



# ASSESSMENT, RECORDING AND REPORTING POLICY 2016-17

Blackpool Aspire Academy

Mr JJ Woods Assistant Principal  
[john.woods@aspire.blackpool.sch.uk](mailto:john.woods@aspire.blackpool.sch.uk)



### **Aim and Purpose**

Assessments, reports and meetings with Parents and Students provide an opportunity to review Student Progress to date, to discuss strengths and weaknesses, areas for improvement and set targets for the future that work towards or go beyond Academy targets. They are a key aspect of the Academy improvement process. This document outlines the procedures for completing assessments, progress updates and how they relate Parents Evenings within the reporting process. The whole ARRA process is designed to enable Students, their Parents and their Teachers to know;

- What the students is aiming for
- Where they are now
- What they need to do to achieve their aim

### **Assessment Methodology**

Aspire Academy will operate a system which highlights whether students are 'on track' to achieve their targets. The on track assessment system works on the principal of all through assessment from Year 7 to Year 11. This model is constructed so that the underlying principles are the same in each academic year across the academy. The key underlying principal being that Aspire Academy will report whether a student is on track to achieve their ability related expectation at the end of each year. All key dates can be found in the 2016-17 ARRA Calendar (Appendix A).

### **Terminology**

This is the terminology which will be reported to parents and students at each data collection.

<b><u>Secondary age terminology and definitions</u></b>	
<b>Cause for Concern</b>	On track to be working well below <b><u>ability related expectations</u></b> by the end of the year.
<b>Below</b>	On track to be working below <b><u>ability related expectations</u></b> by the end of the year.
<b>On Track</b>	On track to be working in line with <b><u>ability related expectations</u></b> by the end of the year.
<b>Above</b>	On track to be working above <b><u>ability related expectations</u></b> by the end of the year.

Ability related expectations are appropriate in secondary as students are graded at final assessments.



**Methodology**

This methodology will be applied from Year 7 to midway through Year 10, at which point students will be provided with a specific target for each subject to assist in the completion of college applications. Reports home will still use an on track indicator in addition to grades.

1. Students will be placed into one of 4 ability bands for tracking purposes – High, Middle, Low and Foundation level ability – these are for internal use only and are not to be shared with students/parents. The scores used to select these groups will be reviewed regularly.

	<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3 and 4</b>
<b>High</b>	Baseline Score $\geq 106$	Scaled score $\geq 106$	KS1 Average Scaled Score $\geq 106$	KS2 Average (Re and Ma) Scaled Score $\geq 106$
<b>Middle</b>	Baseline Score 95-105	Scaled score 95-105	KS1 Average Scaled Score 95-105	KS2 Average (Re and Ma) Scaled Score 95-105
<b>Low</b>	Baseline Score 90-94	Scaled score 90-94	KS1 Average Scaled Score 90-94	KS2 Average (Re and Ma) Scaled Score 90-94
<b>Foundation</b>	Baseline Score $< 90$	Scaled score $< 90$	KS1 Average Scaled Score $< 90$	KS2 Average (Re and Ma) Scaled Score $< 90$

***Skills based subjects***

In subjects which are predominantly skills based or where previous data doesn't show a clear mapping to average KS2 prior attainment (in the first instance PE, Art and Performing Arts), middle leaders before data collection 1 in Year 7, will be given the opportunity to move the banding of students in these subjects either up or down by a maximum of 1 band through agreement with line managers.

At data collection 1 in Year 9, a review of all students whose bands have been adjusted in Year 7 will take place to ensure that aspirations remain high for the end of Year 11.

***Movement between bands***

Where a student is demonstrating that they are consistently above or consistently a cause for concern in a subject, the student may move bands within this subject area to a more appropriate band. This will be regularly reviewed, however, all band moves must be agreed with the Assistant Principal (Achievement) via recommendation through SLT links.

