



Assessment, Recording, Reporting and Target Setting Policy – June 2019

Staff at OSCA have implemented a 9-1 grades policy which runs throughout Y7-Y11. Alongside this we have the existing framework for the accreditation of the vocational BTEC graded Distinction* to Pass. Please refer to Appendix 1 to illustrate the relationship between BTEC and the 9- 1 grading system. This Policy reflects the requirements of the latest exam specifications at KS4. Due to publication dates of, and changes to, specification requirements, this system and the grade descriptions themselves may be subject to change across individual departments.

Aims

- To provide clear guidelines on the OSCA's approach to assessment, recording, reporting and target setting
- To establish a coherent approach to assessment, recording, reporting and target setting across the academy
- To provide a system that is clear to students, staff, parents and other stakeholders
- To monitor and record students' progress effectively and consistently

Assessment:

Assessment must be:

- Manageable and useful
- A reliable source of information
- Positive and support success
- Understandable to students, parents and teachers
- An essential part of teaching and learning
- In line with national requirements

Purposes of Assessment

Assessment may be used in a variety of ways for a variety of purposes.

It may be:

- Formative

Recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades for the future

- Summative

Recording a student's overall achievement

- Diagnostic

Identifying a learner's strengths and weaknesses which prompts appropriate guidance and support

- Predictive

To make informed and accurate predictions of students' future/expected attainment

- Evaluative

Providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies (formative and summative)

- Informative

Providing information for reports to parents

The most important purpose of assessment is to try and motivate and encourage by:

- Involving students/parents/guardians in the learning process through explaining the reasons for the assessment and its relationship to the course
- Recording positive achievement which contributes to a summative statement
- Making sure that students are fully aware of assessment objectives and the criteria for success
- Discussion of performance and establishing clear, SMART (Specific Measurable Achievable Realistic Timed) targets for students

Assessment in Lessons

There is a range of processes to inform and improve student progress:

- A variety of assessment formats are used including practical work, student presentation, portfolios of work, fieldwork, written exercises, group work as well as informal assessment such as question and answer.
- Aspirational targets are available for all students in either GCSE grades 9-1/ BTEC gradings. These are included in all mark sheets. For Y7 and Y8 this will be the expected attainment for the end of each year, and these will be based on the published Progress 8 flightpaths. Aspirational targets are set at 1 grade above their minimum expectation (Estimated Attainment 8 + 1).
- Records of key assessments should be kept by all teachers in either a written or a departmental electronic mark sheet (Tracker) and should be available for reference to subject leaders and members of the Senior Leadership Team.
- Schemes of Learning should indicate key assessment points and their contribution to the review of student progress. All departments are expected to have an Assessment Plan in place for all year groups and all examination courses.
- Lessons should provide opportunities for self and/or peer assessment, which allow students to review the extent to which they have met the learning objectives.
- Students must have access to relevant grade descriptors/success criteria to support their learning. These descriptors should be on display in teaching areas and can be in student's books. Additionally **progress stickers** to support and record progress should be displayed either on the outside or inside covers of folders and exercise books (see Appendix 5 page 16).

Formal Assessments

Are undertaken throughout the student's time at OSCA with data used to inform progress.

We aim to gather a comprehensive range of prior attainment data on entry to the school. Where it is not available, we refer to universal baseline assessments.

Data collected includes:-

- Key Stage 2 results
- Year 7 baseline assessments on entry in English and Maths
- Unit/modular tests in some subjects
- Annual examinations for all year groups

Analysis of Examination Results

Results of external examinations are analysed both in subject departments and for the academy as a whole. The intention of these analyses is to identify where strong performance exists and where improvement is needed. Departments are required to consider the reasons for particular levels of performance between syllabuses, subjects, teachers and teaching groups, and trends over time. As a result, good practice is identified and shared; and weaknesses addressed. QLA (Question Level Analysis) is embedded in departmental practice after every internal/mock examination.

State of the Nation (SON) meetings are used to provide the SLT with an overview of performance, concerns and trends. This informs further decisions from the ADP to specific interventions and actions. A range of data sources will be used to assist with the analysis and evaluation of student progress and attainment such as SIMs and EVA.

Intervention

After each Data Collection point (DC), individual student progress is compared to their flightpath. Data will be provided to all staff by having EVA updated and stored on the shared drive. Students' Progress Stickers should also be updated after each DC.

