

**ARK Putney Academy**  
**Assessment for Learning Policy.**



**Contents**

1. Introduction .....	2
2. Types of Assessment.....	2
2.1 Formative Assessment.....	2
2.2 Summative Assessment.....	3
3. Baseline assessments at APA.....	3
4. Target setting from baseline assessments.....	4
4.1 Ark Assessment Plus target grade .....	4
4.2 KS5 .....	4.
5. Student Progress Tracking and summative assessments and.....	7
Assessment calendar .....	7
6. Reporting.....	10
7. Using the data with staff.....	17
8. Using the data with students.....	<b>Error! Bookmark not defined.</b>
9. Data on year team boards.....	17
10. Data in assemblies .....	18
11. Assessment and Predictions .....	18
12. Assessment versus Predictions.....	18
13. Performance and Standards Coordinator.....	18

## **1. Introduction**

At ARK Putney Academy our aim is to equip every student with the knowledge, learning power and character for success at university and beyond. Assessment for learning is an integral part of the teaching and learning process and is key to supporting students to reach their potential.

Effective assessment procedures:

- Provide a clear and accurate picture of the skills and knowledge that a student has acquired, the progress they have made and a diagnostic indication of what they need to do next.
- Support teacher reflection on schemes of work and inform future curriculum planning and development.
- Inform teaching by showing how future learning activities need to be differentiated for individuals in order to raise attainment and maximise future progress.
- Allow for careful tracking of progress and ensure all students are targeted if necessary.
- Motivate and encourage students to put in the effort to continue improving.
- Encourage teachers by showing that their teaching is leading to better student progress.
- Support effective learning dialogues between staff and students and parents/carers.

At ARK Putney Academy assessment is aligned to the agreed Academy aims and goals, is adaptable and responsive to educational developments, is largely performance based and provides accurate, reliable and technically-sound information to inform teaching and to support effective progress in learning.

It should always be remembered that 'whatever is measured matters'. Carefully constructed assessment directly supports the learning process by incorporating principles of learning and cognition. A balanced and comprehensive assessment system exists at Ark Putney Academy whereby a range of assessment methods ensure adequate measurement of the content, skills and characteristics valued at the academy, incorporating the our core values for learning.

## **2. Types of Assessment**

There are 2 main types of assessment – formative and summative.

### **2.1 Formative Assessment – Responsive teaching**

Formative assessment encompasses all the strategies used during a scheme of learning, such as verbal and written feedback from the teacher, peer marking and oral feedback, and self marking and assessment. By making learning goals explicit and involving students in self and peer assessment, formative assessment promotes students as agents in their own learning, increasing student motivation, autonomy and meta-cognition, as well as learning.

In verbal dialogue and written marking, teachers at ARK Putney Academy regularly feed back to students regarding the level and sub level at which they are working and what they need to master in order to progress to the next level. Subject teachers moderate student classwork and home learning tasks to ensure that there is a consistency in the awarding of levels and sublevels. Regular student folder and book looks also assist with this standardisation process.

(See the APA Marking Policy for evidence of the importance of effective feedback, expectations regarding written feedback and strategies for improving diagnostic marking.)

## **2.2 Summative Assessment**

Summative assessment is the assessment that takes place at the end of schemes of learning. This is usually in the form of formal testing, both in the classroom and in a more formal exam-setting environment (three times a year).

Tests are a valuable tool for gauging the level of a student's understanding and for tracking individuals' progress over time. They provide a benchmark of performance across a cohort if administered formally and moderated robustly.

However, tests can serve to focus the content of schemes of work. They can lead to the squeezing of content and skills that are not tested. Teachers tend to model the pedagogical approach reflected in tests. Tests can give relatively little attention to complex thinking and problem solving and often focus on lower levels of learning, which can lead to similar emphases in class teaching. Focusing on the test can encourage a one-time performance orientation and transmission-type teaching. Staff at ARK Putney Academy are careful to guard against simply focusing on tests and exams at the expense of the underlying learning but also to ensure that for in-school designed assessments what is tested is what is truly valued. Summative assessments are designed collaboratively by all the teachers of a subject and early on in the planning process when Schemes of Work are written. They are written with the Learning Focus and objectives clearly in mind. Assessments are cumulative and will assess a student's understanding of a curriculum, not an individual unit. Schemes of work are designed with stickability aspects in mind to reinforce and review learning.

