Assessment, Data and Reporting Policy

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Approved By:	MBO
Date Approved:	February 2021
Review Interval:	3 years
Last Review Date:	February 2021
Next Review Date:	February 2024
Audience:	Staff, students, parents

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Introduction

The Orme Academy supports the belief that every child regardless of intellectual ability or social background, should have a rewarding educational experience. Our aims are personal excellence and that every student should achieve his or her full potential. This takes place in a context which encourages the involvement of students, parents and staff.

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

It is equally important that this information is shared via a reporting structure and that this information is shared in a constructive and supportive manner with the intention of informing all stake holders of a current position and identifying opportunities for improvement. When ensuring good practice within our data model, we are categoric in our need to demonstrate the key indicators of a successful system, notably assessment which:

- Promotes and supports learning
- Informs teaching
- Is both formative and summative
- Uses appropriate and diverse strategies
- Recognises ALL student progress and achievement
- Develops the capacity for self-assessment
- Fosters a shared involvement and responsibility between the Academy and home

Data Chronology - Achievement Updates (AU)

Data validity is not only dependent on the quality of the data, but also the timing. Therefore the schedule is designed to identify the most appropriate timings for data collection based on a student's five-year educational journey.

Data is to be collected tri-annually via appropriately timed Achievement Updates (AU) and used to evidence a student's achievement to date. This data will then be used to build a picture of progress over time and to identify intervention opportunities. All data is collated at departmental level initially before going through rigorous analysis by department leads in order to ensure meaningful validation.

Achievement Update rounds are followed by external reports to parents/carers and an annual parents evening. This ensures that all reported data is as current as possible and that any conversations are led by the most up to date evidence.

All data points (Achievement updates) are clearly identified and chronologically positioned according to the requirements of the academic year.

Academy Expectations (Targets)

To ensure our students have the currency to make further academic progress we follow the logic that targets should be aspirational, but achievable. Our target setting is ambitious, placing no categories, barriers or restrictive ceilings on any student, all students can achieve beyond their current potential. The assessment and target setting process is designed to support this belief.

Here at the Orme Academy we work closely with the renowned Fischer Family Trust to identify appropriate and aspirational targets for our students. These targets are established in Year 7 but are fluid throughout their time at the Academy and can change where appropriate. All students are made aware of their Academy Expectation and this is provided in a band as opposed to a solitary grade. The purpose of this banding is to remove restrictive ceilings on students and to always ensure we are pushing the students towards aspirational goals, whilst also identifying success. The banding itself takes consideration of a student's minimum target grade and adds an additional to grades, for example, a minimum grade 4 would lead to an academy expectation range of 4-6. Our minimum GCSE targets are designed to ensure all students make AT LEAST expected progress, as far as this can be estimated.

Rationale for target setting is a significant strategy for improving achievement with the student at the heart of the process. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our students. Target setting also allows us to ask some key questions about the performance of our school. These are:

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

Assessment

Schools/Academies have to do all that they can to ensure that all young people achieve to the best of their abilities. Any arrangements for assessment must start from the need to engage students in the process of identifying appropriate and realistic learning outcomes to enable them to take responsibility for their own learning. The aims and guiding principles of assessments should be common to every department in the Academy and should be the basic principles of all assessments set by departments for all year groups. Recognition should be taken of the needs of local and Government priorities.

Purposes of Assessment

- To provide information for students, parents and teachers on student progress.
- To allow for course monitoring and evaluation within departments to improve learning and teaching.
- To act as a positive aid to the performance of each student.

- To provide objective guidance on course choice and progression throughout a student's academic career.
- To prepare students for external examinations and awards.

Guiding Principles

All assessment policies and instruments of assessment should:

- Support learning and teaching.
- Ensure that all specific learning needs are identified at an early stage through diagnostic assessment and professional judgement.
- Promote self-awareness in students.
- Acknowledge achievement at all levels to maintain student motivation.
- Be an opportunity to evaluate course materials, learning processes and teaching methodology.
- Ensure consistency of approach across the curriculum, while recognising subject specificity.
- Reflect Equal Opportunities Policies of the Academy.
- Meet the requirements of national examinations.
- Assist the process of target setting for individual students.

Student Assessment

We should assess the achievement of learning outcomes as determined by the objectives of the programme of study:

- Knowledge and understanding
- Skills developed within the course
- We should also seek to assess skills displayed across a range of learning opportunities
- Co-operation with others
- Ability to solve problems
- Capacity for independent learning

Type of Assessment

- Student progress is normally assessed formally.
- Assessment may be formative or summative.
- Assessment may involve the setting of specific tasks or form part of day-to-day teaching. The balance of these will be decided by each department according to perceived subject needs.
- Assessment may be based on :   what students say
what students write
what students do
- Not all activities need to be formally assessed. A holistic view of a student's abilities may be seen as more appropriate.
- In some cases, students' self-assessment or peer assessment may be appropriate.
- Instruments of assessment may be altered to accommodate specific needs and Government guidance.

Planning of Assessment

- Assessment should be part of the planning process in departments.

