

The Leigh Academy

Assessment, Recording and Reporting Policy



Rationale

Where assessment is good, students' work is evaluated using clear criteria which are consistently applied across the curriculum. Assessments are systematically recorded and used to support learning and provide an appropriate level of challenge for students. Internal assessments are reviewed regularly.

Assessments are used by teachers in their planning and their records contain a full picture of student achievements, both academic (skills and knowledge acquisition) and personal (Attitudes to Learning). Students are encouraged to use assessments and feedback given as an indication of how to make improvements in their work.

Assessment should fulfil four main purposes;

- Support learning by making students aware of what they are trying to achieve in particular pieces of work in advance, through the use of a clear assessment criteria and assignment/project guide.
- Assist students and the teacher to identify strengths and areas to improve, by providing a clear picture about what the student has done well and what she/he needs to improve.
- Provide the basis for differentiation and planning to match future work to students' capabilities and provide an appropriate level of challenge.
- Provide information about progress and achievement of individual students for themselves, parents/carers and others.

SECTION 1 - ASSESSMENT

Assessment of Learning must be criterion-referenced and related to attainment targets and the range of Leigh Academies Trust (LAT) KS3, GCSE and AS/A Level (or equivalent) grade criteria, for example, assignments should contain differentiated work, involving an overlapping range of LAT KS3, GCSE and AS/A Level (or equivalent) grade criteria.

The Leigh Academy has adopted the 'LAT approach to learning without levels' to assess and measure students progress in KS3. This framework is a criterion based age related assessment, recording and reporting system. The 'LAT approach to learning without levels' tracks student progress and enables measurement of how students are doing against relevant age related expectations. The KS3 Assessment Framework uses a 1 - 9 grading system across all subjects, which are then banded into Levels of Competency.

Students are assessed each Module using a range of both formative and summative assessment. Trust assessments have been created and will take place three times per year in Year 7 and twice for Year 8 and are moderated at cross Trust moderation events.

Assessment for Learning strategies should provide a basis for regular, constructive feedback between teacher and student, in which progress is reviewed, achievement are recognised, areas for improvement are identified and future learning targets set.

Teachers should also their Teaching File, where appropriate, to record evidence of achievement.

1a. TARGET SETTING

Students are set both an aspirational Target Grade (formerly Expected Progress Plus) and an Expected Grade (formerly Expected Progress). Only the Target Grade is shared with students and is one grade higher than their Expected Grade for the end of each Key Stage. This grade is based on a student's starting point from KS2 for English (Reading) and Maths based on KS2 points scores, for all other subjects this is an average points score of both English (Reading) and Maths.

Learning Areas are set 'range targets' for examination groups based on Expected Targets (formerly Expected Progress) and are personalised to each Learning Area. The 'range targets' include previous outcomes, expected progress of all students who are expected to achieve a C2 or equivalent grade, 30% of students expected to achieve a C3 and the previous National Average.

1b. GRADING STUDENT WORK

All teachers grade work in line with the grading system used in reports. Learning Areas/Subjects will assess in terms of the attainment target, statements of attainment and LAT KS3, GCSE and AS/A Level (or equivalent) grade criteria. All the grades given will relate to specific criteria, standardised within the Learning Area/Subject, in order that all teachers and students know what is required of them. The work is marked in relation to specific desired outcomes/objectives and follow The Leigh Academy Feedback Policy.

Feedback should include written positive comments, relating to the performance to the specific objectives/outcomes of the programme of study/assignment. There should also be advice on future targets and actions following The Leigh Academy Feedback Policy.

Summary of Grades awarded

Key Stage 3 (Year 7 and 8)

The Leigh Academy follows the National Curriculum and have adopted the 'LAT approach to learning without levels' assessment framework. In KS3 students are given grades 1 – 9 (9 being the highest) based on their achievement. In Year 7 there are three Trust Assessments throughout the year, two in Year 8. Fine grade are then attached thus: c, b and a (where a is at the top of the grade).

