Assessment & Reporting Policy

Status	**Non-Statutory**
Responsible Trustees' Committee	**Standards & Curriculum**
Date last approved by TB	**26/11/2021**
Responsible Person	**Mrs L Grace**
To Review Date	**November 2023**
Last Amended Date	**November 2021**

Rationale

The Sutton Academy is committed to providing relevant and timely feedback to students, both verbally and in writing. We believe the purpose of assessment, recording and reporting is to track student performance, analyse performance data and use this information to plan appropriate teaching and learning experiences whilst provide meaningful feedback on how to improve.

Aims

We aim to:
1. Compliment the Academy's challenging and academic curriculum through rigorous assessment designed to track students' progress and trigger intervention to ensure excellent outcomes for students.
2. Provide feedback from Summative Assessments so students and parents understand where their current position and what they need to do to improve.
3. Develop student's self-esteem through praise, positive reinforcement and valuing their achievements.
4. Create a dialogue which will encourage students to work towards aspirational targets.
5. To encourage students to become confident and independent learners by providing opportunities for peer and self-assessment (where appropriate)
6. Report to parents on how well their child is doing and what they need to do to improve.
7. Inform students on how well they are doing and what they need to do to improve.

Roles and Responsibilities

Trustees and Sponsors will:
- Support The Sutton Academy in delivering all aspects of this policy
- Ensure that this policy is regularly reviewed and updated as detailed in the school self-review schedule
- Determine budgets based upon student need and development plans
- Evaluate the effectiveness of this policy in practice.
- Support the Academy in the delivery of CPD related to assessment, recording and reporting.
- Support the Academy in the analysis of the effectiveness of assessment, recording and reporting.
- Support the Academy to adopt effective systems and practices

The Leadership Team will:
- Monitor and evaluate effectiveness in assessing, recording, reporting and rewarding students
- Inform the Trust Board on the progression of students, including those in receipt of the pupil premium, at regular specified points through impact reports.
- Ensure that assessment and progress is prioritised in all development planning, and that such plans link to The Sutton Academy Improvement Plan

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- Moderate the quality of assessments within faculties and the marking of assessments to ensure accurate data
- Provide effective staff induction arrangements and a CPD programme
- Support staff to continually develop assessment methods and systems
- Ensure that student- level assessment data are available centrally and can be easily accessed by all staff
- Produce an ongoing analysis of student performance data.
- Review this policy as part of the The Sutton Academy self-review schedule.
- Ensure that departments have sought appropriate external validation of assessment data.
- Ensure support is put in place for departments where assessment information has proven to be inaccurate

Faculty Leaders led by the designated member of the Leadership Team will:
- Identify assessment opportunities throughout the year and publish these in departmental trackers
- Moderate all internal and external assessments to ensure that all data is valid
- Consider the validity and/or limitations of assessment during internal reviews of the curriculum and student progress
- Keep up to date on educational initiatives connected to assessment, and cascade crucial information to colleagues
- Ensure that subject teachers use assessment information from progress analysis to plan appropriate learning tasks with targeted intervention through their annotated mint seating plans.
- Contribute to the identification of CPD requirements related to Assessments, Reporting, Marking and Feedback.
- Audit the use of assessment, recording, reporting and rewarding in their subject area
- Respond formally to the Academy's Leadership Team through their;
  - monitoring of assessment procedures
  - analysis of student progress development plans
  - performance management system
- Use estimates/predictions for individual students to form the basis of subject intervention and personalised targets
- Lead assessment and pilot new practices as well as managing those already established
- Ensure that internal assessments are externally validated at regular points throughout the year stipulated by ALT.
- Ensure marking of controlled assessments and coursework is internally moderated and externally verified
- Ensure that assessment data submitted incorporates the full range of components on each course (Exam components/ skills/ Controlled Assessments)
- Monitor the entry of assessment data so that all teachers meet deadline.
- Check data entry is complete for all classes and check for inconsistencies

Subject Teachers will
- Take part in the preparation of key assessments and standardise students work to ensure all data is valid and in line with other teachers in the department.
- Take part in CPD either as participant or a facilitator, with the aim of becoming a facilitator

- Keep up to date on educational initiatives connected to assessment
- Praise and reward student achievement
- Pilot new practices, as well as managing those already established
- Use the available data as part of their assessment records and target-setting
- Promote the use of peer-assessment and self-assessment
- Use assessment data from progress analysis to inform planning of learning through annotated mint seating plans.
- Share information about students' learning with relevant members of staff and parents
- Follow the Academy procedures for marking and rewarding students.

