Harborne Academy Assessment, Recording and Reporting Policy

January 2017

Harborne Academy
Assessment, Recording and Reporting

The key features of the annual reporting and recording cycle at Harborne Academy Birmingham are:

- A reporting calendar, which includes 5 assessment points during the year when students are tested and data gathered and analysed;
- Written reports;
- Student Progress reports are produced after each assessment point.

Primary purpose

The primary purpose of assessment at Harborne Academy Birmingham is to accelerate student progress by ensuring that:

- All students' learning needs are properly understood by both teachers and students
- All teachers understand what they need to do to accelerate student progress
- All teachers work as efficiently as possible to accelerate student progress
- All students know what to do to improve
- Assessment will inform the Assertive Mentoring programme within Harborne Academy Birmingham

Secondary purposes

Assessment at Harborne Academy Birmingham has a number of other purposes, including:

- Measurement of individual forecast attainment relative to external benchmark (Minimum Expected Grade – MEG);
- Measurement of progress (i.e. residual against MEG);
- Measurement of teacher performance;
- Measurement of Academy performance;
- Certification of achievement.

Roles and Responsibilities

Teachers will:

- Ensure that all lessons have clear, well-planned learning objectives which will be shared with students;
- Focus on progress and achievement of individuals;
- Mark work in depth with constructive comments at least every 2 weeks;
- Give students opportunities to respond to the comments;
- Use a variety of assessment techniques;
- Keep records of students' progress;
- Use class and individual student data to inform lesson planning;
- Complete the Challenge and Review Proforma Stage 1
- Identify students in each class who are not making expected progress;
- Use assessment data to plan intervention to support students in their lessons with their learning (including use of information to assist the Assertive Mentoring programme).

Assessment: Overview (continued)

Leaders, and those with delegated leadership responsibility, will:
- Challenge the interventions and strategies employed by teachers on the Stage 1 proforma of Challenge and Review.
- Identify students not making expected progress following each data input;
- Oversee interventions to support students in their learning;
- Liaise with appropriate staff to ensure these interventions are effective;
- Manage the setting process if appropriate;
- Identify areas for staff development;
- Monitor and review effectiveness of assessment and marking across the areas/subjects;
- Lead on the development of schemes of work;
- Monitor progress of groups (e.g. key stage, year, Ever6, EAL, SEN, Most Able etc.).
- Moderate samples from each year group for all teaching staff in the department.

Recording of assessment
Records of assessment of student progress will be:
- Maintained by teachers in an electronic format using CMIS;
- Updated on the central system following each data input for each subject on Current Status enabling:
  - Reports to be made to parents according to the Harborne Academy Birmingham assessment calendar;
  - Accurate and current data to be available to staff with responsibility for parental liaison and mentoring;
  - Middle Leaders to use that data to identify students not making expected progress;
- Available to Middle Leaders and members of ALT for monitoring purposes.

ASSESSMENT: CONTROLLED ASSESSMENT

Introduction

Controlled assessment (CA) accounts for a significant percentage of the final grade for many GCSE specifications: 0%, 25%, 40% or 60%. The exact percentage depends on the range of skills to be assessed and the most effective way of assessing them, and is common for all boards for a given subject. **All who conduct CAs should be aware of the following:**

- The three levels of supervision, i.e. **Formal, Informal** or **Limited** and the differences in the management of these assessments;
- That, in the case of Formal supervision, candidates should **not** have access to email, the internet, mobile phones or any other electronic devices;
- That, if videos or photographs/images of the candidates are to be included as part of presentation, consent must be obtained from parents/carers/guardians;
- That formal permission is not needed for word processing *unless otherwise stated in the Examination Board's specification.* A candidate using a word processor must ensure that his/her name appears on every page as a header or foot;
- The majority of these CAs will take place in the classroom during timetabled lessons.