2. At both Key Stage 3 and 4, for each assessment cycle, staff will indicate whether students are on track to achieve the milestones for their ability band at each assessment cycle. A variety of examples of these are included in Appendix B. Each curriculum area defines their own criteria to determine whether students are classified as one of the four possible



categories. Curriculum area expectations can be, and often are, different for each prior attainment ability band. This means that it is possible for two students to be producing work of different depth and quality or achieve different scores on an assessment and both still be on track to achieve their targets. The core principal is whether, in the teacher's professional judgement, a student is on track to achieve the target grade range at GCSE level.

3. Moderation will take place to ensure that there is consistency within FCAT around the requirements for each statement and ability band – this will occur at two junctures in the year. The sessions will be for each subject and cover all year groups. This will be a holistic process and not around one particular piece of work.
4. For the purpose of forecasting attainment data (if required) the following table will be used to establish the appropriate ranges of each ability band. A flight path to assist with this mapping is included in Appendix C.

<b>Attainment Band</b>	<b>New GCSE Grade Potential</b>	<b>'Old' GCSE Grade Potential</b>
<b>High</b>	7-9	B-A*
<b>Middle</b>	5-6	C-B
<b>Low</b>	3-4	E-C
<b>Foundation</b>	1-2	G-E

E.g. A Y9 Middle Ability Student is reported as 'On Track', for the purpose of attainment calculations, this would indicate a forecasted grade of 5. This model is appropriate for larger cohorts rather than individual students.

5. This will be reported to parents at each data collection point, alongside a behaviour for learning grade for each subject and the potential grade range in each subject (for the end of Year 11).

### **Frequency of assessment reporting to Students and Parents**

All students and parents at the Academy will receive a progress update after each data collection, one of these will include written comments for each subject. Additional progress data will be recorded by teachers in SIMS, this will help them to make a judgement call over each on track decision. Updates will be posted home to parents, with opportunities for them to give feedback, within 2 weeks of the close of each data collection.

Students will complete their progress booklets during form-time in the immediate aftermath of each data collection. This will allow students to reflect on their successes and areas of further development and set individual targets for success

In addition, parents will be invited to attend one formal Parent's Evening with subject/class teachers each year (there will be two for Year 11). A second progress related evening for Year's 7-10 will be arranged with a specific focus. The specific details of each event are yet to be confirmed.



### **Examinations**

Students in Y7-10 will have examination periods defined where they will sit formal assessments. Students in Y11 will have two sets of pre public examinations per year, in addition to final public examinations.

Cognitive Ability Tests (CATs) will be used to establish a student's cognitive ability to assist with differentiation; these will be taken in year's 7 and 9.

Proof of Progress Tests will be used in Y7 and 8 to gauge a measure of the progress students are making in key stage 3, these will be assessed against national measures.

All students will complete reading age tests at least termly to provide an up to date reading age for staff.

### **Parents Evenings**

There will be at least one opportunity in each academic year for students to discuss Progress with teaching staff and parents. Students will use the most recent progress plan in their planners to prepare for this evening. It is expected that students attend these evenings along with their parents.

### **Protocol for written reports**

The following guidance protocols exist to assist staff with the production of written reports: -

- Full first names should be used except where a student has a preferred name in SIMS and parents have indicated that this is the name they wish the student to be called.
- In the first instance, Subject Teachers writing reports are responsible for the full writing process and product. This includes writing comments AND also proof reading and checking what they have written.
- Written Reports then go to Progress Tutors for their comments. It is essential for Progress Tutors to read all the reports of their Tutor Group to ensure familiarity with the progress Students are making.
- Whole School quality control measures must ensure that a high quality professional document, free from errors, is the final product. In order to ensure this happens, a member of the school wider leadership team will proof read the reports.
- Staff should not use abbreviations when completing written progress updates.



**Grades used in reports**

**Progress Grades**

The following grades are used to indicate whether students are on track to achieve their GCSE potential.

<b>Cause for Concern</b>	On track to be working well below <b><u>ability related expectations</u></b> by the end of the year.
<b>Below</b>	On track to be working below <b><u>ability related expectations</u></b> by the end of the year.
<b>On Track</b>	On track to be working in line with <b><u>ability related expectations</u></b> by the end of the year.
<b>Above</b>	On track to be working above <b><u>ability related expectations</u></b> by the end of the year.