Fairness is fundamentally important. All assessments are designed to enable the broadest possible population of students to show what they know and can do, without being unfairly hampered by characteristics that are irrelevant to what is being assessed, for example students who are not proficient in the language of the test finding it difficult to demonstrate their mathematical ability. Tests must also be valid for purpose and generate information that can be acted upon and provides productive and useable feedback for all intended users.

### **3. Baseline assessments at APA**

Year 7 students arrive with KS2 Scaled Scores in English and Maths. Baseline assessments will be carried out at the beginning of year 7 in Science, Humanities, Modern Foreign Languages, Physical Education, Music, Art and Drama to determine a student's starting grade and the appropriate set. These assessments may be written tests, practical assessments or teacher observations.

Reading age tests are sat in the school during the first week in Year 7, as well as in Year 8 and 9, and these are shared amongst staff. These are then modified within the first month based on our knowledge and understanding of the whole child.

#### 4. Target setting from baseline assessments

##### 4.1 Ark Assessment Plus Target Grade

From September 2016, all students will be given an Ark Assessment Plus target grade. Pupils' baseline KS2 scores are converted to a predicted new GCSE number. This conversion is based on the proportions of pupils who achieve each grade at KS2 compared to the proportions at GCSE. In KS3, every long term, pupils do an assessment which is marked using GCSE number grades.

These will run from 1, which is the lowest grade, to 9, which is the top. The grade your child receives will be the grade that we would expect them to get at the end of year 11, if they continue to work hard and do the work required of them. A Grade 5 is the grade the government has said will be a good pass. Grade 4 is equivalent to the old Grade C.

##### New GCSE Grade equivalents

New grade	Old grade
9	A* & A
8	
7	
6	B & C
5	
4	
3	D, E, F & G
2	
1	

Grade	9	8	7	6	5	4	3	2	1	U
National Percentile	97+	92 - 96	85 - 91	73 - 84	56 - 72	36 - 55	18 - 35	7 - 17	1 - 6	< 1

These grades are age-related grades. They refer to a pupil's position in the performance distribution for their age group. These grades do not tell you what a pupil would get if they took a GCSE at that moment in time. So, for example, if a pupil gets a grade 9 in Year 7 Summer 2, it means we think they are in the top 3% nationally for their age group. It does not mean that they could get a 9 if they sat a GCSE English paper at that point.

This means that a pupil who stays at the same grade from KS2 to the end of KS4 has made nationally average progress.

This system measures attainment progress in the same way as the new Progress 8 measure, which means that we are then able to calculate a rolling progress and attainment 8 score from term to term. For example, a cohort might arrive in year 7 with an attainment score of 4.2, based on their KS2 Sats. If their average at the end of year 11 was 5.2, they would have a Progress 8 score of +1.

The best school in the country in 2016 had a progress 8 score of 1.5. To get in the top 100 schools, you need a progress 8 of 1. The Ark Progress 8 network target is +1, with a minimum grade 5. Progress 8 of 0 is nationally average.

Formative assessment is NOT measured using these grades. Formative assessment is separate. These grades should only be used three times a year. When we are awarding these grades from term to term, we are making claims about how our pupils are doing against their national cohort. In order to make sure these claims are as robust as possible, we have to moderate within the network, use shared assessments, and reference externally wherever possible. As such, we will have three network moderation days each year where subjects will come together to moderate work and agree standards.

## How can you measure your ability in a lesson?



- Basic of skill or understanding of a topic or task.
- Require scaffolded work or regular support



- Accomplished some basic skills or have a basic understanding of the topic or task
- Struggle with the more complex activities



- Accomplished the basic skills or have a basic understanding
- Starting to get to grips with the more challenging aspects.