What does **formal supervision** (high level of control) actually mean?
- Students must be in direct sight of the supervisor at all times.
- The use of resources is tightly prescribed, normally only research folders/ diaries.
- Students must **not** have access to email, internet, mobile phones or other devices.
- Students must complete all work independently.
- Students must not communicate with each other.
- No assistance can be given to students.

What does **informal supervision** (medium level of control) actually mean?
- Students to not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated.
- Teachers must ensure that:
    - o the students' work is their own;
    - o plagiarism does not take place;
    - o the contributions of individual students are recorded accurately.
- Students have access to resources.
- Students can work together.
- Students can receive limited teacher guidance.

What does **limited supervision** (low level of control) actually mean?
- Some work can be completed without supervision, outside the classroom/centre.
- Students have access to resources.
- Students can work together.
- Students can receive guidance from teachers.

Assessment: Controlled Assessment (continued)

Middle Leaders should:
- Ensure that at least 40% of overall assessment is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement.
- Identify controlled assessment dates on the Academy calendar.
- Provide the examinations officer with a summary of CA level, length of assessment, rooming requirements, number of candidates, ICT requirements etc.
- Standardise the marking of internally assessed component.
- Be familiar with the contents of the JCQ publication *"Instructions for conducting CAs"*.
- Ensure that teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new tasks or contextualise sample awarding body tasks to meet local circumstances, in line with exam board specifications and control requirements.
- Have ultimate responsibility in ensuring that all confidential materials, together with the work produced by the candidates, are stored securely at all times.
- Supply to the exams office details of all unit codes for controlled assessments.
- Ensure that, where appropriate, support staff be given sufficient notice in which to order and prepare materials needed for assessments.
- Submit marks through the exams office to the exam board when required, keeping a record of the marks awarded.
- Ask the SENCO for any assistance required for access arrangements.
- In the event of a candidate missing a controlled assessment opportunity, make appropriate provision for that candidate to complete the CA within the required level of supervision.
- Wherever possible, practical, and within the requirements of controlled assessment, arrange for all CA activities to take place within the time period timetabled for that subject.
- Keep a departmental log which contains:
  - The date and time of each assessment together with its title
  - The name of the supervising teacher
  - A list of candidates who were present during the assessment
  - A list of any absent candidates
  - A log of any incidents which occurred during the assessment
  - Details of where the work produced by the candidates is securely stored.

Teaching staff must:
- Understand and comply with the general guidelines contained in the JCQ publication *"Instructions for conducting controlled assessments".*
- Understand and comply with the exam board specification for conducting CAs, including any subject-specific instructions, notes, or additional information on the board's website.
- Supervise CAs (**at the specified level of control**), only permitting assistance to students as the specification allows.
- Ensure that students and teachers sign authentication forms on completion of a CA.
- Mark internally assessed CA using the mark schemes provided by the exam board.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain students' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

Assessment: Controlled Assessment (continued)

- For formal CAs, ensure there is no internet access and report any breaches of protocol.
- Give each candidate a copy of the JCQ *Notice to Candidates* (for controlled assessments) at the start of each CA and ensure that they understand fully the penalties incurred in the case of any kind of malpractice.

SENCO/additional learning support
- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Exams office staff will:
- Enter students for individual units as well as "cash-in" codes.
- Be responsible for receipt, safe storage and safe transmission, of confidential materials.
- Download and distribute mark sheets for teachers, and return these to exam boards.
- Arrange accommodation where CA can be carried out if it cannot be done in a classroom.
- Create, publish and update an internal appeals policy for controlled assessments.

ASSESSMENT: CMIS DATA ENTRY

At each Assessment Point HA requires the following data:
- Assessment grade (AP)
- Working At Grade (WAG)
- Year End Forecast Grade (YEFG)

Methodology:

Specific instructions will be distributed at each assessment point for KS3,4 and 5.