Any underperformance is identified and this information is shared with the relevant staff (Progress Director Y11, VP Data and Standards, AP Raising Standards):

1. Subject teachers, Curriculum Leaders
2. Head of House

Curriculum Leaders will oversee the intervention for their subject area and provide support for their staff.

Subject staff will use the assessment data to track progress and plan Wave 1 and Wave 2 (please see **Appendix 4**) interventions in their lessons in consultation with their Curriculum Leader

Intervention will be monitored by the Curriculum Leader/Progress Director who will report to the SLT.

Reliability and Common Standards

It is the responsibility of the Curriculum Leaders to put in place a set of criteria for the assessment of student work in that subject as well as establish a rigorous standardisation and moderation procedure. (See guidelines below)

Staff must also adhere to the criteria of external assessment bodies, and at all times, students should be made aware of criteria in order that they can assess their own achievements and set meaningful objectives.

To support these aims departments should aim to develop student friendly assessment criteria related to specific topics as part of the Assessment for Learning (AfL) strategy. These should be reflected in departmental Schemes of Learning.

An important feature of the Assessment for Learning strategy is that the criteria are discussed with and understood by students so that they are helped to take the next steps in their learning.

Procedure for Moderation/Standardisation of Assessment (including internal exams):

Training and CPD – Whole School/SLT/ELT:

- 1) Provide the opportunities for teachers to collaborate and participate in professional dialogue and collegiate working, through departmental CPD and other opportunities.
- 2) Ensure that learning, teaching and assessment are planned in a coherent way and that assessment is valid and reliable (Schemes of Learning and whole school calendar with assessment and examination points.)

3) Promote capacity building of assessment expertise, professional learning and development and quality improvement. This should be integral to quality assurance processes. (Through CPD – internal and external via OAT and the sharing of good practice within school and by using external verification wherever possible.) Staff should also seek guidance from their designated exam board in relation to examiners reports, grade boundaries, and sample assessment materials.

4) Link managers should have follow-up professional dialogue with staff about learners' progress, standards, expectations and moderation practice.

Curriculum Leaders:

- 1) Quality Assure moderation practices and outcomes
- 2) Monitor and self - evaluate moderation practices
- 3) Ensure all department members have an appropriate understanding of assessment requirements and criteria by sharing information, best practice and experience
- 4) Have follow-up professional dialogue with SLT about learners' progress, standards, expectations and moderation practice

Departmental/Subject Practice:

- 1) Discuss and agree as a dept./subject best methods and approaches for moderation – dependent on stage/age
- 2) Work with colleagues to quality assure planned approaches to learning, teaching and assessment
- 3) Develop your own knowledge, understanding and skills of your assessments/exam board requirements/practice
- 4) Sample and check learners' work to ensure consistency in applying standards- including when entering DC CAP (Current Academic Performance)in Y7 and 8, as well as summative grades and predictions in Key Stage 4.

Recording:

Staff should use SIMS data sheets to record the following:

- In Year 7 and 8 a Data Capture (the CAP) – based on overall performance of a student – 2/3 pieces of evidence (recorded on the departmental tracker) of students working at this grade are required. The grade awarded should be able to be evidenced and will reflect current performance. Therefore, CAPs may fluctuate to some extent – this could be due to the topic studied, a carousel where they are studying different skills or outside factors such as

attendance/medical. In Year 7 and 8 students will sit a mock exam and the grades awarded will be used to inform the CAP.

- In Year 9 a Data Capture (the CAP) is generated using 2/3 pieces of key assessments from summative marking of performance against the exam specification. The CAP may fluctuate dependent on the topics covered. Year 9 will also have a mock exam that will inform one of the Data Captures. DC3 will also capture predictions for student outcomes at the end of the course.
- In Years 10 and 11, to link with the OAT assessment schedule, only a prediction will be required for the Data Capture.
- In Year 10, three predictions (for the end of the GCSE course) and a mock examination grade **one** mock will be collected for the Data Capture.
- In Year 11, three predictions (for the end of the GCSE course) – and **two** mock exams will be collected for the Data Capture. OAT have stipulated the mock exam papers for the Core and the dates for when these are conducted.
- Mock examination grades – the grade awarded in the exam only – with no other evidence used. Where possible, past papers and published exam board board thresholds will be used to award whole grades only. In KS3 mock exams are used to inform the Data Capture (CAP).
- Predicted grades – are collected from Year 10 DC1 onwards in line with OAT requirements. They are formulated from Controlled assessment and/or class performance, mock examinations, completed components of certain courses in order to ascertain the expected final outcome at the end of the course.
- Attitudes to Learning (E1-4) See Appendix 2 for definitions
- Data Collection CAP/Mock/Prediction data should be added to student Progress Stickers following each DC.

