

Holbrook Academy

ASSESSMENT & TRACKING POLICY 2016

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	Governing Body	31 st October 2016
Signed	F Rolfe (Acting Chair of Q&M Committee)	
Minuted	31 st October 2016	
Date of Next Review	Autumn Term 2018	

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.

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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;
- 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

In September 2015, students joined the Academy with KS2 National Curriculum levels in maths and English. From September 2016, this will be replaced with standardised test scores in numerical format, with 100 being 'average'.

Year 7 students complete MiDYIS testing within the first half term of their arrival at the Academy which allows us to form a good understanding of what they might achieve at the end of their GCSE studies.

An average of maths and English KS2 scores is used, with information gained from MidYIS testing, to form a more complete picture of each student, highlighting any potential strengths or weaknesses. This information is used when we set students by ability and in tracking students' progress against targets in each subject.

Each subject sets an initial baseline examination within the first two weeks of term using questions based on the Assessment Objectives at GCSE level. At all years, students will be graded on the new GCSE 9-1 scale with End of Year targets calculated based on the Academy's expectations of progress (see Rates of Progress).

3.0 Assessment

3.1 Assessment should:

- praise individual success in order to engender an environment of aspiration and achievement;
- be based on clear and structured success criteria and be understood by students;
- 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;
- use the reward system on Go4Schools as appropriate;
- 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. This could be in the form of:

- oral feedback
- self-assessment
- peer-assessment
- group/whole class assessment
- written marking of work
- teacher/student questioning
- assessment of exemplar work of different grades/levels
- use of assessment criteria and examination materials

Heads of Department or Senior Teachers are responsible for providing the marking criteria within their subjects. The Head of English is responsible for providing the mark scheme for literacy lessons.

Home learning is assessed using the following grading system:

1	Excellent	Quality of home learning is of a very high standard and shows real independent thinking.
2	Good	The home learning shows many good qualities.
3	Some concerns	The quality of the home learning is satisfactory; although some elements are fine there are a few things missing.
4	Poor	The quality of the home learning is poor and major elements need revisiting.

Failure to complete home learning tasks results in sanctions in line with the Academy's discipline policy. Grades are recorded on ShowMyHomework and monitored by teachers and Subject Leaders. Students may also receive stickers, praise postcards or certificates to celebrate their success with home learning tasks.

3.4 Frequency of Marking

It is expected that students' book be marked in line with the Academy's Teaching & Learning policy. For students that are taught once per week, marking of their work will be expected to be completed once every half term. This means that, 'Exercise books must show some form of assessment on a fortnightly basis'. It is expected that 'Check and Correct' be at the heart of all literacy marking.

All departments should correct grammatical errors in support of whole school literacy and use the same codes and practices in order that the process becomes familiar to students. The following is not an exclusive list of those used, but forms a good starting point:-

P	punctuation error
C	capital letter needed
Sp	spelling error
✓	student has made a valid point
✓✓	very well done
^	add in a word
//	new paragraph
T	target
	Use a better word
g	Grammar