- Mastered the basic skills or basic understanding
- Attempting and accomplishing the challenging aspects with guidance and support.



- Mastered the basic skills or basic understanding
- Confidently attempting and completing the more challenging aspects
- Often require extension work



**Assessment Policy 2017 2018**  
**KS2 level to AA+ grade**
**Year 7 in 2016/17 – English:**

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs Reading Score	117+	113 - 116	110 - 112	108 - 109	104 - 107	100 - 103	94 - 99	89 - 93	82 - 87	<82

**Year 7 in 2016/17 – Mathematics:**

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs Maths Score	115+	112 - 114	110 - 111	107 - 109	104 - 106	100 - 103	96 - 99	92 - 95	82 - 91	<82

**Year 7 in 2016/17 – All other subjects:**

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs R&M Avg Score	116+	113 - 115	110 - 112	108 - 109	104 - 107	100 - 103	95 - 99	91 - 94	82 - 90	<82

**Year 8 in 2016/17 – English:**

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs Reading Fine Level	5.7+	5.6	5.4 – 5.5	5.2 – 5.3	5.0 – 5.1	4.7 – 4.9	4.1 – 4.6	3.7 – 4.0	<3.7	-

**Year 8 in 2016/17 – Mathematics:**

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs Maths Fine Level	5.9+	5.7 – 5.8	5.6	5.4 – 5.5	5.0 – 5.3	4.6 – 4.9	4.3 – 4.5	3.7 – 4.2	<3.7	-

**Year 8 in 2016/17 – All other subjects:**

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs R&M Avg Fine Level	5.8+	5.7	5.5 – 5.6	5.3 – 5.4	5.0 – 5.2	4.7 – 4.9	4.2 – 4.6	3.7 – 4.1	<3.7	-

**Year 9 in 2016/17 – All subjects:**

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs R&M Avg Fine Level	5.8+	5.7	5.5 – 5.6	5.3 – 5.4	5.0 – 5.2	4.7 – 4.9	4.2 – 4.6	3.7 – 4.1	<3.7	-

#### **4.2 KS5**

Key Stage 5 targets are generated based on students GCSE results and using the ALPS model. A student's GCSE Average Points Score will be used to determine their KS5 target grade. The target grade will be generated by comparing the GCSE APS with the ALPS 3 target grade.

### **5. Student Progress Tracking and Summative Assessments**

Student performance is tracked closely and regularly as set out in the assessment calendar. All assessments are written by departments and checked by the Assistant Head in charge of assessment. Three cumulative assessments are carried across all years for all subjects. Usually, the penultimate week of the term or half term will be used for summative testing, with feedback given in the last week. The last week of term is an opportunity for class teachers to revisit any skills or concepts with their classes that the testing shows needs further reinforcement.

Marking of exams is moderated and reviewed within departments. Once departments have moderated and marked their assessments, they will be moderated across the Ark Network.

Students need to be clear about their current attainment grade, their Ark Assessment Plus target grade and in Key Stage 4, the GCSE grade they are currently on track to achieve in each subject (their Prediction grade). At ARK Putney Academy the culture is to be straight and transparent with students about their performance, even when a student is being given feedback that their performance is not strong in comparison to their peers. As long as students are supported in developing a growth mindset, this is a positive thing. A student with a fixed mindset could well be demoralised and demotivated by a relatively poor test score: they might feel they are not intelligent after all or that there is no point in working hard any more. Research shows that students with a fixed mindset often give up and do not bounce back after a setback. In contrast, those with a growth mindset are not afraid of failure as they believe that with continued practice they will improve. In fact they are comfortable taking on a new challenge. Indeed, students with a growth mindset find setbacks motivating, they are informative, they are a wake-up call. As long as students know that the support is there to guide them towards better performance, honest 'bad news' feedback is nothing to fear. After all, test scores only tell you where a student is currently, not where they have the potential to end up.