- APG- Evidence Based: complete an assessment that accurately measures both progress from the previous assessment and previous knowledge and skills in the subject. This should be completed in class except where Mock exams or end of year exams are scheduled. These will take place in the hall under full exam conditions

- WAG- A combination of previous assessments and this APG. Where appropriate coursework grades should be incorporated

- YEFG- Using your professional judgement forecast the grade you believe the student will achieve in the final exam. These forecast grades must be determined from accurate assessment data which can be cross-referenced to Appendix A Flightpath

HA will acquire this information from CMIS after each assessment point. For BTECs, staff will enter U, Pass, Merit or Distinction.

There are 5 Assessment Points per year:

Assessment Point	Year Groups	Mocks	Data Capture Windows	Full Subject Reports	Parental Consultation Evenings
Autumn 1	7-13		Weeks 5+6		
Autumn 2	7-13		Weeks 5+6		
Spring 1	7-13	Year 11 Full Mocks	Weeks 5+6	Year 11	Year 11 Year 10 Year 12+13
Spring 2	7-13	Year 11 Full Mocks	Weeks 4+5	Year 9 Year 8	Year 8+9 Options Evening
Summer 1	7,8,9,10,12	End of Year Exams 7,8,9,10,12	Weeks 6+7	Year 7 Year 10	Year 7 Year 8 Year 9

A Progress report will be sent to parents after each of the Assessment Points. See appendix C.

Year 11 – 2017 cohort: All GCSE grades will be letter based with the exception of English and maths which will use the new 1-9 numerical scale. For the calculation of Progress/Attainment 8, each grade has an associated points score according to the table below. At each assessment point, staff will enter into SIMs a year 11 forecast grade as a letter, with the exception of English and maths which will be entered as a number.

Grade	Points
A*	8.5
A	7
B	5.5
C	4
D	3
E	2
F	1.5
G	1

Year 10 – 2020 cohort: The majority of GCSE subjects will now be assessed on the new 1-9 scale; English language, English literature, maths, ancient languages, art and design, biology, chemistry, citizenship studies, computer science, dance, double science, drama, food, preparation and nutrition, geography, history, modern foreign languages, music physical education, physics, religious studies. Remaining GCSE subjects will be assessed using letters. For the calculation of Progress/Attainment 8, the associated points scores are the same as those used in 2017. At each assessment point, staff will enter into CMIS a year 11 forecast grade as a letter or number, depending upon how their course will be assessed at the end of year 11.

Years 9 & 8 & 7 – 2020 & 2021 cohorts: All GCSE subjects will now be assessed on the new 1-9 scale. At each assessment point, staff will enter into SIMs a year 11 forecast grade as a number.

REPORTS: WRITTEN COMMENTS

Writing Reports
Formal written reports are produced once a year for each student. They are the only written record a parent receives regarding their child's progress, other than the half-termly progress grades, and it is therefore vital that the reports give an accurate and comprehensive summary for the parents. The reports also reflect on their authors, so they should not contain spelling or grammatical errors, or other faults which would lower the parents' opinions of teachers.

Reports must be written by the published deadline and checked as they are written; it is very helpful to have a colleague look over your reports before the deadline in case there are typos or other howlers that can be weeded out before a final proofread. Some staff prefer to type reports into MS Word for checking before copying and pasting into the database because the word processing facilities help with accuracy.

Some useful tips and common faults:
- At HA, we use the term *students* rather than *pupils.*
- Comments need to be written in complete sentences, not just bullet point phrases.
- The student's full name should be used and it should be spelt correctly!
- The audience for the report is the parent, not the child, so reports should be written in the third person, not second.
- Avoid cutting and pasting comments between students – this often causes he/she inaccuracies, or name changes part way through a comment.
- Try not to write too much or too little; a good guide is about 40 words.
- Start with a positive comment and include some areas for improvement.
- Avoid comments that relate only to behaviour; the emphasis should be on learning.
- At HA, we call homework *home learning*. Reports should have a relevant comment on home learning.
- Do not write out a summary of the work covered this term/year (if you want to share this information with the parents use the VLE).
- Check that your verbal comments match the numerical data (e.g. if AtL is 1, the comment should not say the student needs to work harder!).
- Avoid using jargon or educational terms that parents won't understand.
- Make sure you use *practice* (noun) and *practise* (verb) correctly – if in doubt, ask!
- Avoid gratuitous capitals: subjects (maths, science etc.) do not need capitals unless they are a language (French) or acronym (ICT).
- Finally, each report should have the initials of the teacher who wrote it at the end of the comment.

