Holbrook Academy

ASSESSMENT & TRACKING POLICY

Date Approved	22nd November 2022
Signed	M Pawlewski Chair of Q&M Committee
Minuted	22nd Novermber 2022 Q&M Committee

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.	K Newstead
Governor with responsibility for this policy.	Q&M Committee
Policy review date.	Autumn term 2023
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)	1. To introduce and embed use of Next Steps 2. To ensure departments apply guiding principles of marking and feedback whilst making subject specific variations 3. To ensure progress files record each students progression journey at Holbrook in every subject they are taught
How is this policy to be judged as successful?	Implementation of above through Department and whole school Quality Assurance measures

Contents

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. The Academy has introduced CATs assessments to strengthen baseline data.

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. The Academy has introduced "red weeks" to support this expectation. 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 using the language of Next Steps
- 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   Frequency of Marking

Students' work should be marked <u>once every three weeks (or twice a half term).</u> Work should be marked using the language of Next Steps. The Academy intends to introduce Green Pen response to these Next Steps throughout Academic Year 2021-22

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

Where verbal feedback is given teachers should only record the feedback if it will reinforce the implementation of the next step

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 mark scheme, will judge whether a student is on track for their minimum target grade, making progress towards it, or exceeding expectations. Internally (and externally for KS4), this is represented with a numeric grade. Externally at KS3, descriptors are used to inform parents of students' progress relative to 'on track'. All half termly assessment will be retained in a student's progress folder for that subject.

6.0   Responsibilities

- It is the responsibility of the Assistant Headteacher – Raising Standards Leader to analyse whole school data.

- It is the responsibility of HoDs 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 – Raising Standards Leader and the Headteacher.

8.0   The Go4Schools System

End of Year targets have been removed at KS3 for parents/carers and students. Subject leaders are responsible for under-pinning 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. The Academy encourages teaching staff to set an aspirational grade for any Year 11 student who has a minimum expected grade (MEG) which is not appropriately aspirational to where they are in that subject by Autumn Term in Year 11.

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/Carers

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 overall attainment outcomes.

Aims
- To provide specific information for parents/carers, students and teachers;
- To enhance home/school partnership;
- To inform parents/carers and students of progress in a positive manner;
- To alert students and parents/carers 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 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 will add a individual comment for all students in their form group

Frequency
- In Years 7-10 students receive two progress reports and one full report per academic year.
- In Year 11 students receive three progress reports and one full report per academic year.