

Assessment, Recording and Reporting Policy

- a) This policy applies to all Trusts managed by Wootton Academy Trust (WAT)
- b) This policy was adopted by WAT in September 2016
- c) This policy was reviewed in **March 2019**
- d) The next review is July 2020

Lead member of Leadership Team:	Simon Frazer
Designated Special Education Needs & Disabilities Co-ordinator (SENCO):	Jessica Newman
Directors Committee:	Wootton Upper School LGB and Kimberley LGB
Designated Director for Curriculum:	Peter Haddon

Associated documentation:

Equal Opportunities
Curriculum Statement
Teaching and Learning Policy
Gifted and Talented Policy
Complaints Procedure

Updated: September 2018

OFSTED evidence for:

Introduction

WAT is committed to the principle that every child has individual needs, has an entitlement to access the full curriculum offer and be fully included in all aspects of the life of WAT, irrespective of ability, race, gender or need and should be respected and valued as individuals.

WAT will address the needs of different groups of learners and deliver high quality learning and teaching practices which will allow every learner to achieve their potential. Where required WAT will adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the organisation to enhance its ability to support all learners. WAT will seek to remove all barriers to learning and achievement.

Mission Statement

To support and challenge every learner at all times to achieve their personal best leading to improved life and career opportunities.

Trust Values

- **Excellence** outstanding student progress and achievement
- **Enrichment** education of the whole student
- **Independence** nurturing initiative in students' attitudes to learning
- **Opportunity** success regardless of background
- **Equality** a safe place to value and celebrate diversity
- **Community** students, staff, parents, governors, directors and other Local people working together
- **Partnerships** collaborative relationships with other organisations
- **Continuity** celebrating our traditions whilst embracing the new
- **Celebration** recognising student achievement
- **Integrity** in all that we do

These values are summarised by the Wootton Upper School Values of:

- **Aspiration**
- **Opportunity for all**
- **Belief in ourselves.**

Aims and Objectives

The aims of this policy and associated procedures are to ensure that:

- an inclusive approach to education is promoted at WAT
- high quality learning and teaching is promoted for all learners at WAT
- all students receive accurate and regular feedback on their classwork and/or homework
- learners with special needs and/or disabilities join in the activities WAT
- WAT meets its legal obligation to provide access to the curriculum for all learners whilst recognising their individual needs;
- all WAT staff are aware of the importance of appropriate feedback for all learners
- the policy takes account of the need for effective but not overly burdensome feedback
- all students receive regular reports home on the progress they are making at WAT

Rationale

Assessment is a dialogue between the teacher and the student and forms an important part of the rapport that should exist between teacher and student. Assessment and marking should praise work that has been done well and identify what needs to be improved and how that improvement can be achieved. The whole process must be

consistent and constructive to help all students make progress. Research by John Hattie states that feedback has an effect size of 1.13. This means that it has a significant impact on learner by promoting advanced learning and can contribute to a two grade leap in their progress. "Errors need to be welcomed" and when challenged to make improvements students will develop resilience in their learning and make significant progress.

1. Wootton Academy Trust believes that marking and reporting serves to:

- 1.1. Ensure that every student knows how well he/she is doing and understands what he/she needs to do to improve to achieve or exceed their target grade.
- 1.2. Inform every teacher so that they are equipped to make well-founded judgements about students' attainment, understand the concepts and principles of progression, and knows how to use his/her assessment judgements to intervene and design lessons to support students to achieve or exceed their target grade.
- 1.3. Inform every parent and carer on the progress of their son/daughter, what the student must do to improve and how they can support them and the school to enable the pupil to achieve or exceed their target grade.
- 1.4. Ensure that Wootton Academy Trust schools have in place structured and systematic processes for making regular and accurate assessments of students in order to track progress.

Marking and assessment

2. Frequency

- 2.1 At Wootton Upper School detailed formative feedback will occur in all subjects at least twice per half term.
- 2.2 At Kimberley College student work must be assessed fortnightly.
- 2.3 At both institutions class notes should be checked at least half termly for accuracy and quality of student notes.

