



Assessment, Recording and Reporting Policy

Reviewed by:

Name:

Signature:

Date:

The scope of this policy is intended to cover:

- **Assessment for Learning (AFL) – formative assessment**
- **Assessment of Learning (AoL) – summative assessment**
- **Marking and Feedback**
- **Recording Assessment**
- **Reporting to Parents**
- **Baseline data and Target Setting**
- **Tracking Progress**
- **Performance Analysis**

Where this policy applies to GCSE, A-level and other work involving meeting the assessment criteria of examination boards, or in public examinations you should also refer to our examination policies.

Aims

Students - The core aim of assessment is to enable students to become more effective learners to improve their rate of progress and raise their levels of achievement.

Assessment procedures must also provide:

Teachers - information to help plan and prepare work best suited to every student's needs.

Parents – information about their child's achievements, progress and targets for improvement.

UTC – information to support monitoring of student progression and achievement and identify where intervention is needed.

Others: (Employers, Universities, outside professionals, other schools) – information that will help in transfer, appointments etc.

Assessment for Learning

Assessment for learning practices must enable all students to:

- **Know the current level, or grade at which they are working** – this requires students to know the criteria for achieving success
- **Know a target for improvement** – this needs to be understood by the student, be specific and achievable in a reasonable timescale
- **Know how to achieve the target set** and progress to the next level

In all lessons students need to have a clear understanding of the lesson objectives (what they are being asked to learn) and be given opportunity to reflect on these objectives.

Mode of assessment

Assessment takes place across a range of different contexts. This includes class work, homework, tests, coursework, oral, practical and project work. Teachers are expected to be aware of the specific needs of students (e.g. EAL, SEN) and vary approaches towards assessment as needed. Effective practice assessment is based on the use of a variety of approaches towards AfL. These include:

Self-assessment: where students are given the success criteria/marking scheme with the necessary explanation and mark their own work. This supports students in making their own judgements about the standard of their own work and

Peer-assessment: where students are given the success criteria/marking scheme with the necessary explanation and mark other students' work. The sharing of their judgement is the most powerful aspect of this form of assessment

The aim is to empower students Self and Peer assessment provide students with the opportunity to assess their own and others' work and give feedback to one another to increase their understanding of the criteria for success.

Teacher assessment: where teachers make an evaluation of students' performance. This may be formative (assessment for learning), or summative (assessment of learning).

Marking

Marking of students work is a fundamental part of good assessment practice. Marking is summative when a numerical mark, or grade is awarded as a judgement to the standard of the work. This can support progress, but only if the student engages with the assessed work and subsequently identifies what and how to improve. Marking is formative when the teacher provides written feedback that relates to the learning objectives, the starting point of the student and enables students to use to take their learning forward.

It is not a requirement that the teacher marks, or assesses every piece of work. Students' work may be assessed through selecting 3 or 4 students' work every lesson and rotating throughout the whole class. Alternatively, a common piece of work may be assessed that has been done by all students. Work from every student must be marked and written feedback given at least once every 6 lessons. Written feedback should use clear and simple language accessible to the students.

Internal exams, tests, or pieces of work undertaken under exam conditions should normally be marked out of a given total. This mark should be translated into a measure of the standard attained based on national curriculum, or GCSE/GCE

criteria. Where such levels/grades are awarded these must be in line with nationally recognised standards.

Written feedback (Marking)

Our approach the providing written feedback will be the use a framework for marking students work based on 'SIR'

S = Strength – identification of where and a student has met an aspect of the achievement criteria, this is both provides and also motivational as it acknowledges an area of success

I = Improvement – specific advice on how to improve, or challenge a student to think for themselves, this supports a student in the area in which they should focus and provides guidance

R = Response – this requires the student to engage with the piece of work. This is the most powerful element of this approach to marking as it creates a dialogue between student and teacher that demonstrates willingness to engage in the learning process. Such a characteristic is critical to the world of work.

Written comments, including 'success stamps' and comments such as 'well done' are regarded as a value judgement that can support the motivation of a student but does not move progress forward.

Some students will find it more difficult than others to engage with written feedback and teachers recognise this and will support students in this respect, often through a combination or written and verbal feedback.

Verbal feedback

Verbal feedback should adopt the same approach as written feedback, it has the advantage of being instant, is more easily individualised. There is an equal expectation that a student engages via a 'response'. Teachers can record verbal feedback on a piece of work by annotating it 'VF' or using a verbal feedback 'stamp'.

Other forms of assessment will take place in lessons, including the effective use of questioning techniques, 'show me' mini whiteboards, e-voting, etc. These can all be used to accelerate the progress of students.

Monitoring of the effectiveness of assessment practice

The effectiveness of marking will be monitored on a four weekly cycle. Teacher will meet to scrutinise marking and discuss student progress. Peer scrutiny of students work will form an essential element of this process. The purpose is to ensure remove the top down nature of 'work scrutiny', to share good practice and promote consistency. This rigor of this process will be assured through a random selection of

student's work being used. This process will be overseen by subject leaders and reported to SLT line managers.