There will be less fluctuations in predictions than in CAPs. If your subject has both exams and controlled assessment (CA) then the data should be weighted to the same extent as your specification. For example, 75% exam/25% controlled assessment. The performance on CA should not count for more than 25% of your predicted grade. If your subject does involve CA this should always be considered when making predictions so long as the CA counts towards their overall exam grade.

The entry of CAP grades and predictions should be based on moderated/standardised work whenever possible. It is also best practice to enter data in pairs so evidence used is discussed and examined.

The evidence and weightings used for CAPs and predictions should be consistent across all members of the department.

All departments should carry out standardisation and moderation to ensure assessments for all your groups are marked accurately and fairly. It is recommended the CAP/Prediction data is entered in pairs as part of the moderation process.

The collection of this data is calendared (3 data collections per year + examination performance) so that information is provided at the most opportune/useful times of the school year.

Recording of general pupil information, such as rewards, behaviour points and registers is also expected through SIMS.

Departments are expected to keep a record of the outcomes of summative assessments in Year 9/10/11 using an electronic tracker, that is weighted to reflect the components of the GCSE/BTEC course undertaken. This tracker will then be able to help formulate a students' current DC grade in Year 9 and in Year 10 and 11 their Prediction (for the end of the GCSE course). Current information on grade boundaries and gradings should be used to inform this electronic tracker. Its style/detail should be determined by the subject specialists. The academy data manager can support the development of department trackers.

Reporting and Target Setting Day

Parents/carers will be informed of progress in a variety of ways. One full written report written by their son/daughter's tutor for Year 7-10, and a separate report written for Year 11 by their subject teachers. Alongside this, there will be three Progress Bulletins which will include CAP/Prediction/Mock (as applicable) and their Attitude to Learning Grade (see Appendix 2).

- Annual Target Setting Day – calendared in the first term for Year 7-10
- Annual Written Report Y7 – 10 created on Target Setting Day – Tutor Based
- Annual Written Report Year 11 – written by Subject Teacher
- Annual Reflection Report – created in the Summer Term for Years 7-10
- Annual Parents consultation evening for each year group
- Progress Bulletins after each Data Capture

Target Setting Day and the written report

Once a year, within the autumn term, all parents/carers of Year 7-10 will be given an opportunity to have an in depth discussion about their child's progress with their tutor.

In the Autumn Term a Target Setting Day is held to allow for a review of progress from their first Data Capture. This data is used to set a range of targets and explore strategies for the coming academic year. This allows a report to be generated by the form tutor where areas for development are captured on SIMs and their annual report to be written – Year 7-10. This enables high expectations to be set from the outset and informs parents of the main priorities for their child to make progress.

In the Summer Term following the Target Setting Day and publication of their written report Year 7-10, a review takes place between Tutor and Tutee to determine whether the targets have been met and future actions and developments needed. This is captured on SIMS and published to parents/carers in the Summer Term to reflect upon their academic achievement.

During the academic year, after each of the CAPs, a Progress Bulletin will be produced. They include:

- the student's target grade for the end of the year based on the OSCA Progress 8 flightpath (please see Appendix 3),
- Current grade from their CAP input

On Written reports, comments should be positive and written in the third person during Target Setting Day and their Summer Term Reflection Report. Comments and details need to be accurate – both in content and SPAG. It is vital reports reflect the high standards OSCA is working towards. All teaching staff are encouraged to refer the guidance for report writing which is available on the T drive.

Deadlines for reporting and data entry are issued in the school calendar and regular reminders to staff are issued by the Data Manager.

In addition, further contact may be made with parents of students not making appropriate progress.

Copies of full reports are attached to a student's individual SIMs record. It should be noted that this fulfils our statutory obligations.

Consultation Evenings (PCEs)

Each year group has one parent/carers' consultation evening per year. Appointment sheets are issued to staff and students via the Data Team. Students make appointments with the teachers in their subjects and a time of five minutes is set

aside for each consultation. The HOH, Curriculum Leaders, and the Progress Director (Yr11) are also available on these evenings for consultations.