3. Quality of feedback

- 3.1 Every time work is marked it should be initialled and dated by the person marking the work.
- 3.2 An Attitude to Learning grade will be given every time work is assessed. This must be recorded on the work. (See Appendix 1 for Wootton Upper School and Kimberley College criteria.)
- 3.3 **It is expected that detailed formative feedback following the WWW, EBI and MRI format will take place at least twice per half term.** This could be the outcomes of a homework task, a formal assessment, a practice exam question, student presentation or a sustained piece of writing. **At Wootton Upper School, all marking must be completed in green pen.**
- 3.4 The feedback must follow the What Went Well (WWW), Even Better If (EBI) and My Response Is (MRI) format. (See Appendix 2 for examples of quality feedback.) Appropriate characteristics of the statements are:
 - 3.4.1 **WWW:** There should be clear signposts of strength in the students' work or attitude to learning that links to the lesson objectives/success criteria. They should be refined to a maximum of two comments. They should not be comments on general effort. For example:
 - Good development of your argument – you have used a range of ideas and explained each well.
 - Excellent annotations around the image. They include good detail.
 - You have made good links between ideas. Good use of connectives.
 - You are more confident in the use of algebraic equations.
 - You are beginning to consciously craft your writing and are using more ambitious vocabulary.

3.4.2 **EBI:** These should be directed tasks that will lead to the progress of students learning. Specific actions are important to move forward the learning and engage students in the learning conversation. Aim to extend learning by incorporating higher order skills in the tasks and including a maximum of two constructive comments. For example:

- Develop your argument on the Christian view of war by including a quote.
- What would happen to the spit formation if the wind changed direction?
- Identify some disadvantages to create a more balanced argument.
- To what extent do you agree with that viewpoint? Justify your decision.
- Propose an alternative solution to the problem.
- What is the relationship between social class and occupation?
- A possessive apostrophe is used to show ownership e.g. the writer's intentions or the sky's clouds. Go back and correct these in your purple pen and write me a further example below.

3.4.3 **MRI:** The opportunity for students to respond to the EBI given. **This must be clearly evident within student work and must be completed in purple pen.** This could be by having a specific area on a worksheet or further work in an exercise book but should use a different coloured pen. At Wootton Upper School this pen colour must be purple. If the MRI does not meet the expected standard the student will be expected to revisit the MRI response.

3.5 It is important that appropriate reflection time is provided in lessons and within schemes of learning for students to respond to the feedback.

3.6 All teachers are a "teacher of language and mathematics". Spelling, punctuation and grammar mistakes need to be corrected in a balanced manner to ensure that this does not discourage the student. Students must be encouraged to correct spellings in an appropriate location.

3.7 Staff are required to use the same symbols when asking students to correct spelling and punctuation errors in written work. The language codes are:

sp	Spelling error	ww	Wrong word
p	Punctuation error	//	New paragraph
C	Capital letter missing/misused	/	New sentence
gr	Grammar error	?	Meaning unclear/writing illegible

In Modern Foreign Languages the following codes are also used:

Agree	Check you adjectives or articles agree with the noun
Connective	Insert or change a connective
Ending	Match you verb ending to your subject
Tense	Check that you have used the most appropriate tense
Conjugate	Your verb should not be an infinitive

For mathematics, confidence should be encouraged in the handling, manipulation and interpretation of data.

3.8 Assessment for learning practice is encouraged (see Appendix 3).

3.9 Use of self and peer assessment should be used as a tool to allow students to familiarise themselves with success criteria are to be embedded in schemes of learning. Clear assessment criteria should be provided to allow valid assessment and setting of areas of improvement. Students should sign and date when they

assess the work. It is recommended that this assessment is completed in a different colour pen, using highlighters, or a specific structured sheet to clearly signpost this practice. (See Appendix 4.)