# Assessment calendar and dates

*Student assessment dates, moderation and data entry*

## **Key Stage 3**

Term	Assessment	Moderation	Data Entry - requirements	Data Entry - Date
Autumn	Monday 13th November	Friday 8th December	Current attainment, ATL	Monday 11th December
Spring	Monday 19th February	Friday 16th March	Current attainment, ATL	Monday 19th March
Summer	Monday 18th June	Friday 6th July	Current attainment, ATL	Monday 9th July

## **Key Stage 4**

Term	Assessment	Moderation	Data Entry - requirements	Data Entry - Date
Autumn	Monday 20th November	Friday 8th December	Current attainment, Prediction, ATL	Monday 11th December
Spring	Monday 26th February	Friday 16th March	Current attainment, Prediction, ATL	Monday 19th March
Summer	Monday 25th June	Friday 6th July	Current attainment, Prediction, ATL	Monday 9th July

## **Key Stage 5**

Term	Assessment	Moderation	Data Entry - requirements	Data Entry - Date
Autumn	Monday 20th November	Friday 8th December	Current attainment, Prediction, ATL	Monday 11th December
Spring	Monday 19th March	Friday 16th March to get grade boundaries	Current attainment, Prediction, ATL	Monday 26th March
Summer	Monday 25th June	Friday 6th July	Current attainment, Prediction, ATL	Monday 9th July

## Assessment Policy 2017 2018

### Assessment Calendar

Week	Date	Meetings - Tuesday evening unless otherwise stated	Events	Ark Data Entry Date	Ark Moderation Day	Assessments	Data Report - CA, PR (10-13), ATL	Tutor reports	Full reports including ATL	Parents' Evening - Thursday evening unless otherwise stated (all Year 11 on Weds)
	Friday 1st September		Inset							
1	Monday 4th September		Inset			NGRT				
1	Tuesday 5th September		Inset							
1	Wednesday 6th September		Year 7 Start							
1	Thursday 7th September		Whole School Start							
2	Monday 11th September	Whole staff training								Year 11 One on One meetings with SLT and LMC - lowest attainers and achievers
3	Monday 18th September	Middle Leaders					Year 7 Data			
4	Monday 25th September	Department	Ark Putney Open Evening							Ark Putney Open Evening
5	Monday 2nd October	Year team								Year 7 Tutor and Information Evening
6	Monday 9th October	Teaching and learning	Ark Putney Celebration Evening				ATL - all years			Ark Putney Celebration Evening
7	Monday 16th October	Middle Leaders								Year 10 Tutor and Information Evening
Half term										
8	Monday 30th October	Department								Year 11 Parents' Evening and information presentation
9	Monday 6th November	Year team								Year 12 and 13
10	Monday 13th November	Teaching and learning				Key Stage 3				
11	Monday 20th November	Middle Leaders	High Attainers Information Evening			Key Stage 4 and 5				High Attainers Information Evening
12	Monday 27th November	Department		Friday 1st December						
13	Monday 4th December	Year team	Inset							
13	Friday 8th December		Ark Inset		Friday 8th December					
14	Monday 11th December	Teaching and learning					Data KS3-KS5			
15	Monday 18th December	Middle Leaders								
15	Wednesday 20th December	Department	Last Day							
Christmas Holidays										
1	Wednesday 3rd January		Inset						Year 11 Full reports Open with Aut 2 data	
1	Thursday 4th January		Whole School Start							
2	Monday 8th January	Year team							Year 11 Full reports Close	Year 7
3	Monday 15th January	Teaching and learning							Year 11 Full reports HoD/Tutor	
4	Monday 22nd January	Middle Leaders							Year 11 Full reports HoY/SLT	Year 9
5	Monday 29th January	Department					ATL - all years		Year 11 Full reports sent home with Autumn 2 data	
6	Monday 5th February	Year team								Year 8
Half term										
7	Monday 19th February	Teaching and learning				Key Stage 3				
8	Monday 26th February	Middle Leaders				Key Stage 4			Year 13 Full reports Open	Year 9 Options Evening
9	Monday 5th March	Department		Friday 9th March					Year 13 Full reports Close	
10	Monday 12th March	Year team							Year 13 Full reports HoD/Tutor	
10	Thursday 15th March		Inset							
10	Friday 16th March		Ark Inset		Friday 16th March					
11	Monday 19th March	Teaching and learning				Key Stage 5	Data KS3-KS4		Year 13 Full reports HoY/SLT	Year 10
12	Monday 26th March	Middle Leaders					Data KS5			Year 11
12	Thursday 29th March		Last Day						Year 13 Full reports sent home with Spring 2 Data and summer targets	
Easter Holidays										
1	Monday 16th April	Department	Inset					7-10 Tutor reports open with Spring 2 data	Year 12 Full reports Open	Year 12 and 13
1	Tuesday 17th April		Whole School Start							
2	Monday 23rd April	Year team						Year 7-10 Tutor reports close	Year 12 Full reports Close	
3	Monday 30th April	Teaching and learning						HoY check Tutor reports	Year 12 Full reports HoD/Tutor	Year 11 One on One meetings with SLT and LMC - lowest attainers and achievers
4	Monday 7th May	Middle Leaders							Year 12 Full reports HoY/SLT	
5	Monday 14th May	Department					ATL - all years	SLT check Tutor reports	Year 12 Full reports sent home with Spring 2 data and summer targets	
6	Monday 21st May	Year team						Tutor reports sent home with Spring 2 data and summer targets		
Half term										
7	Monday 4th June	Teaching and learning								
8	Monday 11th June	Middle Leaders								
9	Monday 18th June	Department				Key Stage 3				
10	Monday 25th June	Year team		Friday 29th June		Key Stage 4 and 5				
11	Monday 2nd July	Teaching and learning								
11	Friday 6th July		Ark Inset		Friday 6th July					
12	Monday 9th July	Middle Leaders					Data KS3-KS5		Year 12 UCAS references Open	
13	Monday 16th July	Department	Key Stage 3 Graduation						Year 12 UCAS references Close - Summer 2 grade remains open to edit	Key Stage 3 Graduation
13	Friday 20th July		Last Day							