- Aims and objectives and learning outcomes of the course should be clearly stated and shared with students.
- A programme of study, including a timescale for completion of each part or unit of a course should be drawn up and shared with students.
- Departments should liaise with the areas of the Academy where necessary (e.g. Learning Support).
- Assessments should indicate how well students are progressing towards the stated aims, objectives and learning outcomes of a course.
- Members of the SLT will monitor the assessment policies of departments through discussions and departmental documentation.

Marking and Grading

- Grades must be criterion referenced, using raw scores or grade related criteria, agreed and followed by all departmental members.
- The outcomes of all formal assessments should be recorded and used to inform part of a student's overall assessment.

Standardisation

- Standardisation procedures should exist within departments. These may include sampling and cross marking.
- There should be an agreed marking scheme or criteria.
- Meetings should be held regularly to monitor the marking of all aspects of internal assessments.

The Role of Departments

- All teaching departments will have a clear policy statement on assessment.
- Heads of Departments will ensure that all department members are aware of assessment procedures.
- Each department will have common assessment procedures across all ability groups.

Assessment Chronology

Assessment of our students is a continuous process and takes many forms. However, we have also strategically positioned more formal examinations throughout the five-year journey to help prepare students for their terminal exams and to ensure quality of evidence. The use of these more formal, invigilated assessments is also key when moderating departmental processes.

The dates identified are again key to our data requirement and also key to mimicking the requirements of our students, particularly at KS4.

All formal assessments are clearly identified on the Academy calendar and chronologically positioned according to the requirements of the academic year.

Reporting

Reporting to parents/carers on their child's progress is an essential part of the home/Academy partnership and plays a vital role in raising student attainment.

The aims and guiding principles of reporting in The Orme Academy are common to all departments.

Aims

- To provide specific information for parents, students and teachers.
- To enhance the home/Academy partnership.
- To inform parents and students of student progress in a positive manner.
- To alert students and parents to areas of concern so that these can be quickly addressed.
- To provide a starting point for discussion at Parents' Evenings.

Guiding Principles

- Reports should be informed by the class teacher and reflect student progress against a course description.
- Reports should highlight student strengths as well as indicating areas in need of development.
- Reports should be seen as a positive strategy in raising attainment.
- Any written reports should be positive in their comments and demonstrate a sound knowledge of the child concerned.

Timing of Reports

- Dates and deadlines for reporting are published in the Academy calendar at the start of each academic year.
- Some of the reporting points should coincide with an appropriate Parents' Evening.

Role of Departments

- Heads of Department are responsible for monitoring the reporting process, and for monitoring the quality of reports in their own department.
- Heads of Year have overall responsibility for monitoring the quality of reporting for their year group.

Assessment and Reporting Language

Key Stage 3

It is crucial that as an Academy the language used when reporting is consistent, this language must be embedded across the Academy and become more commonplace when discussing students and/or data. The five indicators of attainment are clear, they are as follows:

Current Indicator of Attainment in Year 11	Reporting Code	Potential GCSE Grade
Exceeding National Expectations	E	Grade 8-9
Securing National Expectations	S	Grade 6-7
Demonstrating National Expectations	D	Grade 5
Approaching National Expectations	A	Grade 3-4
Working towards National Expectations	W	Grade 1-2

The comments in relation to National Expectations are where our efforts should be aimed, we will talk about students exceeding, securing, demonstrating, approaching or working towards. Consistency in the use of our

language will also ensure the students are able to develop a better understanding of the system and their relative position within it.

The progress comments will always lie alongside this measure providing a personal analysis of the student's progress in relation to their established Academy Expectation Grade.

Progress Code	Progress in Relation to Academy Expectations
P+	Making more than expected progress
P	Making expected progress
P-	Making less than expected progress

Key Stage 4

As with KS3 reporting it is essential we ensure the language used by both staff and students is consistent. Years 10 and 11 will be provided with four statistics at any given time, they are as follows:

- **Academy Expectation** (GCSE or equivalent target)
- **Academy Expectation Range** (range of GCSE or equivalent targets, starting from base Academy Expectation)
- **Latest Assessment Grade** (where they are now)
- **Predicted Grade** (where we think they will end up at the end of the course)

The **Academy Expectation** grade and its accompanying **Range** will be determined by a host of historically accurate data and provide a minimum expectation for all students with an aspirational range beyond that '*base*' target.

For example, a student with an **Academy Expectation** grade of a 5 will have an **Academy Expectation Range** of 5-7, ensuring student progress is not restricted and allowing for aspirational targeting. This data will be managed centrally within the Academy and will not require any staff input. Importantly, these **Academy Expectations** may be altered based on new and accurate evidence during a student's Academy life.

Both the **Latest Assessment Grade** and the **Predicted Grade** must stand up to a high level of scrutiny and staff must be competent in justifying their data. Effective assessment measures will go a long way to securing with this level of accuracy.

Fine Grading

All grades at KS4 will be accompanied by a fine grading measure, these measures are as modelled in the example below

+ (e.g. 5+)	Student is secure at this grade, with intervention they may move to the next grade
= (e.g. 5=)	Student is secure at this grade
- (e.g. 5-)	Student is at this grade but it is not secure and without intervention may slip to the grade below.