



# Assessment, Data Collection and Reporting Policy

Non Statutory Policy

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For internal use

Link to other policies/documents:

- Learning and Teaching Policy
- Marking Policy
- Data Protection Policy



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## 1. Rationale

As an Academy, we believe that effective assessment facilitates learning, teaching and appropriate intervention, which in turn helps us to work towards our vision, where each child thrives and gains the academic success needed to 'live life to the full'. To help achieve this, we have created a structure of assessment, both formative and summative, which is rigorous and challenging. This will give clarity and guidance for students, parents and carers regarding the academic strengths students already demonstrate and what is needed to progress.

## 2. Policy aims

- To bring clarity across the Academy on the purpose of assessment so that data is used to bring about change and improve projections.
- To guide staff so that they use assessment information to adapt teaching and Schemes of Learning so that students make progress.
- To establish the rationale behind assessment, data collection and reporting systems so that data is used incisively, with an aim to avoid excessive reporting and thus decrease teacher workload.

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#). It also refers to statutory reporting requirements set out in [The Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

## 3. The purpose of assessment

We use assessment within the Academy to measure the progress being made by all of our students. Not only in their academic achievement but also across a broad range of criteria, including communication, social skills, physical development, resilience and independence. This information is used to tailor the learning, teaching and curriculum provision to meet the needs of individual students.

As an Academy, our assessment must address the challenges presented within the new, reformed qualifications. There has therefore been a conscious shift, moving away from a system dominated by the requirements of the national assessment framework and testing regime, to one where the focus is on high quality, in-depth teaching, supported by in-class formative assessment.

As an Academy, we are committed to creating a culture of in-depth learning rather than curriculum coverage through fast-paced lessons. The focus is on depth of learning rather than teaching that gets students across the next threshold. It clearly identifies the purpose of assessment so that teachers are able to relay relevant information to students at the appropriate time, in an efficient manner.

## 4. Assessment approaches

Formative and summative assessment are the terms used within this policy.

Good day-to-day, in-school, formative assessment helps students to measure their knowledge and understanding and respond to feedback. It provides parents and carers with a broad picture of where their children's strengths and weaknesses lie. Furthermore, effective formative assessment allows teachers to identify when students are struggling and what interventions are needed to close that understanding gap.

Day-to-day in-school formative assessment may include, for example:

- Questioning during lessons;
- Marking of students' work;
- Observational assessment;
- Regular, short re-cap tests;
- Scanning work for student attainment and development of skills.

Effective summative assessment provides students with opportunities to consider how well they have understood a topic or unit of work taught over a period. This gives parents and carers an understanding of their child's achievement and progress. Furthermore, it enables staff to be evaluative regarding the delivery of a topic and the impact they have made. This assessment is used by school leaders to monitor performance of student cohorts, identifying interventions as appropriate.

In-school summative assessment may include, for example:

- End of year exams;
- Short end of topic or unit tests (half-termly assessments);
- PPE examinations;
- Reviews for students with SEN and disabilities.

Students, parents and carers, teachers, school leaders and governors all view, albeit through different lenses, the information from the assessment structures we have in place. It is important to ensure a variety of assessments are used, as outcomes can become unreliable if one method dominates.

When formative assessment occurs, staff need to ask themselves the following questions:

- What will this assessment tell me about students' knowledge and understanding of the topic, concept or skill?
- How will I communicate the information I gain from this assessment to students in a way that helps them to understand what they need to do to improve?
- How will I ensure students understand the purpose and outcome of this assessment and can apply it to their own learning?
- How will I ensure my approaches to assessment are inclusive of all abilities?
- How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve or adapt my teaching as a result?
- What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is not secure?
- Is it necessary to record the information gathered from this assessment? If so, how can I record it efficiently?

All staff should use formative assessment in their daily teaching. It is the responsibility of each Learning Area to collect information from any summative assessment at the end of each half term, or at the end of each unit.