4. Quality of assessment

4.1 To ensure accuracy of assessment and to the progress of students it is important to use four checks:

- 4.1.1 The national average benchmark – subject targets are to be set based on KS2 cohort performance against national expected outcomes for 9-4. We expect students to achieve significantly higher than the subject target.
- 4.1.2 Standardisation using ‘blind marking’ – where every teacher in the department will mark the same piece of work and assign a level or grade independently. Teachers then discuss these outcomes and reach a consensus about the grade awarded.
- 4.1.3 Standardisation using exemplars – provided by exam boards and from internal moderation.
- 4.1.4 External examiners and moderators reports – the comments of examiners should be noted and acted upon.

4.2 Formal assessment must be submitted by the deadline given to the exams team prior to the assessment week. These will be checked by SLT to maintain standards in the appropriateness and quality of assessment.

5. Monitoring of marking

- 5.1 Middle leaders will monitor the quality and frequency of tasks set by their team. This will be a regular discussion item on department agendas and a theme in work scrutiny. Examples of marking should be kept to provide a portfolio for consistency.
- 5.2 SLT will monitor the quality and frequency of homework through half termly frequency reports from Show My Homework and regular learning walks and work scrutiny.

6. BTEC assessment

Refer to the BTEC policy for the specific detail on marking and feedback.

Reporting:

7. The Wootton Academy Trust Assessment and Reporting Calendar will be published annually.

8. Target setting:

At the start of each academic year targets will be set by teachers in negotiation with the student. This target will be based on student estimated attainment 8 in English and Maths in Wootton Upper School and ALPs at Kimberley College.

9. Progress Points

- 9.1 Assessment information will be collected at calendared Progress Points.
- 9.2 There are three Progress Points for each year group which are evenly spread across the year and occur on a termly basis.
- 9.3 An assessment or mock week will end 8 working days before the deadline for data entry to SIMs.
- 9.4 Information collected at a Progress Point from teachers will include:
 - 9.4.1 Attainment – a working at grade or the outcomes of a recent mock assessment.
 - 9.4.2 Forecast – the teachers best professional judgement of the outcome of the student at the end of the course.

9.4.3 Attitude for Learning – an overview of the effort students have made over the period since the last Progress Point. This include class work, homework, contributions to class discussions, etc.

9.5 Deadlines must be met.

9.6 Grade sheets will also include information on overall attendance, commendations and consequences received since the start of the academic year.

9.7 This information is then sent home to parents as a grade sheet.

10. Report writing

10.1 All students will receive an end of year report that provides comment from all subjects studied.

10.2 The reports will include the following information:

- Progress made.
- Areas of strength and areas for improvement – this must include a reference to class work, homework and outcomes of assessments.
- A SMART target that outlines clear next steps that promote progress.

10.3 It is important that the comments do not contradict the attached attitude to learning grade given on the most recent grade sheet.

10.4 The reports will be written by the subject teacher responsible for the class and must be completed by the deadline set by the Assessment Team.

10.5 Reports will be moderated by the Head of Subject who will have four working days after the deadline to complete this moderation.

10.6 A sample of reports will be read by the Leadership Team.

10.7 See Appendix 5 for detailed guidance on report writing.

11. Parent Consultation Evenings

11.1 We will provide all parents with the opportunity to attend a subject based parent consultation appointment annually.

11.2 Appointments will be 5 minutes in length and will made using the Parent Evening Booking system which is administered by the Assessment Team.

11.3 One of the grade sheets will be published prior to the Parent Consultation Evening.

Responsibilities:

12. We all have a responsibility to provide high quality assessment that enables students to make significant progress in their learning.

12.1 The Board of Directors:

12.1.1 Ensuring that this policy is in place, is continually monitored and reviewed periodically

12.1.2 Encouraging, supporting and acclaiming good practice.

12.1.3 Ensuring that any complaints arising from the operation of this policy are dealt with in accordance with Wootton Academy Trust's Complaints Policy.

12.2 The Senior Leadership Team:

12.2.1 Implementing this policy.

12.2.2 Ensuring staff are aware of their responsibilities within this policy, eliciting their support for it and allowing them an opportunity to comment on its effectiveness.