Target Setting

An essential part of improving achievement is to agree targets with each student that illustrate the minimum expectation; as well as being aspirational. Targets, and progress being made towards them, will be discussed regularly with students and their parents. Targets are based on national Progress 8 expectations (Estimated Attainment 8 scores) compared to the student's KS2 starting point.

A student's starting point will be taken from their respective KS2 score.

The issue of students with no key stage 2 data:

For 'new arrivals' > students who arrive with no data at Key Stage 2, will be assessed for English and Maths and the average of this performance will be applied to all subjects. These students will be informed of these targets. Students with no Key Stage 2 data will not count for Progress 8, but will count for the Attainment 8, BASICS measure and EBACC measure.

This will represent a realistic trajectory for each student, and of course targets can be adjusted up if for example an EAL student makes rapid progress with language acquisition.

- The SLT/ELT/governing body receives information on progress throughout the year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress.

Roles and responsibilities

The Assessment, Recording, Reporting and Target Setting Policy and its implementation within and across departments is monitored and evaluated by:

- Associate Principal (Teaching and Learning), Vice Principal (Data), Assistant Principal (Raising Standards)
- Progress Director Yr 11
- Curriculum Leaders

At least one student progress target is agreed with each teacher as part of OSCA's Appraisal Policy.

It is the responsibility of the Associate Principal, Vice Principal, Assistant Principal and Progress Director Yr 11 to lead Curriculum Leaders to review, monitor and evaluate all aspects of the Assessment Policy within the context of whole Academy Development Planning and self-evaluation.

Curriculum Leaders

It is the responsibility of Curriculum Leaders to apply and embed the principles of the Academy Assessment Policy within their own departmental practice. They should formulate and maintain a departmental plan for assessment, which should reflect the values and ethos of the whole Academy Assessment Policy. A key aspect will be quality assurance and moderation of all data entries from their team, to ensure that the data is valid, reliable and robust.

Subject Teachers

It is the responsibility of subject teachers to implement departmental/whole academy policies on assessment, to compile and maintain individual pupil records, report to students, parents and staff on student progress and liaise with the relevant Curriculum Leader, regarding individual student concerns or support.

Heads of House

It is the responsibility of Heads of House to liaise with Curriculum Leaders and subject teachers concerning individual student's progress. A key aspect will be the quality assurance of the Tutors' written student reports.

Examinations Officer

It is the responsibility of the Examinations Officer to liaise with appropriate staff/students/parents/exam boards regarding all aspects of external assessment.

The Examinations Officer will support the organisation and invigilation of the annual formal internal academy examinations

Students

It is the responsibility of all students to participate in a process of self-assessment in an attempt to reflect upon their own learning with the objective of improving their own progress. Student self-assessment involves:

- Taking responsibility for the organisation of their work
- Keeping records of activities and achievements
- Setting attainable targets and implementing strategies to meet these targets

Parents /Carers

It is the responsibility of all parents/carers to support their children as much as possible, in particular ensuring that appropriate time is dedicated to study at home, whether in preparation for examinations or for the completion of homework.

Date policy revised:	June 2019
Review Date:	June 2020
Name of Reviewers:	Ms M. McMahon + OSCA Governing Body

APPENDIX 1 – Relationship between 9 – 1 and BTEC

Legacy GCSE	GCSE 9 – 1 Scale	BTEC	BTEC to GCSE Grade Equivalence	Report Code
	9			
A*	8	Distinction *	8.5	L2D*
A	7	Distinction	7	L2D
B	6	Merit	5.5	L2M
	5			
C	4	Pass	4	L2P
D	3	Level 1 Distinction	3	L1D
E	2	Level 1 Merit	2	L1M
F				
G	1	Level 1 Pass	1.25	L1P
U	0	Working towards a Level 1 Pass		F1

