

Harborne Academy Assessment, Recording and Reporting Policy

November 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, one full report for Y7 to Y10 and two full reports for Y11
- Student Progress reports are produced after three assessment points.

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 Target Grade – MEG);
- Measurement of teacher performance;
- Measurement of Academy performance;
- Certification of achievement.
- *A challenge target grade (CTG) will be shared with students; this will be one sub level higher than the MEG.*

An example of this is as follows, if the MEG grade of a student is a 4-, then the CTG will be 4

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 in line with HA marking policy;
- 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, PP, 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 SIMS;
- 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 SLT 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 do 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:
 - the students' work is their own;
 - plagiarism does not take place;
 - 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: SIMS DATA ENTRY

At each Assessment Point HA requires the following data:

- Assessment Point Grade (APG)
- Working At Grade (WAG)
- End of Year Forecast Grade based upon the WAG (FG)

Methodology:

Specific instructions will be distributed at each assessment point for KS3, KS4 and KS5.

- 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
- FG- Using your professional judgement forecast the grade you believe the student will achieve in the final exam of that academic year. 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 SIMS after each assessment point. For BTECs, staff will enter U, Pass, Merit or Distinction or Distinction*.

There are 6 Assessment Points per year:

Assessment Point	Year Groups	Mocks	Data Capture Windows	Full Subject Reports	Parental Consultation Evenings
Autumn 1	Y7 & Y12 baseline		Weeks 4 - 5		
Autumn 2	Y7-Y11 & Y13	Y11 &13	Weeks 9 -10 (Y7-Y9) Weeks 11 - 12 (Y11 - Y13) Weeks 12 - 15 (Y10)	Y10, Y11 & Y13	Week 14 (Y11 & Y13)
Spring 1	Y7 – Y12		Weeks 19 - 20 (Y11)		Week 17 (Y10 & Y12)
Spring 2	7-13	Year 11 Year 13	Weeks 21 - 23 (Y7, Y8 & Y10) Weeks 24 - 26 (Y11)	Y8 & Y11	Week 25 Y8 Options/Parents Evening
Summer 1	7,8,9,10,12		Week 28 - 29	Y9	Week 30 Y9
Summer 2		End of Year Exams 7,8,9,10,12	Weeks 35 - 37 (Y10) Weeks 34 - 35 (Y7)	Y7 & Y10	Week 36 (Y7)

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

Year 11 – 2018 cohort: The majority of GCSE subjects will now be assessed on the new 1-9 scale; English language, English literature, maths, art, biology, chemistry, citizenship studies, computer science, combined 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 point's scores are the same as those used in 2017. At each assessment point, staff will enter into SIMS a year 11 forecast grade (FC) as a letter or number, depending upon how their course will be assessed at the end of year.

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

Grade/Points
9
8
7
6
5
4
3
2
1
U

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 forecast grade as a number.

If the subject is a BETEC then the following grades will be entered.

Level	Qualification Grade		Points
Level 2	Distinction*	D*	8.5
	Distinction	D	7
	Merit	M	5.5
	Pass	P	4
Level 1	Distinction	D	3
	Merit	M	2
	Pass	P	1.25

REPORTS: WRITTEN COMMENTS

Writing Reports

Formal written reports are produced once a year for each student in Year 7 to Year 9. They are the only written record a parent receives regarding their child's progress, other than the 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.
- 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
- 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 Vocabulary express 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.

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 <i>set</i> 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: " <i>he needs to read over his notes constantly and...</i> " The last sentence needs a subject: " <i>Bill normally ...</i> "
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	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.

<p>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.</p>	
<p>Dennis has missed lots of lessons due to time out or not in attendance. The 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.</p>	<p>This report shows that Dennis's attendance is 96.9%: is he truanting just 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>I have discussed his attendance with him and ... (outcome)</i>".</p>
<p>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.</p>	<p>Why not start with "<i>Jordan works well but he needs to ...</i>"? The last sentence does not make sense: a high standard of home learning, or a poor standard?</p>
<p>Elouise is pleasant young lady who generally works well in lessons.</p>	<p>Is this it??!!</p>

PARENT CONSULTATIONS: OVERVIEW

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.

