



BrightTribe
learn grow prosper

ALAT and Bright Tribe Trust Assessment, Recording and Reporting Policy - Secondary

Trust board approval date
September 2015





Policy Review Audit

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Signature of the Trust Board:

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1. Mission Statement

Adventure Learning Academy Trust (ALAT) AND Bright Tribe Trust (Bright Tribe) brings a new energy and approach to providing the best education for our students. Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

Learn

Provide the best education for every student.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

Grow

Grow our students' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

Colchester Academy aims to be the first choice provider of outstanding learning for the community of Colchester and beyond. The Academy will provide exciting and challenging academic, vocational and social learning opportunities locally, nationally and internationally. The Academy will prepare students for a rapidly changing world and nurture a philosophy of lifelong learning that they will maintain into adulthood. All students and staff will be nurtured, motivated and encouraged to be the best they can be.

Colchester Academy's ethos is founded on a set of key principles which will inspire and be evident in all the Academy does. These principles are:

- Harnessing the specialisms of English and Health Sciences
- A culture of high aspirations, high achievement and success for all
- Respect for others and self, with all people feeling valued
- A secure and healthy environment which is at the heart of the community.

2. Introduction

ALAT / Bright Tribe recognise that assessment, recording and reporting are central to successful learning and teaching. It forms a vital part of curriculum planning and is inseparable from the teaching and learning process.

Pupils are placed at the centre of the assessment process by ensuring they have regular feedback on their learning and are clear how to improve and achieve at the highest levels. The following policy draws together

aspects of good practice into a coherent and practical framework in order that all assessment activities have direct impact on planning for improvement and raising the attainment of all pupils.

3. Aims and objectives

Assessment can be formal, informal, formative and summative; it should take place throughout a session and over time as well as at a point in time. Nevertheless, it should always be constructive, positive and honest with clear forward looking guidance on what pupils need to do to improve and meet evidenced based aspirational targets.

Assessment will enable:

Pupils

- to understand the purpose and aims of the work they are engaged in
- to demonstrate what they know, understand and can do in their work
- to recognise the level at which they are working
- to understand the steps they need to take in order to make progress and provide them with the guidance to do so.

It will **support** pupils in making progress by:

- providing consistent feedback about their achievements and areas for development
- encouraging and motivating them to have high aspirations and skills to be able to achieve them
- challenging and supporting them to become independent learners.

Staff

- to identify every pupils' knowledge, understanding and skills
- to plan learning and teaching which supports the achievement of every pupil
- to develop an effective curriculum and to evaluate their own teaching
- to provide meaningful communication with parents and carers about attainment and achievements of the pupils.
- to provide evidence for public examination entry.

Parents

- to have clear, well informed and regular feedback on the progress of their child.

Leadership and management

- to monitor and evaluate the effectiveness of the provision at the Colchester Academy.

4. Principles of assessment

Assessment, recording and reporting will be an integral part of teaching and learning. It will assess for learning and be an assessment of learning and give pupils clear guidance on what and how to improve. It will enable cohort analysis so that class teachers, subject leaders and the leadership of the Colchester Academy can evaluate the effectiveness of the learning and teaching and take informed, evidenced based actions to improve.

Assessment will be consistent across Colchester Academy, across faculties and between faculties. This will be achieved through effective and regular moderation and a rigorous staff development programme. There will be, in addition to ongoing, informal assessments

- planned formal assessments conducted on a frequent and consistent basis as a reflective process after completion of a task or a unit of learning
- a shared understanding between staff and pupils of the criteria used to assess learning

Pupils will be able to self-assess as well as peer assess in order that they can begin to take responsibility for their own learning and promote commitment to learning goals and target grades.

Curriculum planning will build in effective assessment opportunities throughout the units of study; through consistent assessment data collection, curriculum planning will be informed by the assessment outcomes. Information and evidence from this process will enable effective personalised learning to be planned and implemented.

5. Responsibilities

Leadership Team: the leadership team have strategic responsibility for the following:

- assessment policy
- setting aspirational attainment and achievement targets for the ALAT / Bright Tribe Academy
- staff development programme which ensures that assessment is effective in raising attainment
- regular and robust data collection to identify underperformance and the development of intervention programmes
- data analysis and interpretation which provides strategic information on the effectiveness of the Colchester Academy.

Subject leaders have a key responsibility for developing subject specific assessment, recording and interventions for cohorts of pupils and individuals within the subject area.