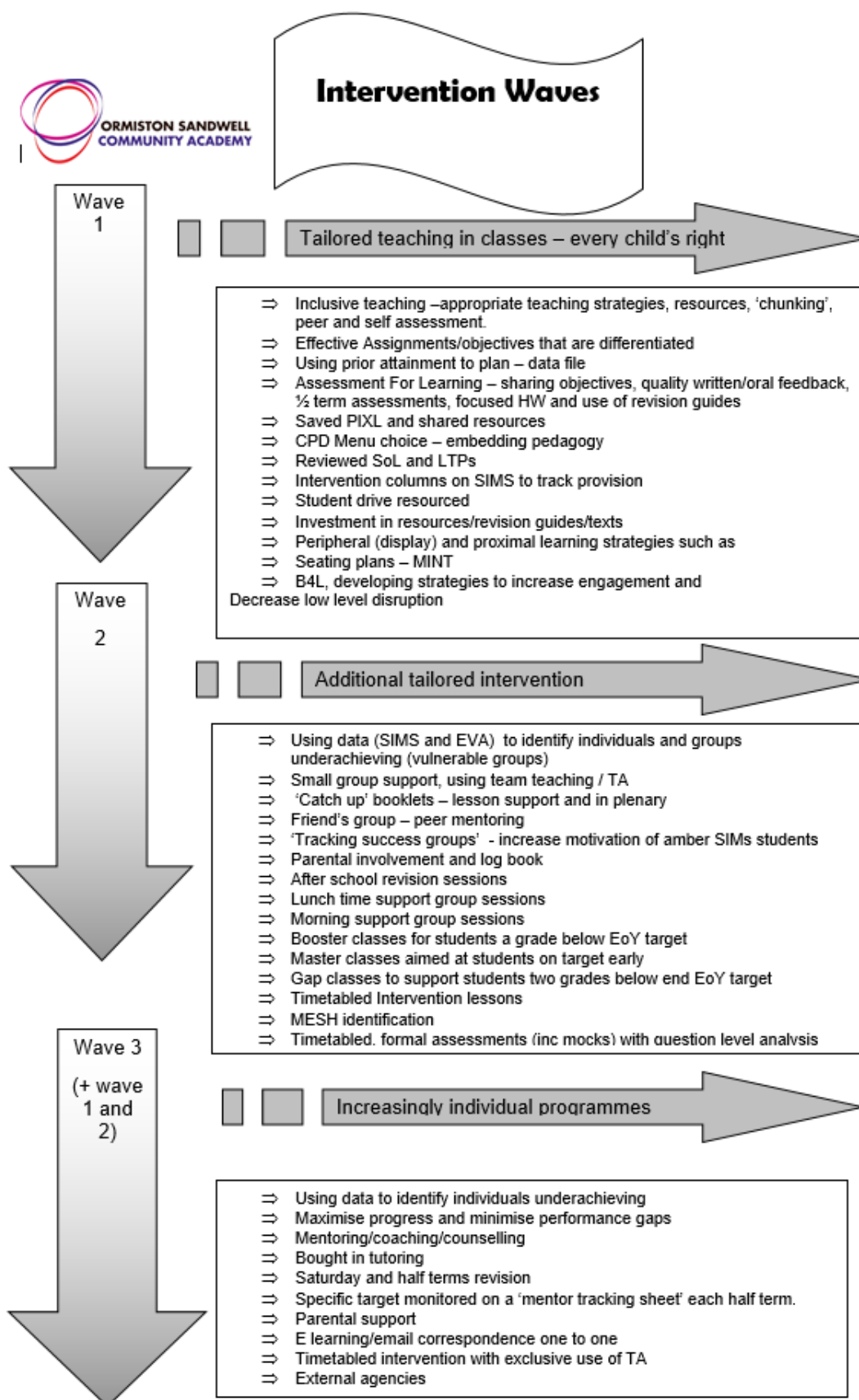
APPENDIX 2 – Attitude to Learning E1 – E4

Attitude to Learning definitions	
E1 An outstanding effort	Students are confident and self-assured learners who are resilient to failure and take pride in all aspects of their work. They thrive in lessons and also singularly take up opportunities to learn through extracurricular activities
E2 A good effort	Students are becoming keen learners and are developing their ability to learn from mistakes and are becoming resilient. They are committed to improving their work and attend some extracurricular activities
E3 Student effort requires improvement	Students attempt to complete tasks and will contribute to lessons when prompted. They do not always respond to feedback and do not yet show resilience when faced with challenges or failure
E4 Student makes inadequate effort	Students rarely complete their work to an appropriate standard and show little independence, resilience or engagement with their own learning and progress. They may not follow instructions.