## **6. Reporting**

After every assessment period, every student/ parent/ carer receives a data report. This will include baseline levels, their current attainment results, predicted grade (KS4 and 5 only), attitude for learning grades (classwork effort, homework effort and behaviour in lessons), end of year target and end of key stage target. Attendance data is also included.

### ***Current attainment entry – 7 to 13***

Teachers enter the grade for a student that they are currently working at. The Head of Department will decide the pieces of evidence that a teacher will use to generate an accurate current attainment grade from. This will include cumulative end of term assessments that will take place in the school hall three times a year, end of unit tests, Big Writes (extended writing assignments), homework, classwork and classroom contributions. Heads of Department and teachers will use the Department marksheet to aid the generation of a current attainment entry.

### ***Predicted grade entry – 10 to 13***

Teachers will enter a grade for a student that they think will be achieved at the end of the key stage if the student continues to work at their current working level.

### ***Attitude for learning entry – 7 to 13***

Teachers will enter three grades for a student based on their attitude to learning.

The attitude for learning grade should correlate with any behaviour points that have been recorded on to the school system.

1 to 4 grading system. 1= Excellent, 2 = Good, 3 = Needs improving and 4 = Unsatisfactory

Classwork – Grade based on the quality (effort and accuracy) of classwork that a student produces – this includes contributions in lessons.

Homework – Grade based on the quality (effort and accuracy) of homework that a student produces.

Behaviour – Grade based on the behaviour of the student in lessons. This will include respect to all members of staff and students and student attitude.