They will be specifically responsible for:

- having a subject specific assessment, recording and reporting policy and process which is in line with the overall Colchester Academy policy and feeds into the assessment schedule
- using baseline data to set aspirational targets for each pupil with clear strategies to achieve them

- moderated portfolios and work books containing pupil work to inform professional discourse and conversation between subjects specialist and with line managers
- effective standardised assessment activities, based on clear curriculum objectives, which give accurate pictures of pupils' attainment and progress
- data collection which can be centrally recorded but which also informs intervention programmes
- evidence collection about learning experiences as well as outcomes
- ensure pupil voice is a significant part of assessment and evaluation
- robust processes which ensure pupils are entered appropriately for public examinations
- monitoring of ongoing staff assessment of pupils' work to ensure they are formative and give clear guidance on how to improve
- evidence based self-evaluation processes which inform the leadership of the Colchester Academy about the effectiveness of the provision
- ensuring that reporting to parents is in line with academy policy and to ensure the quality of the reports to parents.
- data analysis and interpretation which provides information on the effectiveness of the respective subject area

All staff have a professional duty to abide by the assessment processes of the Colchester Academy and are responsible for:

- secure knowledge and understanding of standards and expectations within their subject
- assessing pupils' progress, informally and formally within the learning session and overtime
- keeping and monitoring accurate and up to date records of pupil progress using the agreed MIS system and ensure early intervention where progress is not being made
- ensuring that feedback to pupils is frequent, constructive, honest and specific on how to improve
- reporting to parents is informed by evidence and in line with Colchester Academy policies.

6. Assessment Tasks

All Faculties have in place a half-termly Assessment Task for all subjects/courses at Key Stage 3 and Key Stage 4. Team Leaders are responsible for ensuring that these tasks are in place. The assessment of these tasks should inform the KS3 Current Working Levels and KS4 Forecast Grades entered half-termly in line with the Academy assessment calendar.

For each Assessment Task the following must be in place:

- Assessment Task Sheet (given to students on beginning the task).

- Student friendly assessment criteria sheet.
- Appropriate differentiation.

Assessment Tasks can take a variety of forms:

- Class based assessment under test conditions.
- Independent learning project completed over a number of lessons or as homework.
- Group project.
- Practice GCSE exam question completed under test conditions.
- BTEC assessed task.

Assessment Tasks must be assessed by the teacher within two weeks of completion.

This assessment must include:

- Stage of Learning (KS3) or GCSE/BTEC grade (KS4).
- **Formative** comment focusing on what the student needs to do to improve their level/grade further.

All Faculty Teams moderate at least one assessment task every half-term.

7. Marking and Feedback

Feedback is to be completed at least every **three weeks** for subjects that **teach 3 or more lessons per week**, and once **every six weeks** for subjects that teach a class **fewer than 3 hours per week**. It is expected that the work is assessed by the teacher in a focused and formative way. Assessment, where possible, should be in line with the 'Skills Strands' for KS3 or GCSE mark scheme for KS4.

Feedback should contain the following as a minimum:

WWW (what went well)

EBI (even better if)

A follow up activity that the student needs to complete.

The feedback should be on light purple paper so it can be stuck into student books. Feedback can be computer generated, word processed or hand written, but must be printed on the school feedback colour – light purple.

Follow up activities need to be completed by students in purple pen and should be acknowledged by the teacher. A sticker, stamp or comment is suitable.

All feedback sheets need to be stuck into exercise books, immediately after the assessment activity. Practical subjects have a booklet made to individual subject requirements to record and maintain feedback for all students in the same format as the feedback sheets.

Any hand written marking needs to be completed in red pen.

Self and peer assessment completed in green.

Work should be marked regularly for literacy using the agreed symbols and marking codes. A whole school literacy policy is in place and **every half term a minimum of one piece of extended writing must be marked in accordance with the literacy policy** for all subjects across KS3 (and in KS4 where appropriate). This could be a homework piece.

The following marking codes should be placed in the margin or in the writing.

Code	Meaning	Explanation or student action
Sp	Spelling error	Indicated in the margin with the word underlined (the correct spelling should be given where appropriate)
^	Word missed out	Student should enter the missing word/s
Cap	Capital letter – missing or incorrect	Changes to either lower or upper case letters, whichever is appropriate
//	New paragraph	When redrafting, student should amend or rewrite as appropriate
 P	Punctuation error	Indicated around a punctuation error. Circled P in the margin
 Gr	Grammatical error	Indicated around a grammatical error. Circled Gr in the margin

8. Parents' Evenings

All year groups have one Parents' Evening a year with the exception of Year 11 which has two where parents/carers can meet with their child's subject teachers. The timing of these is linked to the assessment calendar enabling the Student Progress Report for that half term to be issued to parents/carers at these evenings.