Key Stage 4 (Year 9 – 11)

In KS4 students are given GCSE grades, in vocational subjects Di*, Di, M, P2 and P1 are used instead, with WT (meaning Working Towards a P1 grade). The number attached to Pass grades in each case refers to the Level at which the student is working as per the subject specifications. Fine grades are then attached to identify where a student's marks are expected to fall within that grade range, 1 being the highest Fine Grade. From Sept 2015 there will be a phased implementation of a new grading system for GCSE as follows:

- Year 11 – No change continue with A* - G grading system.
- Year 10 – New GCSE grading system of 1 – 9 in English and Maths only
- Year 9 – All students will transfer to the new 1 – 9 GCSE grading system

Key Stage 5 (Year 12 - 13)

At Key Stage 5, grades A* to E are used, with A* being possible at A Level, but not at AS Level. In most vocational courses, Di*, Di, M and P are used instead. U and WT grades are also used meaning that a student is not working at a pass level or is not yet expected to pass the qualification. Fine grades are then attached to identify where a student's marks are expected to fall within that grade range, 1 being the highest Fine Grade.

Students are given a fine **Current Grade**, each Module indicating their current performance in the subject. At key points throughout the year a **Projected Grade**, which is the grade they are expected to receive by the end of the Year or Key Stage for the qualification they are working toward.

Where a student is not expected to pass a qualification, they will be given a **U** (unclassified) or **WT** (Working Towards in BTEC qualifications) grade. Where a student cannot be assessed at the current time, an **X** grade is used (such as when a student is new to The Leigh). If it is not expected that the student will be entered for a qualification in the subject this will be shown with the code **NE** (Not Entered).

Further information and guidance including grade conversions are detailed in the Staff Handbook which is published annually.

1c. LEARNING AREA ASSESSMENT AND MODERATION

Good assessment practice will include regular moderation and standardisation of work to ensure consistency of approach, teaching staff should meet regularly in their Learning Area/Subject, once per module, in order to moderate and agree a common interpretation of the standards of achievement, demonstrated in student's work.

For moderation purposes two or three examples of work from each level should be included, preferably at the extremes of each grade. Often grade boundaries are fairly broad and represent a range of attainment. For this reason some examples should show work which represents the minimum attainment for the grade and other examples should show, with reasons, why the next higher grade is not quite attained. These will provide moderators (and other users) with a basis for reaching agreement with The Academy on its judgement, in relation to consistent national standards.

Each Learning Area/Subject should maintain an annotated portfolio of work, representing three to four examples of work at each level/grade, from across the Learning Area/Subject, showing agreed interpretations of standards. Annotation should indicate the features, which, in the opinion of the Learning Area/Subject, make it of a particular grade rather than another. Annotation should also provide some contextual background to the production of the work. The portfolio of work should be regularly updated and be maintained as part of the overall Learning Area portfolio.

The Learning Area portfolio should be regularly audited by the Principal/Vice Principal who line manages that Learning Area.

SECTION 2. RECORDING

The purpose of recording accurate assessment data for students is to ensure that an effective review of student progress takes place ensuring that students are on track to achieve their Expected Grade.

Teachers need to review student progress for a variety of purposes including:

- **Review with the student:** as a basis for a dialogue about specific performance and the implications for future learning and to highlight achievements in response to the demands of the LAT KS3, GCSE and AS/A Level (or equivalent) grade criteria.
- **Review for the teacher:** to identify future steps in learning for the student, as a result of reviewing student needs, to review progress of the whole group and, if appropriate, make curriculum amendments for the future. If appropriate, to add to the collection of evidence for the departmental assessment portfolio.
- **Review for other teachers at key transition points:** to inform the next teacher of progress, particular achievements, specific needs and current targets.

- **Review for Senior and Middle Leaders:** to enable a clear overview of the progress of students to be maintained and ensure that interventions are implemented.
- **Review for parents/carers:** to identify achievements and needs which may be included in the parents/carers' written report, or may be used as a focus for the dialogue at a Parent/Tutor or Parent/Teacher consultation day.