Grade	Classwork Effort	Homework Effort	Behaviour
Excellent 1	Fully committed, and working to best of ability in every lesson Focused and highly motivated	Always meets deadlines Tasks always fully completed Excellent levels of effort demonstrated	Excellent standards of attentiveness Always settles quickly to tasks or activities Always polite and courteous
Good 2	Good levels of focus, motivation and attention in class	Nearly always meets deadlines Tasks nearly always fully completed Good levels of effort demonstrated	Attentive and nearly always settles quickly to tasks or activities Rarely distracted Good standards of politeness and courtesy
Needs Improving 3	Usually engages in the lesson but rarely gives maximum effort Lacks focus and motivation	Sometimes meets deadlines Tasks sometimes fully completed Minimal effort demonstrated	Sometimes inattentive but settles to tasks or activities when reminded Sometimes distracted Responds to a cautionary word
Unacceptable 4	Little effort apparent, often not willing or ready to learn Lacking concentration Unmotivated, appearing to lack desire to achieve potential	Rarely meets deadlines Tasks rarely completed fully Inadequate effort demonstrated	Often inattentive Slow to settle to tasks and activities even when reminded Easily distracted Often fails to respond to cautionary word

Students are seen by their form tutor after each assessment to discuss their performance, progress and action targets to improve. Students are then expected to evaluate their performance, setting achievable, measureable targets. Where progress is significantly below expected levels, the student is seen with parents and the Head of Year and if deemed appropriate placed on a monitoring report.

**Parents' Evening**

Day	Date	Year	Event
Thursday	14th September	11	Year 11 One on One meeting with SLT- low Att8 and Pro8
Thursday	5th October	7	Year 7 Information Evening
Thursday	19th October	10	Year 10 Tutor and Information Evening
Wednesday	1st November	11	Year 11 Parents' Evening and Information presentation
Thursday	9th November	12 and 13	Year 12 and 13 Parents' Evening
Thursday	23rd November	High Attainers	High Attainers Information Evening
Thursday	11th January	7	Year 7 Parents' Evening
Thursday	25th January	9	Year 9 Parents' Evening
Thursday	8th February	8	Year 8 Parents' Evening
Thursday	1st March	9	Year 9 Options Evening
Thursday	22nd March	10	Year 10 Parents' Evening
Wednesday	28th March	11	Year 11 Parents' Evening
Thursday	19th April	12 and 13	Year 12 and 13 Parents' Evening
Thursday	3rd May	11	Year 11 One on One meeting with SLT- low Att8 and Pro8

**ATL reports – once every half term**

ATL Data Open	ATL Data Deadline
Monday 9th October	Friday 13th October
Monday 11th December	Friday 15th December
Monday 29th January	Friday 2nd February
Monday 19th March	Friday 23rd March
Monday 14th May	Friday 18th May
Monday 9th July	Friday 13th July

## 7. Full reports

Students in Years 11, 12 and 13 will receive a full written report from all of their subject teachers. Teachers will include a written comment on the performance, classwork, homework and behaviour of the student. Teachers will then write two specific, measurable, achievable, realistic and timely targets for each student.

### **Year 11, 12 and 13 Full reports**

Year	Reports Open - Monday	Reports Close - Friday	Tutor comment Open - complete by Friday	Head of Department check - complete by Friday	Head of Year check - complete by Friday	SLT Check - complete by Friday	Reports sent home
11	1st January	12th January	15th January	15th January	21th January	21th January	2nd February with Autumn 2 Data
12	16th April	27th April	30th April	30th April	7th May	11th May	18th May with Spring 2 Data
13	26th February	9th March	16th March	16th March	23rd March	23rd March	30th March with Spring 2 Data

**Year 7-10 Tutor reports**

Tutor reports	Date
Year 7-10 Spring 2 data entered	Monday 19th March
Tutors provided with data	Monday 16th April
Tutor reports open	Monday 16th April
Tutor reports close	Friday 27th April
Head of Year comment and check report	Monday 30th April
Head of Year to finish comment and checking report	Friday 11th May
SLT to check report	Monday 14th May
Tutor reports sent home with Spring 2 data	Monday 21st May

**Years 7 – 10**

Years 7 to 10 will not have a full written report from every subject.

