8,9,10) Report

Name: *Joe Bloggs* Form: *YGJ*
 Attendance: *100%* Number of *lates*: *4*
 Behaviour Incidents: *10* Achievement Points: *25*
 KS2 Fine Grade Score Reading: *4.5* KS2 Fine Grade Score Maths: *4.5*
 KS2 Scaled Score Reading: *104* KS2 Scaled Score Maths: *105*

Reading Test Score Autumn	14.25	Reading Test Score Summer	15.32
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Subject		YG Target	YG FG	WAG	ATL
English <i>(Staff name)</i>	AP1	3	3-	2+	A
	Mock		3-	2+	A
	AP2		3	3-	B
	Mock		4-	4-	A
	AP3		4-	4-	B
Maths <i>(Staff name)</i>	AP1	3+	4	4	B
	Mock		4-	3+	B
	AP2		4-	3+	B
	Mock		4+	4	A
	AP3		4	4	A
Science <i>(Staff name)</i>	AP1	3-	3-	3-	B
	Mock		3+	3	B
	AP2		3+	3	B
	Mock		4	4	B
	AP3		4	4	A
History <i>(Staff name)</i>	AP1	3-	2	2-	C
	Mock		3-	2+	B
	AP2		2	1+	C
	Mock		2+	2	C
	AP3		2+	2	C

Key

	Above target
	On target
	One sub level below target
	Two or more sublevels below

ATL (attitude to learning)	Description
A	Excellent effort towards learning
B	Good Effort towards learning
C	Satisfactory effort towards learning
D	Unsatisfactory effort towards learning
E	Requires a meeting with teacher

YG Target - the grade the student is targeted for the end of Y11 based upon KS2 results/baseline testing.

YG FG - Forecast Grade, the Grade the student is expected to achieve at the end of the year based upon teacher assessment.

WAG - Working at Grade, the grade the student is currently working at.

ATL - Attitude to Learning grade.

Flightpath Expectation Grade - The grade that they would be expected to get based on their current forecast if they continue to work.

End of Y11 Target - The grade they are set by the government based on their KS2 results.

PLEASE NOTE, if your child has 3 or more grade E's, for their "Attitude to Learning", then a meeting will be required with the Progress leader. |

Appendix D

Progress Report Letter

Dear Parent/Carer,

Please find enclosed a Progress Report for your child.

All our subjects follow the new grading numbering 9 – 1, this has replaced the old legacy

A* - G

A good pass under this new system is defined by the government as being a grade 5.

Each grade has subgrades as follows:

- + after the number means the grade is very secure, e.g. 5+
- no sign after the number means the grade is secure, e.g. 5
- - after the number means the grade is not secure, e.g. 5-

BTECs are assessed with the following grades: -

Pass, Merit, Distinction and Distinction* for BTEC subjects.

L1 means that they are currently sitting on a Level 1.

L2 means that they are currently sitting on a Level 2.

If you have any queries please do not hesitate to contact me on 01214642737 and ask for Ms Yagodich.

Yours sincerely

Ms K Yagodich