



# Holbrook Academy

## ASSESSMENT & TRACKING POLICY

<b>Date Approved</b>	Quality and Monitoring Committee	25 <sup>th</sup> May 2021
	Governing Body	
<b>Signed</b>		
<b>Minuted</b>		
<b>Review Date</b>	Summer Term 2021	

*This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.*

Member of staff with responsibility for this policy.	P Hart / R Lay
Governor with responsibility for this policy.	Q&M Committee
Policy review date.	Summer term 2022
What is the purpose of this policy?	The policy outlines Holbrook Academy's approach to assessment in order to ensure that every student makes expected progress through the use of regular, meaningful assessment and feedback.
What are its headline targets? (using quantitative and qualitative measures)	<ol style="list-style-type: none"> <li>1. All students will have achievable realistic targets, based on KS2 scaled scores, further explored through the use of MidYIS testing in Year 7.</li> <li>2. Analysis of assessment data to provide foundation for clear plan of action in identified areas.</li> </ol>
How is this policy to be judged as successful?	<p>Success criteria are as follows:</p> <ul style="list-style-type: none"> <li>● Standards of attainment are raised through the use of planned assessment and feedback.</li> <li>● Gaps identified in attainment across both key stages will be closed.</li> <li>● Students will report that assessment and feedback is used in their lessons to advance them in all subjects.</li> <li>● Assessment records will be up to date for all students in all subjects.</li> <li>● Data produced will enable meaningful analysis to further provide impactful actions.</li> <li>● Assessment methodology understood by all.</li> </ul>

## Contents

	Page
1. Objectives	3
2. Base Data	3
3. Assessment	3
4. Expected Progress	5
5. Rates of Progress and Tracking	6
6. Responsibilities	6
7. Communicating Targets	6
8. Effective Feedback	6
9. Go4Schools System	6
10. Reporting to Parents	7

## **1.0 Objectives**

The objectives of the Assessment & Tracking Policy are to ensure that:

- every student at Holbrook Academy makes rapid and sustained progress, regardless of their ability or prior attainment;
- analysis of data allows for identification of 'at risk' individuals and groups of learners, leading to smart intervention.
- students' attainment targets are ambitious and transparent and that they support students in making progress which will lead them to academic success;
- both students and parents are kept regularly informed of students' progress and that they are aware of current attainment levels and what the student needs to do to improve;
- all teachers are clear as to their responsibilities and that they are guided in how best to support students' progress and how to assess their attainment accurately and consistently;
- Academy staff, at all levels, are able to effectively use and work with assessment data to ensure progress for all students by matching the work they plan to students' particular needs;
- assessment data is used to inform the planning process, to evaluate the effectiveness of the curriculum and to ensure that lessons are appropriate, challenging and engaging.

## **2.0 Base Data**

An average of maths and English KS2 scores is used to form an understanding of a student's target grade, based on government provided statistics and outcomes. It is the expectation that all subjects quickly assess new students to the Academy by the way of a 'baseline test'. This information is used when we set students by ability and in tracking students' progress against targets in each subject.

## **3.0 Assessment**

3.1 Assessment should:

- praise individual success in order to engender an environment of aspiration and achievement;
- be based on GCSE criteria that matches exam board requirements
- identify that which has gone well, but also shape progression by way of improvement;
- ensure each student is making sustained progress towards their target grade;
- be accessible to students and parents.

3.2 Teaching staff should:

- use assessment information closely to match the work they plan to meet students' needs;
- adopt a range of methods to ensure that they can assess the progress of all students accurately;
- encourage students to actively engage in assessment for learning;
- ensure that assessment builds students' motivation, confidence and self-esteem;
- ensure that lessons begin with clear expectations and students are aware of how progress will be measured;

- identify through assessment, and intervene with as necessary, those students at risk of underachievement;
- use assessment information to inform planning for differentiation and challenge in lessons;
- ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced;
- encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;
- adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process;
- share concerns or praise arising from assessment information with other relevant people – parents/carers, tutor, HoD and curriculum lead.

### 3.3 Types of Assessment

Assessment for Learning should take place every lesson and is split between formative and summative assessment. Heads of Department or Senior Teachers are responsible for providing the marking criteria within their subjects; these must be matched to the relevant GCSE examination board criteria.

### 3.4 Summative Assessment

It is expected that students are assessed at the end of every unit of work and will normally occur at the end of each half term. These assessments should:

- match the GCSE assessment criteria
- match the GCSE question style for the correct examination board
- use Bloom's Taxonomy as the basis for thinking skills
- be marked and moderated within departments and fed back to students within a reasonable timeframe
- be recorded on Go4Schools

The feedback students receive from formative assessment should:

- identify clear areas of strength
- be precise with targets to improve, making clear links to the GCSE assessment criteria and objectives
- allow students opportunities to reflect on their work, using the targets given as way to improve their knowledge and understanding

### 3.5 Formative Assessment

Formative assessment should take place in every lesson and should use Bloom's Taxonomy as the basis for stretching and challenging students. This could be in the form of:

- verbal feedback
- self-assessment
- peer-assessment
- group/whole class assessment
- written marking of work
- teacher/student questioning
- quizzes and low stakes mini-assessments
- assessment of exemplar work of different grades/levels
- use of assessment criteria and examination materials

### 3.6 Walking-talking Mocks

In KS4, students will be prepared for their examinations through the use of 'Walking-talking' mocks (WTMs); these will be formative examinations that take place in the same location as the real exams. Students will complete 'live' exam papers in the usual way but will be guided through either an entire paper or certain key questions by a teacher. The purpose of this is to:

- ensure all mocks are completed in their entirety
- build student confidence
- consolidate teacher understanding of the exam experience and criteria
- produce reliable assessment data to form predictions / interventions

### 3.7 Frequency of Marking

Students' work should be marked once every three weeks (or twice a half term). Work should be marked to identify where their strengths are, using praise and encouragement (what went well) and areas for development and improvement (even better if).

