



ASSESSMENT, RECORDING AND REPORTING POLICY

SLT Responsible Person: Mr Dave Dudley

Date of Policy: January 2023

Date to be reviewed: January 2024

Approved by: Local Governing Board - 24 January 2023

Published: Website/Staff Intranet

To be read in conjunction with: Marking and Feedback Policy

Appendix 1 - Attitude to Learning (ATL) Lesson Grades

Rationale

Our Assessment, Recording and Reporting policy is designed to provide a framework for monitoring and supporting the progress of individual students throughout their time at the College. It also underlines the College's commitment to regular, meaningful feedback and sharing progression data as a means of motivating students and keeping them and their parents and carers informed of progress.

Aims

- To raise levels of achievement throughout the College.
- To keep students, teachers, parents and carers informed about progress and actively involved in its promotion.
- To provide a framework which encourages students to be actively involved in discussions about achievement and future learning.
- To inform future teaching and learning strategies.
- To facilitate meaningful curriculum development and differentiation in the learning process.

Key Operating Procedures

- The College will set challenging targets for students based on prior attainment. At Key Stage 4, targets will be set based on prior attainment at Key Stage 2 (where this is available) and at Key Stage 5, targets will be based on prior attainment at Key Stage 4. In order to avoid placing a cap on student aspiration, these targets will only be used internally by staff, to identify those in need of additional support, and not disclosed to parents/carers or the students.
- Within each subject, assessments (formative and summative) will take place throughout the year, after which students will receive feedback in verbal or written form e.g. next step comments, test results, grades.
- Twice a year, students will be given an overall (current) grade for each subject studied. At Key Stages 4 and 5 this will be a current grade using the appropriate grading system for the subject being studied e.g. 9-1 GCSE grades, A*-E A-level grades, BTEC grades. At Key Stage 3 no current grade will be given.
- Twice a year, students will be given an Attitude to Learning (ATL) grade for each subject studied. These will be based on the descriptors in Appendix 1.
- After each data entry, a Progress Summary will be produced, which will be emailed out to parents and carers. This summary report will comprise of the following:
 - KS4 and KS5: A current grade, an ATL, a comment outlining strengths and a comment suggesting areas for development.
 - KS3: An ATL grade, a comment outlining strengths and a comment suggesting areas for development.
- Following the second data entry, the relative performance on the two assessments will be compared to generate a progress measure. This will be in addition to the fields above. If there is a Parent Teacher Consultation scheduled, the Progress Summary will be sent before the Parent Teacher Consultation Evening, to guide parents/carers with their appointments.
- Parent Teacher Consultation evenings will take place throughout the year to involve parents and carers in conversations about the learning and progress of their child. Electronic copies of the most recent Progress Summary will be issued prior to the Parent Teacher Consultation evenings.
- There will be a Record of Achievement (ROA) written by the tutor and subject teachers at the end of Year 13. Tutors will also base the ROA on any UCAS reference already provided.

- After each data entry point the Subject Leaders, Heads of Faculty, Directors of Key Stage, the Senior Leadership Team and the Governing Body will participate in a range of meetings, discussions and activities to review the assessment data and the progress made by individual students and/or cohorts of students.
- Subject Leaders, Heads of Faculty and the Senior Leadership Team will assist to quality assure the assessment, recording and reporting procedures.

The College will celebrate the achievements of students and the progress they have made through verbal and written feedback, reports, certificates and Celebration Assemblies and Evenings.

Target Setting

At Key Stage 3, we will use scaled scores in Reading and Maths from the Year 6 SATs, together with the Key Stage 2 Teacher Assessed Writing outcome, to determine the standard at which each student should be working. While we will not issue targets at Key Stage 3, we will still measure students' progress against these expected standards. During Key Stage 3, where appropriate, we will adjust our expectations based on further assessment evidence, as we know that Year 6 SATs results are not always fully representative of what our students can achieve.

At Key Stage 4, targets will be set with the aim that students make progress that better than, the progress of other similar learners nationally. Students will be given targets which is the grade the College should aim to help each student achieve in order to make better progress than other students with the same Key Stage 2 starting point nationally.

At Key Stage 5, A-level and BTEC students will be set targets using Level 3 Value Added information supplied by FFT in the first instance. These targets will be set to ensure that students achieve at least in line with other students with the same starting points nationally and are based on students' average prior attainment scores at Key Stage 4.

Students who consistently perform above their target grade may have their target grade increased to ensure a suitable level of challenge. This process will be done in consultation with the Directors of Key Stage.