A typical, well-written comment is shown below:

Douglas plays an active part in lessons. He has a good memory for vocabulary and could use the Vocabexpress website to develop this further. He must ensure that he has a good understanding of past, present and future tenses in French and that he

uses them in his own speaking and writing. He should ask for help when he needs it and must meet deadlines, especially those connected with controlled assessment and home learning. Xyz

Reports: Written Comments (continued)

The following statements are all from a **real** set of recent reports (names have been changed) and they illustrate pitfalls to avoid:

Report Comment	Advice
Currently studying for Archaeology in class. Core topics need to be recapped at home using revision guides and past papers. Needs to focus on CA practice as this is 25% of each GCSE. Try to attend revision session to improve test scores on the system. Practise makes perfect. HL: Home learning is fine	This comment is not written in complete sentences. The student has not even been named. The wrong form of practice is used. This comment needs re-writing as it is not acceptable.
Annie made some improvement when she was first put onto report, however, in recent weeks, she has fallen back into old patterns and does not show any motivation to work or complete classwork without being told numerous times to do so. Denise completes her Home Learning to a satisfactory standard.	The name change part way through this report suggests it has been copied and pasted from another student's.
Try to remember the content covered in the last lesson. Home learning is fine.	Clearly, this report is not acceptable; it is an instruction written to the student rather than the parent, and it gives no information about the progress the student has made. It is far too short.
Works really well, I would like her to contribute to class discussions more. Completes set home learning.	Another anonymous report, not written in complete sentences! Use of the word *set* implies there is home learning that is not set …
Bill is really trying and is making good progress. To improve he needs to be constantly reading over his notes and when presented with a source he needs to be able to write about what the source is not telling him. Normally completes HL to a good standard.	Apart from the age-old pun in the initial phrase, this is a better report. The grammar could be tidied to help it flow better: *"he needs to read over his notes constantly and…"* The last sentence needs a subject: *"Bill normally …"*
William has shown that he is capable of achieving his target grade as he usually tries to complete his work, although he often seeks assistance and lacks confidence in his abilities, with more practise and a positive attitude Billy will make better progress. Billy usually completes his Home Learning but it is not always handed in on time.	Incorrect practice, and the first sentence should be split into two so that it makes more sense. William's full name should be used throughout. Capitals are not needed for home learning.
Dennis has missed lots of lessons due to time out or not in attendance. The	This report shows that Dennis's attendance is 96.9%: is he truanting just

course requires 120 GLH of which he is falling off track. He must attend, because when he does, he performs well. He has completed Unit 1 and has made good headway into Unit 2. Attendance may be his downfall. This has been discussed between teacher and pupil.	these lessons (which should have been picked up long before reports were written)? GLH is jargon to parents, and the sentence is grammatically poor. The last sentence should read, *"I have discussed his attendance with him and … (outcome)"*.
Jordan needs to concentrate on the task at hand and look to analyse rather than just describe a product of service HL: Submitted on time, usually to standard.	Why not start with *"Jordan works well but he needs to …"*? The last sentence does not make sense: a high standard of home learning, or a poor standard?
Elouise is pleasant young lady who generally works well in lessons.	Is this it??!!

Student Progress: Involving Parents
Parents are crucially important in supporting the work of schools to make sure that their children progress in their learning as rapidly as possible. This involves supporting our rewards and sanctions system, monitoring students' planners to make sure extended learning is completed and communicating with teachers, especially if there is a problem with lessons or learning. The Academy will provide information to parents regularly to keep them informed about students' progress and provide opportunities for parents to discuss their children's progress with teachers. Parents are always welcome to contact the Academy if they have a concern.