The effectiveness of assessment strategies across the UTC is also measured through lesson observations and the ability of students to explain what they have learned, know a target for improvement and understand how to make progress. Effective assessment practise will also be reflected in the quality of students' written responses, together with the accuracy of internal assessments compared to actual performance in external examinations.

Where external assessment of students (e.g. GCSE, BTEC and A-level) requires the completion of an extended task, project work or coursework a moderation portfolio of exemplar work is maintained and updated annually by each subject. This work should be annotated as required by the examination board. For non-written work (e.g. a performance) an alternative record must be maintained (e.g. electronically). The moderation portfolio within each subject area is checked annually by the SLT.

Recording Assessment

Teachers are required to maintain an assessment record for all students in their classes and this will be used to inform students, parents and others on their progress and achievement, including UTC progress tracking and reports to parents.

An assessment must be recorded for every student at least once every six lessons. The recorded assessment may take the form of a grade, or mark related to GCSE, or A-level criteria in a clearly identifiable area of learning.

These assessments must be maintained in a teacher mark book that is available through MIS. Each mark book will contain a range of UTC benchmark data, but will be able to be customised by the subject and teacher to allow a bespoke mark book to be created. We believe that holding data in a single place will promote the effective use of key benchmark data.

The mark book will be accessible for scrutiny by the teacher's line manager and the senior leadership team. Maintaining a publicly available mark book will promote transparency and maximise continuity in tracking progress, if there is a change of teacher, or when more than one teacher is involved in teaching a particular class.

Assessment within subjects

GCSE and A-level assessment criteria, together with exemplar work at different grades will be widely available to students to support a range of assessment practices.

Subject assessment practice may need to be adapted to meet the specific requirement of that subject. However, this will need to be approved by the senior leadership team. An explanation of any different approach to assessment will also be clearly explained to students and parents.

Reporting to Parents

Formal reporting to parents will take place each term and consist of a:

- Written Report
- Subject Parent Meeting

There will also be a 20 minute parent consultation meeting with each group tutor during the day in the autumn term this will be focused on either 'settling in', or overall progress and aspirations and actions needed to ensure that these are met. Students are expected to attend this meeting with their parents.

Written Reports

The subject report consists of:

- Attendance and punctuality data
- Previous Predicted GCSE, A-level or equivalent grade
- Current Predicted GCSE, A-level or equivalent grade
- Benchmark GCSE, A-level or equivalent grade
- A RAG system to indicate whether the current prediction is in line, above, or below the benchmark
- A percentile rank based on both predicted and benchmark data
- Grades (on a four point scale) to indicate strength on a number of key attributes needed for success
- Mock Exam Results are also reported for each subject, at an appropriate time

The information for these reports are entered by teachers into our MIS assessment system. Reports are then generated and are accessed by parents and students through a secure web based portal. Hard copies of reports will be produced for parents that have specifically made this request.

Formal 'Feedback' Meetings - Subject Parent & Student Evenings

There will be three subject-based consultation evenings each year that will focus on of the meeting will be on explaining the learning and attitudes required to take progress forward. Teacher will also refresh parental understanding of the data used in the reports, including our 'flight path' model that links current attainment with predicted future performance.

These meetings will take place on a rolling programme throughout the year with the dates will be published in our annual UTC calendar. In all cases the student and parent are expected to attend.

Appointments at these evenings will be in 10 minute slots (8 minutes assigned to the meeting and 2 minutes for changeover). Parents will book appointments through our online booking system available as part of our MIS system. The take-up by parents will be monitored and any parents that have not made appointments will be contacted and encouraged to attend. Following the parents evening an email will be sent to any parent that missed an appointment slot to clarify the reason for missing the appointment.

Informal 'Feedback' to parents – Email, text and phone calls

Regular informal communication between parents and teachers is encouraged where this could support better student progress being made. We expect all parental contact with teachers, or subject leaders to be responded to with two working days. If the matter is of more serious, or immediate nature then the matter should be raised with a member of the senior leadership team who will seek to provide an initial response the same day. All staff email and phone contact details are available on our website.

Tracking Progress

Student progress will be tracked for each year group once a term on a rolling cycle that is published as part of the UTC annual calendar. This will encourage:

- Quality assessments to be made
- Allow time for meaningful progress to be made in between two assessments
- Provide opportunity for a range of intervention strategies to be employed with sufficient time for a measurable outcome to be achieved

Teachers will enter a predicted GCSE, A-level or equivalent grade based on a range of assessment data. Progress will then be tracked on a number of different levels. These will include:

- Individual student
- Class level
- Subject level
- Key group level (e.g. SEN, EAL, PP)
- Whole UTC 'year group' level

The key areas of analysis that will be evaluated are:

- Number of students at a grade
- Percentage and cumulative percentage of students at each grade
- Average point score
- Levels of progress
- Summary statistics (e.g. 5+ GCSE including English & Maths, Progress 8)

Predicted data will be compared:

- (i) All schools data
- (ii) FFT benchmark data

The comparative analysis will then be classified where practical (formally, or informally) as significantly above, in line, or below expectations using RAG system. This will seek to mirror the processes used within RAISE(at Key Stage 4) and L3VA (at Key Stage 5).