12.2.3 Evaluating the quality and consistency of assessment, recording and reporting throughout the school.

- 12.2.4 Ensuring that the quality of reports on students' attainment and progress are of the highest quality possible before they go home or to any other external destination.
- 12.2.5 Monitoring the implementation of this policy and reporting to governors, periodically, on these matters.
- 12.2.6 Providing any relevant training for those with responsibilities in this policy.
- 12.2.7 Encouraging, supporting and acclaiming good practice.

12.3 The Assessment Team:

- 12.3.1 Coordinate, monitor and disseminate accurate data to all those with responsibilities in this policy.
- 12.3.2 Recommend good practice in terms of assessment, recording and reporting and provide training as required
- 12.3.3 Ensure that appropriate and up-to-date information is available to parents, students and teachers at the appropriate times of the year.
- 12.3.4 Provide opportunities to share and celebrate good practice, including the organisation with Progress and Pastoral Leaders of celebratory events.
- 12.3.5 Report to the Principal and Local Advisory Body periodically on assessment data and related issues at the school.

12.4 Middle Leaders:

- 12.4.1 Monitor the implementation of this policy by teachers working in the department and informing their line manager accordingly.
- 12.4.2 Lead within their department on matters relating to the maintenance and development of this policy.
- 12.4.3 Ensure that the quality of assessment, recording and reporting by their department is of the highest quality possible and includes student engagement in the process.
- 12.4.4 Ensure that all members of their department understand the target setting process and that they are responsible for ensuring that challenging targets are achieved.
- 12.4.5 Identify under-performing students in their subject and put in place interventions to address identified issues.
- 12.4.6 Liaise with Year Leaders and support staff about the performance of individual students and classes in their subject.
- 12.4.7 Encourage, support and acclaim good practice and performance within the department and by students.

12.5 Year Leaders:

- 12.5.1 Monitor the implementation of this policy by tutors and inform their line manager accordingly.
- 12.5.2 Review all centrally held data after each Progress Point to evaluate the progress of individual students and the year cohort as a whole, identifying subjects, sub-groups and individuals who are underperforming and support Heads of Subjects and class teachers in intervening.
- 12.5.3 Encouraging tutors to work with their tutees to reflect on their performance and set targets after Progress Points.
- 12.5.4 Using assessments to monitor students' progress and ensure that students are helped to reach their potential as shown by their end of year targets.
- 12.5.5 Encourage, support and acclaim good practice and performance by tutors and by students within the year group, including organisation of celebratory events.

12.6 Subject teachers:

- 12.6.1 Work to this policy and undergo relevant training at the request of the Principal.
- 12.6.2 Keep assessment records for each class throughout the academic year.
- 12.6.3 Engage students in the assessment process by implementing EBI and MRI strategies and providing reflection time in lessons.
- 12.6.4 Set aspirational target grades in negotiation with students.
- 12.6.5 Monitor the performance of every student in their classes against their targets and ensure that timely interventions are in place for under-performing students, if necessary with the support of other staff.
- 12.6.6 Enter data into SIMs for their classes as required and in a timely fashion.
- 12.6.7 Set and record accurate and regular assessments of students' learning including, where relevant, levels/grades and indicate to students the quality of their work, the progress they have made and what now needs to be done for them to move forward.
- 12.6.8 Reporting to parents, students and, where relevant, others in the manner and frequency stated in this policy and offer parents and students the opportunity to discuss student progress at consultation events.
- 12.6.9 Encourage, support and acclaim good practice and performance by students in their classes.

12.7 Tutors:

- 12.7.1 Monitor tutees' progress across the curriculum and support them in order that they achieve their potential.
- 12.7.2 Monitor centrally held data to identify students in their tutor group who are under-performing and support/coordinate/monitor any intervention measures put in place.
- 12.7.3 Providing, according to school policy, summative reports for parents of the highest possible quality on each of their students and discussing these with parents at parents' consultation events and when otherwise requested, at the discretion of the Principal.
- 12.7.4 Encourage, support and acclaim good practice and performance by their students.
- 12.7.5 Check homework diaries for entry of target grades.