A teacher should only write in a pupil's book if it is going to impact on progress. All marking should and feedback should:

- inform pupil progress
- have a positive impact on pupil outcomes
- be a good use of teachers' time
- be used to improve and not prove students' understanding

Tick and flick is pointless, unnecessary and a waste of both student and teacher time. Marking should only happen when the teacher is:

- pointing out a good attribute that a pupil must continue to use (WWW)
- pointing out a literacy error for correction (Check and correct)
- pointing out an area for development (EBI)
- Giving a link to the GCSE criteria (where appropriate)

Where verbal feedback is given teachers should only record the feedback if it will reinforce the implementation of the next step, not purely for the benefit of book looks.

□	student has made a valid point
□□	very well done
//	new paragraph
T	target

### 4.0 Expected Progress

At the end of KS4, students' progress (and, thus, the Academy's effectiveness) is measured in the following ways:

- Progress 8: The amount of progress students have made in English, maths, three EBacc subjects and three others.
- Attainment 8: Students' pure academic achievement in the same subjects as listed above.
- Attainment in English and maths, and three other subjects, at grade C or above (or Grade 5 under the new framework).

- Percentage of students achieving the EBacc. (Maths and English plus history or geography, the sciences and a language – it is not a qualification in itself).

## **5.0 Rates of Progress and Tracking**

Each student is treated as an individual at Holbrook Academy. It is known that different students will make different rates of progress. To ensure that every student is challenged, the Academy has developed a system of expectation based on base entry information.

Students are assessed on expected outcomes. Staff will mark a piece of work and, using GCSE Assessment Objectives and their understanding of the markscheme, will judge whether a student is on track for their minimum target grade, making progress towards it, or exceeding expectations.

## **6.0 Responsibilities**

- It is the responsibility of the Assistant Headteacher for Progress & Outcomes to analyse whole school data.
- It is the responsibility of Senior Teachers to challenge identified underperformance and keep records of discussions.
- It is the responsibility of the class teacher to have an awareness of their students' progress data and to make sure that identified gaps in skills and/or knowledge are addressed.

## **7.0 Communicating Targets**

Students' targets will be uploaded to the Go4Schools system based on the criteria on the previous page. These may not be lowered, unless there are exceptional circumstances and, only then, after consultation with the Assistant Headteacher for Progress & Outcomes and/or the Deputy Headteacher.

## **8.0 Effective Feedback**

For feedback to be effective in terms of enabling students to make progress it should be:

- Positive – be about the student looking forward to being better, rather than reflecting on what they have done wrong;
- Specific – be focused on one thing they can do to improve their outcomes;
- Manageable – there is no point in overloading a student.

One of the aims of the Academy is that students become more effective at using feedback to build on their skills and knowledge. It is, therefore, imperative that all staff adhere to the above.

## **9.0 The Go4Schools System**

End of Year targets have been removed at KS3 for parents and students. Subject leaders are responsible for underpinning the rate of progress expected in Years 7, 8 and 9. Using baseline data alongside target grades, subject teachers must determine whether a student is 'Working Towards', 'On Track' or making 'Exceptional Progress' at any time.

### **GCSE Minimum Expected Grade**

This grade is calculated by using KS2 data in maths and English to produce a score which is matched against predicted outcomes provided by the Department for Education and is the minimum grade we would expect a student to achieve at the end of Year 11 in order to post a positive Progress 8 score, based on the previous academic year's calculations.

### **Current Grade**

The current grade should reflect the standard at which the student is currently working. Staff should use 'Working Towards', 'On Track' or 'Exceptional Progress' to demonstrate how securely a student is working towards targets based on prior attainment.

### **Predicted Grade**

The grade staff think a student will achieve at the end of KS4, using the + and – symbols to indicate how secure that student is at that grade.

## **10.0 Reporting to Parents**

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

### **Aims**

- To provide specific information for parents, students and teachers;
- To enhance home/school partnership;
- To inform parents and students of 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.

### **Guide**

- Report comments should be positive wherever possible and must contain clear, specific points on how the student concerned can improve their level of attainment.
- Reports should be written concisely and without superfluous information.
- Staff should not wait for a report cycle or parents' evening if there is a particular concern but, instead, should raise it with the parent as soon as it becomes necessary.
- Formal reporting takes place within the published calendar dates.
- It is the responsibility of individual teachers to ensure the quality of their written reports.
- Form Tutors should discuss individual reports in allotted tutorial time.

### **Frequency**

- In Years 7-9, students receive two progress reports and one full report. Year 7 students will also receive a 'settling-in' report during the first half term.
- In Years 10 and 11, students receive three progress reports and one full report.