APPENDIX 3 – Flightpaths

	Y7/Y8		Y9/Y10/Y11	Validated	Validated	GCSE 9 -1		
Prior	KS2 Scaled	Prior	KS2 Fine	2017	2018	End of Y8	Y11 Aspirational Target	Y11 BTEC
Band	Score Y7/Y8	Band	Level	Est A8	Est A8	Target	MEP +1	MEP+1
HAT	113+	HAT	L5.8	77.15	77.13	7	9	Distinction*
HAT	112	HAT	L5.7	72.18	72.11	6	8	Distinction*
HAT	111	HAT	L5.6	68.12	67.72	6	8	Distinction*
HAT	110	HAT	L5.5	64.29	64.03	6	8	Distinction*
HAT	109	HAT	L5.4	61.09	60.80	5	7	Distinction
HAT	108	HAT	L5.3	57.94	57.79	5	7	Distinction
HAT	107	HAT	L5.2	55.23	55.18	5	7	Distinction
HAT	106	HAT	L5.1	52.51	52.51	4	6	Distinction
MAT	105	HAT	L5	49.76	49.85	4	6	Distinction
MAT	104	MAT	L4.9	47.21	47.46	4	6	Distinction
MAT	103	MAT	L4.8	45.12	45.02	4	6	Distinction
MAT	102	MAT	L4.7	42.9	42.92	4	6	Distinction
MAT	101	MAT	L4.6	40.93	41.07	3	5	Merit
MAT	100	MAT	L4.5	39.01	38.93	3	5	Merit
MAT	99	MAT	L4.4	37.3	37.08	3	5	Merit
MAT	98	MAT	L4.3	35.57	35.51	3	5	Merit
MAT	97	MAT	L4.2	34.12	33.86	3	5	Merit
MAT	96	MAT	L4.1	32.45	32.60	2	4	Pass
LAT	95	MAT	L4	31.3	31.49	2	4	Pass
LAT	94	LAT	L3.9	29.95	30.11	2	4	Pass
LAT	93	LAT	L3.8	28.58	28.95	2	4	Pass
LAT	92	LAT	L3.7	27.84	28.09	2	4	Pass
LAT	91	LAT	L3.6	27.02	27.20	2	4	Pass
LAT	90	LAT	L3.5	25.76	25.91	2	4	Pass
LAT	89	LAT	L3.4	25.3	24.88	2	4	Pass
LAT	88	LAT	L3.3	23.86	23.97	2	4	Pass
LAT	87	LAT	L3.2	23.64	22.92	2	4	Pass
LAT	86	LAT	L3.1	22.45	22.84	2	3	Pass
LAT	85	LAT	L3	21.42	21.39	2	3	Pass
LAT	84	LAT	L2.9	20.81	20.30	1	3	Pass
LAT	83	LAT	L2.8	19.61	19.00	1	3	Pass
LAT	82	LAT	L2.5	18.09	17.50	1	3	Pass
LAT	81	LAT	L2	17.1	15.83	1	3	Pass
LAT	80	LAT	L1.5	13.04	13.65	1	2	Pass

Appendix 4



Appendix 5 - Student Progress Stickers

Year 7			Y8 Target
Name			
Group	Room	Baseline	
Y7 DC1 (CAP)			
Y7 DC2 (CAP)			
Y7 DC3 (CAP)			
Y7 Exam (Date)			% Grade

Year 8		Y8 Target
Name		
Group	Room	
Y8 DC1 (CAP)		
Y8 DC2 (CAP)		
Y8 DC3 (CAP)		
Y8 Exam (Date)		% Grade

Year 9			Y11 Target
Name			
Group		Room	
Y9 DC1 (CAP)			
Y9 DC2 (CAP)			
Y9 DC3 (CAP)		Y9 DC3	(Prediction Y11)
Y9 Exam (Date)		%	Grade

Year 10			Y11 Target
Name			
Group	CAP	Room	Prediction (End of Y11)
Y10 DC1		Y10 DC1	
Y10 DC2		Y10 DC2	
Y10 DC3		Y10 DC3	
Y10 Mock (Date)	%	Grade	

Year 11			Y11 Target
Name			
Group	CAP	Room	Prediction (End of Y11)
Y11 DC1		Y11 DC1	
Y11 DC2		Y11 DC2	
Y11 DC3		Y11 DC3	
Y11 Mock 1 (Date)	%	Grade	Y11 Mock 2 (Date) % Grade