Parent Consultations
All students receive a written report annually, but we also send home a report showing students' forecast grades on a half-termly basis.

Parent consultation evenings will offer the opportunity to speak with some of the students' subject teachers, as well as their tutor. Each year group will have at least one parent consultation evening.

Appendices:

Appendix A
Flightpath:

	Yr7	Yr8	Yr9	Yr10	Yr11			Yr7	Yr8	Yr9	Yr10	Yr11	
							120	4+	5+	7-	8-	9	A*
							119	4+	5+	7-	8-	9	A*
							118	4+	5+	7-	8-	9	A*
							117	4+	5+	7-	8-	9	A*
							116	4+	5+	7-	8-	9	A*
							115	4+	5+	7-	8-	9	A*
							114	4-	5	6+	7+	8	A*
8a							113	4-	5	6+	7+	8	A*
8b							112	4-	5	6+	7+	8	A*
8c							111	3+	4+	6-	7-	8-	A*
7a							110	3+	4+	6-	7-	8-	A*
7b							109	3	4	5	6	7+	A
7c							108	3	4	5	6	7+	A
6a	4+	5+	7-	8-	9	A*	107	3-	4-	5-	6-	7	A
6b	4-	5	6+	7+	8	A*	106	3-	4-	5-	6-	7	A
6c	3+	4+	6-	7-	8-	A*	105	2+	3+	4+	5+	7-	A
5a	3	4	5	6	7+	A	104	2+	3+	4+	5+	7-	A
5b	3-	4-	5-	6-	7	A	103	2	3-	4-	5-	6-	B
5c	2+	3+	4+	5+	7-	A	102	2	3-	4-	5-	6-	B
4a	2	3-	4-	5-	6-	B	101	2-	2+	3+	4+	5+	B
4b	2-	2+	3+	4+	5+	B	100	2-	2+	3+	4+	5+	B
4c	1+	2	3	4	5	B	99	2-	2+	3+	4+	5+	B
3a	1	2-	3-	3+	4+	C	98	1+	2	3	4	5	B
3b	Em2	1+	2+	3	4	C	97	1+	2	3	4	5	B
3c	Em2	1-	2-	3-	4-	C	96	1	2-	3-	3+	4+	C
2a	Em1	Em2	1+	2+	3+	D	95	1	2-	3-	3+	4+	C
2b	Em1	Em2	1	2+	3	D	94	Em2	1+	2+	3	4	C
2c	Em1	Em2	1	2	3-	D	93	Em2	1+	2+	3	4	C
1a	Em1	Em2	1-	2-	2+	E	92	Em2	1-	2-	3-	4-	C
1b	Em1	Em2	1-	2-	2	E	91	Em2	1-	2-	3-	4-	C
1c	Em1	Em2	1-	1+	2	E	90	Em1	Em2	1+	2+	3+	D
W	Em1	Em2	1-	1	1+	F	89	Em1	Em2	1+	2+	3+	D

Subject Leader Data Meeting – Review of AP

The purpose of this document is to review the progress of your students against their target grade and is for use after every even AP.

Subject:	HOD:	AP:

Year 7:

Class/teacher	% ≥2 sublevels below	% 1 sublevel below	% hit target grade	% exceeded target grade

9-5 target =   %
On track for 9-5 (achieving 1+ or above by EoY) =   %

KS3 summary:

Classes/ students underachieving	Points for celebration
What are the reasons for this?	*Supporting comments re strategies used*

Year 11:

Class/teacher	% ≥2 sublevels below	% 1 sublevel below	% hit target grade	% exceeded target grade

Whole cohort Grades 9-5 Target =   %   Whole Cohort Grades 9-5 Actual = %

3LOPS =   %   **Att8 Av Grade=**

KS4 summary:

Classes/ students underachieving	Strategies/Interventions
What are the reasons for this?	*Supporting comments re strategies used*

Stage 2 HOD Challenge and Review

Subject Leader Data Meeting – Review of AP
Challenge and Review Stage 2

Year 11:

Class/teacher	% Below Target	% On Target	% Above Target grade

Whole cohort Grades A*-C Target =   **Whole Cohort Grades A*-C Actual =**
Whole Cohort 3LOPS =   **Average Grade =**

KS4 summary:

Classes/ students underachieving	Strategies/Interventions
What are the reasons for this?	*Supporting comments re strategies used*

Stage 3 SLT Link Challenge with HOD

Challenge and Review
SLT and HOD Analysis

List the classes causing concern with Teacher initials and identify the nature of the concern ie Attainment and or Progress:

Identify the classes performing well with Teacher initials (Progress and or Attainment):

What strategies will you use or actions you will take in order to reduce the patterns of underachievement? Refer to the relevant classes and groups within your cohort.

Impact Analysis

Class	Target for next AP	Target met Y/N	Commentary

HOD _____   SLT _____

Date_____

Appendix C
Progress Report

HARBORNE ACADEMY
ASPIRE.BELIEVE.ACHIEVE

Attendance: 98%   Times Late: 0

(Attendance and punctuality from 07-09-2016 until 16-12-2016)

Subject	KS4 Target	Autumn2 Working At Grade	Autumn2 Forecast Grade	WAG on Target?
English	6-	7	8-	Above
English Literature	6-	6-	7-	On
Mathematics	8	8-	8+	Below

Subject	KS4 Target	Autumn2 Working At Grade	Autumn2 Forecast Grade	WAG on Target?
Chemistry	A	B3	B2	Below
History	A	B3	B1	Below
Photography	A	C2	B1	Below
Physics	A	B1	B1	Below

Banked GCSE

Subject	Year 10 Banked Grade
Biology	B
Computer Science	B

Banked Vocational

Appendix E
Progress Report Letter
Dear Parent/Carer,
Please find enclosed a Progress Report for your child. These will be sent home following each assessment round in order for you to be kept up to date with their progress. This will be approximately every 8 weeks.
English, English Literature and Mathematics are shown using the new GCSE grading system of 9-1, where 9 is the highest available grade. A good pass under this new system is defined by the government as being a grade 5. Each grade has subgrades as follows:
- + after the number means the grade is very secure, e.g. 5+
- no sign after the number means the grade is secure, e.g. 5
- - after the number means the grade is not secure, e.g. 5-

The other subjects are shown using the traditional system of A*-G for GCSE subjects and Pass, Merit, Distinction and Distinction* for BTEC subjects. Good passes here are a C for GCSEs and a Pass for BTECs. Again, each grade has subgrades:
- 1 after the grade means it is very secure, e.g. C1 or Pass1

- 2 after the grade means it is secure, e.g. C2 or Pass2
- 3 after the grade means it is not secure, e.g. C3 or Pass3

The tables show the target grade for this year, the Autumn2 Working at grade (where a student currently is) and the Autumn2 Forecast grade (the grade that is forecasted to be achieved in the final examination based on their current performance.)

Qualifications completed in Year 10 are shown at the bottom of the report.

You will have already received a letter inviting you to parents evening on Wednesday 11th January 2017. It is extremely important that you attend this meeting. Each teacher you will meet will be able to give you a detailed summary of how your son or daughter can make the necessary progress to achieve the best possible outcomes in their summer examinations.

Next week on Tuesday 10th, Wednesday 11th and Thursday 12th January our first Super Learning Days will take place for all our Year 11 students. These days are designed to achieve rapid progress across a number of subjects including English, Mathematics, Science, French, History, Geography and IT. Each student has a bespoke program to maximise their rapid progress.

Yours sincerely

Matt Bryan