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.

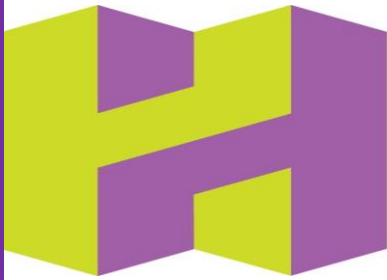
Appendices:

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

Appendix B
Challenge and Review



HARBORNE
ACADEMY
ASPIRE.BELIEVE.ACHIEVE

Year Challenge and Review Document – SLT and HOD Analysis

Subject:

Faculty Lead:

SLT Link:

Class	Staff	P8	9- 7%	9- 5%	9- 4%	9- 1%	Commentary

Class	Staff	P8	9- 7%	9- 5%	9- 4%	9- 1%	Commentary

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

Empty box for listing classes causing concern with Teacher initials and identifying the nature of the concern (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.

HOD _____

SLT _____

Date _____

Data Manager _____

Principal:

Date: _____.

Year 11 Report

Name: Joe Bloggs Form: 11J
 Attendance: 100% Number of lates: 4
 Behaviour Points: 10 Achievement Points: 25

Subject	Y11 MEG	Y11 FG	WAG	Y11 Mock	ATL
English <i>(Staff name)</i>	3	3-	2+	3-	A
Comment: <i>Joe is currently doing well in English. His creative writing is excellent; however, an area he could improve on is spelling. To improve in this area he should attempt to learn to spell 5 new words a week.</i>					
Maths <i>(Staff name)</i>	3+	4	3+	4	A
Comment: <i>Joe is currently doing exceedingly well in Maths. He has great mental math ability and is able to apply this to other areas in Maths. However, an area in which he needs to work is fractions.</i>					
Science <i>(Staff name)</i>	3-	3-	2+	3-	B
Comment: <i>Joe is currently on track in Science. He has a good understanding in most areas of the subjects covered so far. On some occasions he is known to go off task, but always gets back on track when told.</i>					
Drama <i>(Staff name)</i>	3-	2	2	2	C
Comment: <i>Joe is currently below in Drama. He does not participate much and does not seem to be engaged by the subject.</i>					

Form Tutor Comment:

Joe is a great pupil and seems to enjoy school. His attendance is fantastic; however, he has had a number of lates. He has got some positives recorded, but there are a few behaviour points. If Joe continues to have his positive behaviour in all lessons, he will achieve greatly. Joe is a pleasure to have in the form. Well done Joe!

Key

	Above target
	On target
	One sub-level below target
	Two or more sub-levels below target

ATL (Attitude To Learning)	Description
A	Excellent effort towards learning
B	Good effort towards learning
C	Satisfactory effort towards learning
D	Unsatisfactory effort towards learning
E	Requires a meeting with the teacher

MTG (Minimum Target Grade) is the grade the student has been targeted to achieve by the end of the academic year.

APG (Assessment Point Grade) is the grade awarded to the student based on a test or exam.

WAG (Working at Grade) is the grade the student is currently achieving and takes in to consideration their classwork, home learning and assessment/test grades.

FG (Forecast Grade) is the grade the student's subject teacher is predicting they will achieve by the end of the academic year if they continue with the same level of effort and attitude towards classwork, home learning, and assessments/tests.

PLEASE NOTE: If your child has three or more 'E' grades for their ATL, then a meeting will be required with the Progress Leader or Head of Faculty.

Appendix D

Progress Report Letter

Dear Parent/Carer,

Please find enclosed a Progress Report for your child.

All our subjects follow the new grading numbering 9 – 1, this has replaced the old legacy A* - G

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-

BETECs are assessed with the following grades: -

Pass, Merit, Distinction and Distinction* for BTEC subjects.

Yours sincerely