Parents/Carers will;
- Be encouraged to support The Sutton Academy to help their child to make measurable progress.
- Attend meetings with staff and be involved in discussing the attainment and progress of their child and in the setting of appropriate targets.
- Ensure that the Academy is provided with any relevant information that may affect progress.
- Support their child in developing high aspirations and celebrate their achievements, not just high attainment

Director of Operations will;
- Ensure individual student targets reflect achievable progress but also provides aspirational targets which continually academically push students
- Notify class teachers of when data entry window is open and entry deadline
- Remind class teachers of data entry at midway point in data entry window
- Notify Faculty Leaders 48hrs before data entry deadline of any classes not yet complete
- Ensure data is uploaded to SISRA/4Matrix within two working days of entry deadline. (Data Manager)
- Produce department data packs using SISRA/Stu Atkinson reports within two days of the data being published in SISRA
- Ensure SIMS marksheets are in place for each data point.
- Ensure data is uploaded to SISRA/4Matrix within two working days after the moderation window.

Students will;
- Be encouraged to reflect on how to improve their attainment and progress, and inform their teachers of any issues which may affect these
- Be expected to discuss their progress and targets
- Reflect on progress and comment on their attainment
- Attend, if appropriate, progress reviews and be involved in discussing their attainment and progress, and in the setting of appropriate targets
- Have high aspirations and expect their achievements to be celebrated
- Aim to become independent, self-motivated learners.

Section 1: Assessment across the key stages

The Assessment cycle for all Key Stages follow the process below:

Mini assessments are built into each teaching section. Assessments weeks are built into the school calendar for each year group and are formal, using the data to aid moderation.

Each Data Point is built around the three-part cycle of: Prepare, Assess and Intervention.

PART 1: PREPARE
During 'Prepare Week' students are fully briefed and prepared ready for their forthcoming assessment to take place the following week.

PART 2: ASSESS
This is the second part of the cycle where students complete assessment across their subjects. In some cases, for Y11 this will mean completing mock assessments under exam conditions.

PART 3: INTERVENTION
This is the final part of the assessment cycle when students review their performance correcting errors and misconceptions through allocated Work Improvement Time (WIT). Staff use the information provided not reflect on their teaching and update their annotated mint seating plans to determine how they will raise student attainment and develop CSI plans to target under performance of sub groups.

Section 2: Reporting to parents and students

Every student in Years 7-13 receives three reports home each academic year. The reports are designed through consultation to inform parents of:
- Their child's attitude towards learning,
- Enjoyment with home learning.
- The grades teachers feel they are capable of
- The grades their current effort is leading to
- The average Attitude to Learning grade (which compares AtL against the rest of the year group)

The report also includes a written feedback comment which provides the student with what they need to do to improve further.

Key Stage 3:

A range of assessment opportunities are designed to assess what the students know against the intended knowledge identified within the curriculum. Student performance in these assessments are tracked to inform a 'Working Towards Grade'. This gives an indication of what KS4 grade they are showing the potential to achieve. Parents can then compare this against their target grade to determine if they are on track.

Key Stage 4 & 5:

Formal assessments are designed which reflect the assessment the students will sit at the end of their courses. Performance in these assessments is used to inform a 'Current' and 'Predicted' grade in each subject. The Current grade shows what grade students would achieve if they were examined now. This grade is usually low at the start of Year 10 and 12 and increases as the student progresses through the course, allowing parents to track their child's improvement. The Predicted Grad is based on professional judgement from the class teacher and reflects the grade the teacher feels the student will achieve in their examinations at the end of year 11 or 13. Parents can then compare their prediction against their target grade to determine if they are on track.

Target Grades:

Target grades are calculated for each student by using previous starting point and national data sets.

For Year 7-11, students' performance in their KS2 Reading and Maths SATS is used against national Progress 8 data to determine what grades they would need to achieve to make positive progress. A stretch target is provided which can be changed so students continually push themselves.

For Year 12/13, students' performance in their KS4 examinations is used against national Value Added data to determine what grades they would need to achieve to make positive progress. A stretch target is provided which can be changed so students continually push themselves.