Teachers are required to keep an up to date records of the progress of each individual student in the Teacher File which should include records of all marked work, test scores, completed Homework and projects which will then contribute to the Current Grade awarded each Module.

Teachers are required to input data 6 times per year as per the Data Cycle, each Module a Current Grade is collected to reflect all of the learning that has taken place within the Key Stage up to that point. At key points a Projected Grade is also collected.

2a. GRADE DESCRIPTIONS

Current Grade

This is a holistic teacher assessment of where a student is, it is their current standard of work based on all evidence, available to their teacher, it is progressive. The Current Grade should reflect where a student is in a course of study and includes all assessments, marked work and prior learning that have occurred in the previous Modules since starting the course. In the vast majority of cases, it is likely that Current Grades will show steady progress over time. In exceptional cases, a Current Grade may fluctuate slightly if a student's performance improves or deteriorates for any reason.

Current Grades are summarised in the form of a Fine Grade (KS3 5a, 5b, 6a etc, KS4 New GCSEs 5a, 5b, 6a etc, Legacy GCSEs C2, C1, B2 etc or BTEC P2, P1, M3 etc at KS4/5) the purpose of a Fine Grade is to show how secure a student is within that Current Grade range, 1 or a being the highest Fine Grade.

Projected Grades

This is the teacher's professional judgement as to the grade they expect the student to be awarded at key points for example when either the course (for Y11 and P16s) is completed or the end of an academic year. It is based on the teacher's knowledge of their current standard of work, what remains to be taught, effort and potential for progression, and the experience of teaching similar students previously and the outcomes they received. The grade will be an accurate assessment of a student's likely future achievement in the subject they are studying.

Projected Grades are summarised in the form of a Fine Grade (KS3 5a, 5b, 6a etc, KS4 New GCSEs 5a, 5b, 6a etc, Legacy GCSEs C2, C1, B2 etc or BTEC P2, P1, M3 etc at KS4/5) the purpose of a Fine Grade is to where a student's marks are expected to fall within that grade range, 1 or 'a' being the highest Fine Grade.

SECTION 3. REPORTING

3a. DATA ANALYSIS

The Leigh Academy uses a web-based programme called SISRA Analytics, which provides all members of The Leigh with a quick and efficient analysis of the data provided by teachers each Module. Each Module the SLT, Directors of Learning (DoLs), Co-ordinators of Learning (CoLs) and Teachers use SISRA to analyse data and complete paperwork for the Learning Area/Subject Module Review.

3b. LEARNING AREA/SUBJECT REVIEWS

Each Module DoLs and CoLs are required to attend a Module Review with the Principals to review the data for their Learning Area/Subject from the previous Module as per the Data Cycle.

3c. REPORTS

Students receive reports six times per year at the end of every Module. The reports are accessible to students and parents/carers online via ePortal. Along with Current and Projected Grades students are also awarded an Attitude to Learning (ATL) score; from 1 – 9 with 1 being the lowest. This takes into account the Attitude to Learning students' display in lessons and application in the subject.

Written comments are required a minimum of twice a year for years 9 - 13. Comments are also required for any student who receives an ATL of 4 or less or any level/grade below their targets.

Further information and guidance including how to input data onto ePortal are detailed in the Staff Handbook which is published annually.

3d. PARENT/TUTOR AND PARENT/TEACHER DAY

As well as modular reports, parents/carers are also given updates on their child's progress through Parent/Tutor and Parent/Teacher Days. Twice a year, Tutors will meet with the parents of their tutees (October and July).

Parent/carers of students in Years 9 to 13 are given the opportunity to meet with individual teaching staff once per year during the Parent/Teacher Days as per the calendar.

3e. PARENT INFORMATION EVENINGS

Each year an information evening is held for the following year groups:

- Year 7 - Preparing for Success in KS3 at The Leigh Academy in September
- Year 8 - Guided Choices Evening
- Year 9 - Preparing for Success in GCSEs in September
- Year 11 - Ensuring Success in Y11 in September and The Final Countdown in March

- P16 - University, Finance and Higher Apprenticeship Pathways events