Data collection is as follows:

| Year Group | Number per Year |
|------------|-----------------|
| 7          | Twice           |
| 8          | Three           |
| 9          | Three           |
| 10         | Three           |
| 11         | Four            |
| 12         | Four            |
| 13         | Four            |

The primary purpose of the data capture process is to inform teachers, parents and school leaders of students' academic progress. Learning Area Coordinators and relevant Postholders will analyse the data to identify trends and gaps in learning, implement effective early intervention. Year Mangers will also use the data to identify patterns across a year group and where possible, work with the relevant Learning Area Coordinator to create effective intervention plans for individual students.

Students in Years 10 and 11 will receive written reports. These will include progress data that will give parents/carers an understanding of how their child is performing in each subject studied, and the steps necessary to facilitate improvement. Students in Year 12 will receive a written report that will include an element of their UCAS reference and subject specific targets for development.

All students, in all subjects studied, will take a summative end of year exam. This will give students experience of sitting an exam in a formal setting which help prepare them for their GCSEs and A levels. It will also provide valuable information for staff, students and parents regarding the students understanding of the content covered that academic year. Data from these summative assessments will also drive intervention to close gaps in knowledge and understanding across all areas.

The Academy will use baseline judgements from KS2 data and CAT tests to create target grades for each student, in every subject studied. At the end of KS3 there will be an assessment of the current performance for each student across the curriculum; where necessary, targets may be adapted to reflect rapid acceleration of learning, or recognise the need for greater focus on key skills and mastering of content. Guidance for both parents, carers and students will ensure that all understand progress over time and likely outcomes at the end of KS3 and in external exams. This information will be shared with parents and carers alongside an outline of the curriculum content (which is available on the website). In addition, parents and carers will have the opportunity to attend Parent Information Evenings that will equip them with the tools necessary to support their child's learning at home.

All information collated will be shared only with the relevant stakeholders in line with the Academy Data Protection Policy.

## **5. Arrangements for the governance, management and evaluation of assessment, data collection and reporting**

The Principal is responsible for ensuring all staff adhere to this policy. They will direct a member of the Senior Team to monitor the standards in core and foundation subjects. The Principal will report key aspects of student progress and attainment, including current standards and trends over previous years, to the Governing Board.

The Assistant Principal, Raising Standards Leader is responsible for ensuring relevant staff follow this Assessment, Data Collection and Reporting Policy. In addition, they will monitor the effectiveness of assessment practices across the curriculum, ensure data collection follows the Academy Calendar and that all reports are fit for purpose and produced in a timely manner. S/he will analyse the data and suggest key actions to address underperformance across the Academy, working closely with the Senior Team and relevant Postholders to ensure timely intervention plans bring about progress.

Learning Area Coordinators are responsible for monitoring the effectiveness of assessment practices with their own Learning Areas and ensuring curriculum information on the website is accurate. Other responsibilities within the remit of this policy include the moderation of formative, half-term assessments and summative exams. They are also responsible for ensuring their Learning Areas' interventions help students to address misconceptions and make progress at least in line with expectation. Furthermore, all KS4 professional predictions (commonly known within the Academy as 'PiXL Predictions'), must be moderated by Postholders to ensure that whole school intervention is targeted to the correct cohort of students.

## **6. Arrangements for ensuring teachers are able to conduct assessment competently and confidently**

All teachers will maintain a good understanding of assessment and assessment practice through the use of Continuous Professional Development (CPD) time, internal moderation of practice in LAs, marking scrutiny across Key Stages and the development of schemes of learning that address the GCSE and A Level specifications.

The Assistant Principal, Raising Standards Leader and the Senior Leader for Teaching and Learning are responsible for ensuring all staff have access to professional development opportunities on assessment through the CPD calendar, including support using SIMS and the Academy's data analysis program, 4Matrix. Senior Leaders will stay abreast of good practice and will put in place the mechanisms for sharing this with all staff.

## **7. Inclusion**

The principles of this assessment policy apply to all students, including those with special educational needs and/or disabilities. Diagnostic assessment will contribute to the early and accurate identification of previously undiagnosed Special Educational Needs for students and will support intervention for such students to close the gap with other learners.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to the starting point of the student, whilst taking into account the nature of students' learning difficulties or SEND.