Assessment Process

When	Data	Person responsible	Output	Outcome
On entry	KS2 SATS CAT4 (where appropriate)	Assistant Principal KS3 Progress and Outcomes Class teacher	Targets set: 4 levels progress minimum Aspirational: 4 levels progress Cohort and group analysis undertaken Pupils at risk identified	Pupils have an individual learning plan based on baseline data and their aspirations and goals. Leadership analysis of cohort; report to Board Intervention Programmes for those at risk
Up to 6 agreed assessment points per academic year	TA levels of attainment: standardised with team. Progress against milestone target Pupils self-assessment Employer Challenge assessment Attitudinal assessment Assessment of enrichment activities	Assistant Principal KS3 Progress and Outcomes Assistant Principal KS4 Progress and Outcomes Team Leader Class teacher	Report to Parents Pupils at risk identified Cohort data; analysis of progress towards overall GM target Evaluation of achievement within employer challenges Subject teams review cohort progress Report on the learner experiences Report on attendance; participation, achievement Subject analysis and groups within subject analysis	Opportunity for parents to discuss report Intervention programmes for those at risk; individual learning plans updated and amended Adjustments or amendments in curriculum plans or employer challenges Review with mentor or form tutor Pupil voice is used to make appropriate adjustments SLT analysis of effectiveness, input into GM improvement plan The enrichment programme becomes more tailored to needs and the promotion of leadership and personal effectiveness



When	Data	Person responsible	Output	Outcome
Annually	Summative assessments	SLT and subject leads	Summative Cohort data analysis	GM Improvement Plan is amended
	Summative report to parents	Team Leader	Evaluation of Assessment schedule and process	Curriculum plans and exam specification reviewed and evaluated
	Analysis of external examination results	Class teacher	Subject analysis and groups within subject analysis	Timetable review
	Pupil surveys			



9. Target Setting and Assessment Process

KS3

Life after Levels KS3

1. Each child comes in with a KS2 score using National Curriculum levels

These levels will be in the language: 1a/5c/6a for example

2. Using the KS2 score the student will be classified into one of three bands called:

Lower Prior Attainment NC level 3 or below

Middle Prior Attainment NC level 4

Higher Prior Attainment NC level 5 or above

3. Each band will be put on their own pathway so we will have 3 pathways. A student will be on:

Lower Prior Attainment Pathway LPA

Middle Prior Attainment Pathway MPA

Higher Prior Attainment Pathway HPA

Each pathway has its own skills that we would expect the child on that pathway to achieve, QA against the PIXL guidance.

Above The child is on track to exceed their KS4 target based on their KS2 results

On The child is on track to achieve their KS4 target based on their KS2 results

Below The child is not currently on track to achieve their KS4 target based on their KS2 results

Q. How often do I need to assess them?

Because your G4S sheets will automatically be populated there will be an updated current grade continuously. Your assessments will be tailored to your faculty and must withstand scrutiny from OFSTED

Q. How often will reports be?

For KS3 There will be 4 reports each year

KS4

Assessments are required to be entered at regular points during the academic year.

Students will be set an individual subject target grade at the start of Year 9 for Core subjects and at the start of year 10 for non-Core subjects. For the academic year 2016-2017 these grades have been generated from FFT. This is a charity that analyses school data nationwide. We have the facility to set the level of challenge in these targets. As an Academy we have set targets that will generate a 0 score on progress 8. However, individual faculties do have the facility to tailor individual targets upwards.

Target grades will not be altered during the course of the year.

Colchester Academy work with a fine grading system which will allow us to track student progress at more regular intervals. We shall adopt the following language:

C+

C

C-

Whereby a C+ is a top end C and a C- is a low end C.

For the current year 11, all subjects except English and Mathematics will be receiving a letter grade from A* - U. In English and Mathematics, year 11 will receive the new number grading system, from 9 – U.

In year 10 for all subjects and year 9 for English, Mathematics and Science, they will receive the new number grading system, from 9 – U.

These grades will be reported home to parents.

Each half term students will complete a piece of work that will generate an accurate current performance grade using fine grading.

Each teacher will be asked to complete and analyse the progress data their group has achieved and this will then contribute to the faculty progress report. This will be completed for year 10 and year 11 cohorts.

The data that will be used in the progress report can be accessed from 4Matrix.

For each year 10 and year 11 class an analysis report will need to be completed after each half termly data capture.



**Adventure Learning
Academy Trust**

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