Instead, staff would complete a data report, including current attainment, prediction (year 10 only) and ATL grades.

Tutors would then be provided with the student data report, including positive points, pillar points, negative points, defiance points, disruption points, attendance, punctuality and extra-curricular information.

Tutors would then need to complete a detailed written report on their tutees. They would have to comment on the following areas

- Attendance
- Punctuality
- ATL grades
- Progress – comparison to target grades
- Attainment - likelihood of achieving 5 Good GCSE grades and English and Maths GCSE grades.
- Extra-curricular
- Contributions in tutor time
- Wider school contributions

## Assessment Policy 2017 2018

- House contributions
- General behaviour and attitude

Heads of Year would then read, check and edit the reports and return the reports for tutors to amend.

SLT would then read and edit the reports.

### **Advantages of new system**

- Reduced work load for staff writing and staff checking the reports
- More time to focus on completing a more personalised, detailed, informative report
- Increases tutor accountability and relationships with tutees
- All reports could be written and finished at the same time so the turn-around time would be quicker, providing more up to date information to HoYs, SLT, and most importantly parents and students.
- Reply slip for parents to be added to the report. These would need to be returned to Tutors
  - This would include a comment section for parents
- The tutor email address would be added to the report to encourage the tutor to be the first point of contact.

## **Staff training required**

In order to provide tutors with the best opportunity to complete a detailed, personal tutor comment, tutors will need a huge amount of information on their tutees.

### **How could we do this?**

1. Use of Bromcom
  - a. Create new options in Bromcom to record information such as
    - i. Extra-curricular activities – recorded with a comment
    - ii. House contribution – recorded with a comment
    - iii. Trips attended – recorded with a comment
  - b. Greater input from all teachers with regards to positive and negative points, including writing a comment so tutors know the information
2. Email communication between staff. Tutors would receive the data report after Spring 2. The data report would include grades, ATL and R/A/G comparison to target grades. Tutors would then be expected to email teachers to enquire about why a particular student is excelling in a subject, or why they are not progressing adequately.
3. This could also be coupled as a Tutor Round Robin about a particular students
  - a. Potentially even using a Google Form/Survey
4. This would increase the need of tutors to get to know their tutees. Monday morning – “What did you get up to this weekend?”
5. The requirements/expectations of a tutor. Tutors would be expected to be the main teacher link to a student. They would control and coordinate academic achievements and pastoral support. They would be expected to be the main communication between school and home.
6. The requirements/expectations of a teacher. With the removal of full subject reports, it is even more important that a teacher regularly communicates with parents. Teachers should be encouraged to regularly email and phone home to update parents on positive and negative events.

## Assessment Policy 2017 2018

Name

Tutor Group

Attendance pie chart – colour coded based on 96% expectation

Punctuality percentage:

	Positive	Negative	Commitment	Community	Effort	Enthusiasm	Independence	Teamwork	Defiance	Disruption
Number of points										

Subject	Target grade	Current attainment	Prediction	Comparison to target	CW ATL	HW ATL	Be ATL

**Tutor Comment**

- Attendance
- Punctuality
- ATL grades
- Progress – comparison to target grades
- Attainment - likelihood of achieving 5 Good GCSE grades and English and Maths GCSE grades.
- Extra curricular
- Contributions in tutor time
- Wider school contributions
- House contributions
- General behaviour and attitude

**Upcoming School Events and Key Dates**
**Head of Year/SLT Comment**

## **8. Using the data with staff**

All staff are accountable for the attainment and progress of all the students in their teaching groups. After each data collection, the Head of Department and each class teacher is expected to access progress and attainment data on CCR.

Teachers will need to print out the student data and add it to their green teacher folder.