Measuring Progress

At Key Stage 3, work will be assessed against the standard we expect each individual student to achieve, according to their Key Stage 2 prior attainment. For the two data entry points subjects will be asked to convert their mark to a percentage. The two assessments in the year will allow each student's position in the year group to be ranked and a comparison to be made. Following this comparison, parents and carers will be informed regarding whether their child is making 'less than expected progress', 'expected progress' or 'better than expected progress'.

- Making 'expected progress' indicates that a student is where we think they should be, based on their change in relative ranking within the year group.
- Making 'better than expected progress' indicates that a student is making more rapid progress than their peers from similar starting points.
- Making 'less than expected progress' indicates that a student is below where we think they should be, compared to their peers.

At Key Stages 4 and 5, the two (three for Post 16) Progress Summaries will include current grades, to indicate the progress made towards the targets set.

Reporting

Students in Years 7 – 11 will receive two Progress Summaries, and Post 16 three. These will consist of the following information:

- KS3: For the first progress summary, an ATL grade, a comment outlining strengths and a comment suggesting areas for development. In addition, the second progress summary will also contain, an indication of whether the student is making 'less than expected progress', 'expected progress' or 'better than expected progress' in each subject studied.
- KS4 and KS5: A current grade, an ATL, a comment outlining strengths and a comment suggesting areas for development.

Parent Teacher Consultation Evenings

Students in Years 7 – 10 and Post 16 will have one Parent Teacher Consultation evening per year and students in Years 11 will have two Parent Teacher Consultation evenings per year. Students in Year 7 will have an additional Parents' Evening with tutors early in the year, to enable parents and carers to discuss how their child has settled into College.

There is one Options' Evening for students in Year 9 and one for Year 11, where they can discuss with subject staff the suitability of the courses on offer at Key Stages 4 and 5. Parents and carers will be invited to attend these evening events.

Responsibilities

Teachers are responsible for:

- Marking assessments and producing termly overall/current grades.
- Providing students with verbal and written feedback.
- Providing comments for all students twice a year.
- Providing an ATL grade for each student twice a year.
- Liaising with their Subject Leader/Head of Faculty to ensure appropriate classroom-based interventions are in place for students who are not making expected progress.
- Reviewing their class data and engaging in the agreed College systems for helping students to make improvements.

Subject Leaders, Heads of Faculty and Directors of Key Stage are responsible for:

- Monitoring the quality of faculty assessment procedures by ensuring that subject assessments are moderated and assessment materials are appropriate.
- Providing guidance and exemplars for the comments used in the Progress Reports.
- Participating in regular conversations with members of the Senior Leadership Team regarding the progress of students, and in termly Structured Conversations focused on students' progress with the representatives of the Senior Leadership Team and the Governing Body.

The Senior Leadership Team is responsible for:

- Working with Head of Faculty/Directors of Key Stage to help them ensure all students make expected progress.
- Quality assuring the College assessment, recording and reporting procedures.

Appendix 1

Attitude to Learning (ATL) Lesson Grades

To achieve an ATL grade 5 in a series of lessons, a student will have displayed some of the following attributes of an excellent learner, by:

- Arriving promptly, and settling down to work quickly, with the appropriate book/folder and equipment.
- Completing classwork within the set timescale, and seeking extension work if appropriate.
- Producing classwork which is above expectations or of excellent quality, in terms of content and presentation.
- Asking effective questions, which help to develop and extend their understanding of a topic.
- Taking a lead during discussion work and answering questions accurately and confidently.
- Engaging positively with DIT tasks, and demonstrating clear improvements as a result.
- Striving to work independently, with a determined and resilient approach to problem solving.
- Completing homework diligently, to a very good standard, and meeting all deadlines.
- Demonstrating motivation, effort, and a clear enthusiasm for learning throughout the lesson.
- Being well-mannered, responsible, respectful and supportive of others in the class.

To achieve an ATL grade 4 in a series of lessons, a student will have displayed some of the following attributes of a good learner, by:

- Arriving promptly, and settling down quickly, with the appropriate book/folder and equipment.
- Completing classwork within the set timescale.
- Producing classwork which is in line with expectations, and is presented effectively.
- Asking sensible questions, which are closely related to the learning.
- Making positive contributions to discussion work and attempting to answer all questions.
- Engaging positively with DIT tasks.
- Striving to work independently when required to do so.
- Completing homework to a good standard, and meeting deadlines.
- Demonstrating a good effort and positive attitude throughout the lesson.
- Being well-mannered and respectful to others in the class.

To achieve an ATL grade 3 in a series of lessons a student will have adhered to the College expectations by usually:

- Following instructions promptly.
- Remaining on task.
- Listening when others are speaking.
- Speaking appropriately, with polite and respectful language.

A student will be given an ATL grade 2 if they often receive warnings, or are moved in a number of lessons.

A student will be given an ATL grade 1 if they often receive warnings, or are removed (parked) in a number of lessons.