12.8 Teaching Assistants:

- 12.8.1 Working to this policy and undergoing relevant training at the request of the Principal.
- 12.8.2 Assist the subject teacher in identifying under-performing students and contribute to the provision of effective learning support to individuals or groups of students.
- 12.8.3 Communicate with relevant teachers, information about SEND students to give a more complete picture about their progress.
- 12.8.4 Support the assessment, recording and reporting processes for assigned students including liaison with parents and others.
- 12.8.5 Encourage, support and acclaim good practice and performance by assigned students.

Appendix 1: Attitude to Learning grades**Wootton Upper School:**

4	<p>Completes all the work set and to a high standard. They are highly motivated, actively engaged in lessons and look for more challenging work. They listen attentively and make good contributions to class and group discussions. They work independently. They work well with others – offering support and help. Homework is submitted on time and completed to a high standard.</p>
3	<p>Completes all the work to a good standard. They show interest in their learning most of the time. They listen attentively and follow the instructions given. They are able to do some work independently. They work well with others in group and class activities. Homework is submitted on time and to a good standard.</p>
2	<p>Completes most work to a reasonable standard. They show some interest in their learning. They can listen to instructions and settle to tasks. They are able to work on their own with limited support. They can work with other students in group and class activities with limited disruption. Homework is not always submitted on time or has been completed to a reasonable standard.</p>
1	<p>Completes very little or no work. They are not motivated and show very little interest in their learning. They fail to listen or get on with their work. They do not keep on task – even when supported. They disrupt others learning. Homework is not submitted on time and is not completed to a good standard.</p>

Kimberley College:

4	<p>Completes all the work set and to a high standard. They are highly motivated, actively engaged in lessons and look for more challenging work. They listen attentively and make good contributions to class and group discussions. They work independently and completes independent research alongside reading around the subject area. Organisation is to a high standard with notetaking exemplary. They work well will others – offering support and help. Homework is submitted on time and completed to a high standard.</p>
3	<p>Completes all the work to a good standard. They show interest in their learning most of the time. They listen attentively and follow the instructions given. They are able to do some work independently with some structured independent research undertaken. Organisation and notetaking is to a good standard. They work well with others in group and class activities. Homework is submitted on time and to a good standard.</p>
2	<p>Completes most work to a reasonable standard. They show some interest in their learning. They can listen to instructions and settle to tasks. They are able to work on their own with limited support. Organisation and notetaking skills are limiting learning. They can work with other students in group and class activities with limited disruption. Homework is not always submitted on time or has been completed to a reasonable standard.</p>
1	<p>Completes very little or no work. They are not motivated and show very little interest in their learning. They fail to listen or get on with their work. They do not keep on task – even when supported. They do not take notes nor organise their work appropriately. They disrupt others learning. Homework is not submitted on time and is not completed to a good standard.</p>

Appendix 2: Examples of appropriate WWW, EBI, MRI tasks

Appendix 3: Assessment for Learning

'*Assessment for Learning*' (AfL), also known as "formative" assessment, takes place in the classroom and is about collecting and using information about a student's learning to improve that learning. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to that aim and how they can achieve that aim.

'*Assessment for Learning*' is central to effective teaching and learning. It is a process of forming an increasingly well-informed, rounded and reliable picture of an individual student's performance, to which the teacher can add their personal understanding of each child's disposition, style and learning history.

Good '*Assessment for Learning*' provides:

- **accurate** assessment – knowing what the standards are, judging students' work correctly and making accurate assessments linked to National Curriculum levels, GCSE and A levels standards as appropriate
- **fair** assessment – knowing the methods used are valid
- **reliable** assessment – ensuring that judgements are consistent and based on a range of evidence
- **useful** assessment – identifying barriers to student progress and using that information to plan and discuss the next steps in learning
- **focused** assessment – identifying areas of a student's learning where there are blocks to progression, which might benefit from, for example, one-to-one tuition.
- **continuity** of assessment, enabling better transfer between years, key stages and schools.