Teacher Handbook

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**The folder will have a separate section for each class that they teach.**

**Each section will contain the following:**

- Class list
- Student photos
- Seating plan
  - Seating plan to include
    - Target grade
    - Current attainment grade
    - Symbol for EAL/SEN/G+T
- Most recent CCR data printout
- Student IEPs
- Programme of Study

**Rationale for the teacher handbook**

- Improves organisation
- Provides clear information for a cover teacher if a lesson needs to be covered, or if a group is handed over to another teacher
- Provides information for Ark Monitoring
- Provides information for an Ofsted inspection
- Ensures that teachers are regularly looking at the data for their class, analysing the most recent reports and updating their seating plan accordingly.
- Provides clear information for HoD, SLT and any lesson observer

Analysis looking at the progress and performance of individuals & different groups within individual classes is expected to occur and a pro-forma sheet must be filled in. The Head of Department is expected to meet with each subject teacher to discuss their findings and agree & minute actions. Minutes of these meetings go to the SLT line manager where they will be discussed by the Leadership Team.

After each data collection Heads of Year will evaluate the performance of the whole cohort across the curriculum and produce a summary for review and actions at SLT.

## **8. Data on year team boards**

After each data entry point the data for the entire year group must be displayed on the year board so all students can see their progress. This is a motivational tool to inspire students to see how they are doing against their peers and to reflect on how they can improve. Their data will be RAG rated so they can see if they are below, on or above target. The public nature of having the data displayed is aimed at encouraging

Assessment Policy 2017 2018

and fostering an element of competition and pride for students so they can see where they are at in relation to their peers who have similar targets.

The Head of Department will produce a similar data display board for each year group in their department area. The aim of the department display is to focus on students' achievement compared to their target grade, highlight exceptional performances and suggest students requiring further monitoring.

### **9. Data in assemblies**

After each data entry point and analysis, all HOYs must ensure the next assembly is dedicated to the feedback of this data to students so students have an understanding of the 'overview' of their year group and can reflect on their own journey for improvement.

### **10. Assessment and Predictions**

For each data entry at KS4 and 5 staff are required to input two sets of data:

1. Current attainment
2. Prediction – the professional judgment of that member of staff on what they think the student will achieve by the end of their key stage.

### **11. Assessment versus Predictions**

After each data entry at KS4 and 5 comparisons will be made between the current attainment grade and the prediction grade to see if students are close to their prediction. Further discussions and interventions will take place if the assessment is far off from the prediction.

### **12. Performance and Standards Coordinator**

All aspects of this policy will be reviewed monitored and evaluated by the AHT for Performance and Standards.

Responsible for Policy:	
Date:	
Approved:	
Review Date:	

## Sequence of events after each data entry point

<b>Event</b>	<b>Action</b>
Deadline for data input	Data prediction sheet created by data manager who manually RAG rates the <u>predictions</u> at KS4 and 5.  All KS3, 4 and 5 <u>assessment</u> data is pulled automatically from CCR.
Analysis by SLT	To be brought to SLT (KS4 and 5) and discussed as an agenda item  Action from SLT to be disseminated in meeting between SLT link and HODs/HOYs
Analysis by HOD	HODs to prepare own analysis for meeting with SLT. HODs to discuss data during department meetings.
Analysis by HOY	HOYs to prepare own analysis for meeting with SLT.  Note: all students underachieving across three or more subject areas <u>must</u> go on tutor monitoring report.
Prepared for parents	Data sent home to parents
Display boards	Data to be put on display on all year boards by HOYs and HODs
Link Meetings	Targeted students discussed at link meetings between HODs/HOYS and SLT. Minutes forwarded to AHT responsible for data and interventions and Headteacher.
Assemblies	HOYs to ensure assembly on data are given to their year groups.
Individual staff	HODSs/HOYs to have next agenda item on targeted students and data. Minutes forwarded to AHT responsible for data and interventions and Headteacher.
Tutors	Data provided to tutors by HOYs. Tutors to ensure students fill in data progress packs and write their reflections. This happens 3 times a year after each data entry.