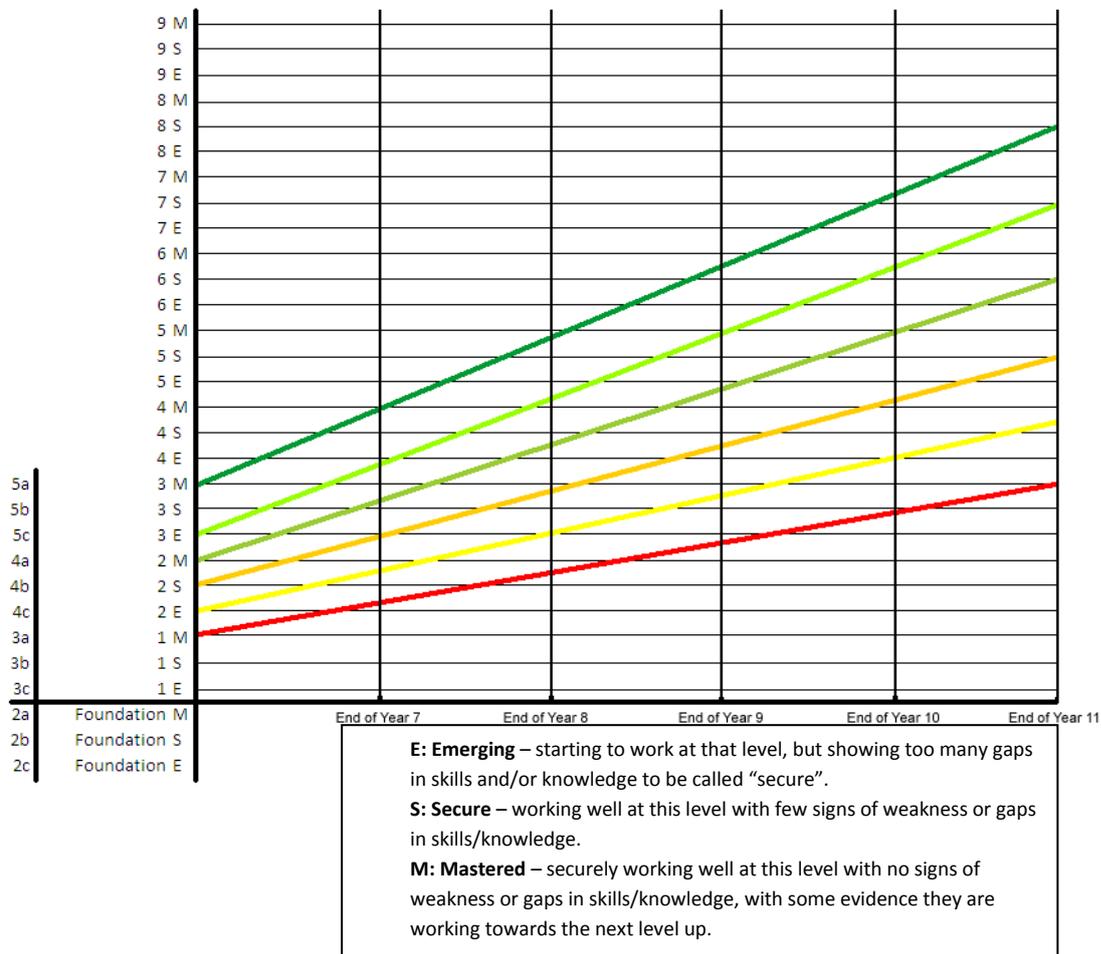
4.0 Expected Progress

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

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. The red line on the chart below indicates minimum of three levels of progress. The ever increasing lines show the high expectations the Academy holds of those that come in with high attainment scores.



6.0 Progress Tracking

From September 2016, all students will receive their targets in numerical form to match the new 9-1 assessment scheme.

Year 10 students in English and maths will receive the same as the above.

7.0 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.

8.0 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.

From September 2016, all students will receive their targets in numerical form to match the new 9-1 assessment scheme.

9.0 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.

10.0 The Go4Schools System

Go4Schools shows parents the minimum expected target and current grade which reflects on the level at which their son/daughter is currently working at. The column headings are as follows:-

End of Year Target

This is the **minimum** target and cannot be altered, unless for the reasons specified earlier in this document.

GCSE Target 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.

Current Grade

The current grade should reflect on the standard that the student is currently working. Staff should use the fine grades (Emerging, Secure, Mastered) to demonstrate how securely a student is working at any given level.

Predicted Grade

The grade staff think a student will achieve at the end of the year/Key Stage.

11.0 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, pupils and teachers;
- To enhance home/school partnership;
- To inform parents and pupils of pupil progress in a positive manner;
- To alert pupils 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.