Our MIS system will be used to generate a range of summary reports and enable us to drill down into the actual students making the progress in each area and this will form the basis of a range of intervention strategies.

Performance analysis

We will replicate the process used for tracking progress (using predicted data) in our analysis of performance (using actual results). This will then closely align our analysis to RAISE and L3VA with an intention to estimate our value added performance prior to the publication of RAISE/L3VA.

Baseline Data - Key Stage 4

We will obtain the following sources of data to enable us to create a 'profile' of the starting points for students in Year 10.

- **Key Stage 2 SATS Results** (via DFE Key to Success) – this only provides data for English and Maths
- **FFT end of KS3 (and KS4) data** – this provides data for a range of subject groups
- **Transfer schools 'exit' data** (either via reports to parents, or direct from schools) – this provides data for subjects that have been studied at KS3
- **Cognitive Ability Testing** (e.g. CATS) – this provides data for a range of subject groups, together with additional data closely related to literacy and numeracy

Based on the average of a student's **KS2 SATS results** in English and Maths each student is assigned to one of five attainment bands (formally Jesson model) as below. An estimate of what this translates to in terms of GCSE potential is indicated in the right hand column. Whilst this represents a 'broad' estimate it can help teachers in lessons when profiling the abilities of students and for differentiation.

FFT estimates for end of KS3 performance can be compared with **actual transfer school data** to give an indication of whether a student has made expected progress at KS3. The removal of the requirement to use national curriculum level will require our approach to be adapted in the near future.

Attainment Band (Jesson)	KS2 Points Score	KS3 NC Level	GCSE Potential New (Old)
Low	Less than 22.5	3	1/2 (F/G)
Below Average	22.5 – 25.5	4	3/4 (D/E)
Average	25.5 – 28.5	5	5/6 (C/B)
Above Average	28.5 – 30.5	6	7/8 (B/A)
High	Above 30.5	7	8/9 (A/A*)

Cognitive Abilities Testing will provide a measure of that may highlight inconsistency in the standards of data from different schools. This data will also provide a comparative estimate of KS4 performance that can be cross-referenced against FFT. The diagnostic element of this data will be very useful in terms of profiling the particular learning needs and strengths of individual students. This will be particularly important as our intake is likely to have a non-typical profile of abilities that these tests will help us to accurately understand.

Setting challenging targets at KS4 (we will refer to these as benchmarks)

We will use Fisher Family Trust (FFT) benchmark data as the basis for target setting at KS4. We will use ‘high end’ estimates for KS4 performance so that if students achieve this level of performance we can be confident that our value added performance is likely to be significantly positive in RAISE.

Flight Path Graph

We will use a ‘flight path’ graph to illustrate typical progress achieved nationally by students with similar starting points, together with a steeper ‘flight path’ that will represent our ‘high end’ benchmark progress. The graph can be used to ‘track’ the progress of individual students to illustrate whether a student is progress better, or less well than expected. In particular it will be used as a tool with students and parents to close the gap in understanding between current attainment and estimated future attainment and potential.

Expected progress

We will develop a model for expected progress based of DFE expectations and in line with the new grading structure at GCSE. The table below illustrates

KS2 Level	GCSE Expected (3 levels) Progress
Level 2	E (Level 5)
Level 3	D (Level 5)
Level 4	C (Level 6)
Level 5	B (Level 7)
	A (Level 8)
	A* (Level 9)

Baseline Data - Key Stage 5

We will obtain the following sources of data to enable us to create a 'profile' of the starting points for students in Year 10.

- **Key Stage 4 GCSE Results**
- **ALIS Tests** – this uses GCSE results together with a cognitive abilities test to provide an estimate of potential achievement at A-level across a range of subjects, together with chances graphs that illustrate the differential attainment possible from similar starting points.

Based on the average of a student's GCSE results (GCSE Points Score Per Entry) each student is assigned to one of 4 attainment bands as below.

Attainment Band	GCSE Points Score per Entry	A-level Potential
Below Average	Below 40.00 (Below Grade C)	D/E
Average	40.00 – 45.99 (Grades C to B)	D/C/B
Above Average	46.00 – 51.99 (Grades B to A)	B/A
High	Above 52.00 (Grades A to A*)	A/A*

Please be aware that the bands include a 'range' of starting grades (e.g. a score of 40 is Grade C average and a score of 46 is a Grade B average at GCSE).

Setting challenging targets at KS5 (we will refer to these as benchmarks)

Each attainment band links to an A-level chances graph generated as an outcome of the ALIS tests. We will use these chances graphs in each subject to both set a 'high end' target and interactively with students and parents to develop an understanding of potential levels of attainment at KS5, based on KS4 performance. These very effectively demonstrate the high levels of attainment that are possible at A-level with relatively modest starting points.