Key Characteristics of assessment for learning	Teaching strategies
<i>Sharing learning objectives with students</i>	<ul style="list-style-type: none"> • Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in language that students can understand. • Use these objectives as the basis for questioning and feedback during plenaries. • Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.
<i>Helping students to know and recognise the standards they are aiming for</i>	<ul style="list-style-type: none"> • Show students' work that has met criteria, with explanations of why. • Give students clear success criteria then relate them to the learning objectives. • Model what it should look like. For example, exemplify good writing on the board. • Ensure that there are clear, shared expectations about the presentation of work. • Provide displays of students' work, which shows work in progress as well as finished product.
<i>Involving students in peer and self-assessment</i>	<ul style="list-style-type: none"> • Give students clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus.

	<ul style="list-style-type: none"> • Encourage students to work/discuss together, focusing upon how to improve. • Ask students to explain the steps in their thinking: ‘How did you get that answer?’ • Give time for students to reflect upon their learning. • Identify with students the next steps in learning.
<i>Providing feedback which leads to students recognising their next steps and how to take them</i>	<ul style="list-style-type: none"> • Value oral as well as written feedback. • Ensure feedback is constructive as well as positive, identifying what the student has done well, what needs to be done to improve, and how to do it. • Identify the next steps for individuals and groups as appropriate.
<i>Promoting confidence that every student can improve</i>	<ul style="list-style-type: none"> • Identify small steps to enable students to see their progress, thus building confidence and self-esteem. • Encourage students to explain their thinking and reasoning within a secure classroom ethos.
<i>Involving both teacher and student in reviewing and reflecting on assessment information</i>	<ul style="list-style-type: none"> • Reflect with students on their work – for example, through a storyboard of steps taken during an investigation. • Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer). • Provide time for students to reflect upon what they have learned and understood and to identify where they still have difficulties. • Adjust planning, evaluate effectiveness of task, resources, etc. as a result of assessment.

Source: Association for Achievement and Improvement through Assessment

Appendix 4: Self and peer assessment strategies

At appropriate times, students should be asked to mark

- An agreed marking conduct should be discussed and displayed (e.g. listening, interruptions, confidentiality)
- Students need to be trained to pair mark through modelling with the whole class watching paired marking in action
- Students should alternatively point out what they like first, underlining with pencil and ruler/highlighter pen, and then suggest ways to improve the piece, against the learning intention
- The agreed success to improvement ratio should be followed to avoid over criticism
- Pairings should be best decided by the teacher
- Encourage a dialogue between students rather than taking turns to be teacher; they should discuss each other’s work together (e.g. I think this bit really shows what the character feels, what do you think?)
- A checklist can help students to peer assess work.

Priority should be given to how far the learning outcome criteria have been met. However other relevant points can be made where the student marker believes it will improve the learner’s work.

Appendix 5: Report Writing

WAT reports home to all parents at least three times per academic year. Two of these reports take the form of a 'grade sheet' which contains details of the students' attainment, Minimum Expected Grade (MEG) and Attitude to Learning. Some reports may also contain a forecast grade indicating their teachers' expectation for the end of the course.

Once per academic year, WAT will write a detailed report about each of the students in the school. This report will be sent home to families and a parents evening will be arranged so that the reports may be discussed with the students' teachers.

To ensure consistency of reports, we expect all staff to write reports so that;

- students are be addressed by their full Christian name(s)
- reports have a formal feel
- reports clearly highlight the positive aspects of the students learning
- areas for improvement are SMART (Specific, Measureable, Achievable, Realistic, Timed).

House Style**We need to use the following:****and not:**

Year 9

Year 9

Focused

Focussed (both are correct spellings but we need consistency)

and

&

"to go boldly"

"to boldly go" (avoid split infinitives)

Correct use of verbs: to practise the pianoto practice the pianoCorrect use of nouns: practice paperspractice papers

Correct use of apostrophes: Boys' rugby team

Boy's rugby team

James' work

James's work