**Behaviour for Learning Grades**

The following descriptors are used to award behaviour grades in each subject.

<b>Cause for Concern</b>	<ul style="list-style-type: none"> <li>Shows little interest in improving his/her understanding of the subject</li> <li>Reacts negatively to high challenge and expectation</li> <li>Often displays disruptive behaviour which impacts on learning</li> <li>Is often without appropriate equipment/kit/books</li> <li>Independent learning is a cause for concern. Work may be of a poor standard or rarely completed</li> </ul>
<b>Requires Improvement</b>	<ul style="list-style-type: none"> <li>Participates in most/all parts of the lesson</li> <li>Shows some interest in improving his/her learning but can be put off by challenging work</li> <li>Generally stays within his/her own comfort zone</li> <li>Is sometimes without appropriate equipment/kit/books</li> <li>Some independent learning tasks are not completed and those that are completed appear to be rushed or could have been done better.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>Is motivated to learn and make the most of every opportunity</li> <li>Asks questions to extend his/her own learning</li> <li>Learns from his/her mistakes and is beginning to show resilience</li> <li>Often shows the ability to work independently</li> <li>Manages his/her time and tasks effectively</li> <li>Shows a high level of commitment</li> <li>A small number of homework tasks are not completed on time</li> </ul>
<b>Outstanding</b>	<ul style="list-style-type: none"> <li>Displays enthusiasm and excitement for learning</li> <li>Explores issues, events or problems from different perspectives</li> <li>Controls and owns his/her own learning and demonstrates resilience</li> <li>Enjoys being creative and can develop alternative approaches</li> <li>Is prepared to take appropriate risks with his/her learning</li> <li>Displays an exceptional level of effort and commitment</li> <li>Independent learning tasks are consistently completed and of a high standard.</li> <li>Homework is always completed to a high standard</li> </ul>



## **Completion of reports**

### **Workload**

Staff are provided, via the ARRA calendar, with the dates for the completion of written reports at the start of the academic year. It is suggested that staff spread them out evenly over a period of time. Teachers are expected to record assessment in SIMS as part of their normal professional duties. These grades are automatically transferred to written reports.

### **Guidance**

Guidance for completion of written reports is included in appendix E.

### **Proof Reading**

The Assistant Principal (Achievement) will, at the start of each assessment cycle, review the arrangements for the proof reading of written progress updates and is responsible for ensuring that all progress updates are error free and contain clear, concise and quality progress information. The Assistant Principal will at the start of each year issue details to staff involved in proof reading showing what they should expect to receive and necessary deadlines for completion. The current cycle is outlined below: -

1. Staff complete written reports and are expected to proof read their own work. These can be printed for staff upon request to the data office.
2. SLT will each proof read a number of reports.
3. The Assistant Principal (Achievement) will moderate a sample of proof read reports to check for consistency.
4. Corrections will be given back to individual class teachers who are responsible for making sure changes are made.
5. Heads of Faculty will also be given an overview of the errors within their faculty.
6. At the end of each reporting period the Assistant Principal (achievement) will collate feedback from each member of the SLT as to the quality of the reports and the common errors. This information will be shared with staff to prevent future issues arising.
6. All Progress updates and reports will be posted home to parents/carers or distributed on Parent's Evening.



## Assessment, Recording and Reporting Policy and Procedures

### Appendix A – ARRA Calendar

	29/08/2016 (OPEN WED)	05/09/2016	12/09/2016	19/09/2016	26/09/2016	03/10/2016	10/10/2016	17/10/2016	24/10/2016	31/10/2016	07/11/2016	14/11/2016	21/11/2016	28/11/2016	05/12/2016	12/12/2016	19/12/2016 (CLOSE WED)	26/12/2016	02/01/2017	
<b>AUTUMN TERM</b>	Week 0	1	2	3	4	5	6	7	HALF TERM			8	9	1	2	3	4	5	CHRISTMAS	
	Data Entry	Exams to ACL	ACL EXAMS									DC1 ENTRY	DC1 to AC2		AC2 DC1					
	Year 7	CAT			Settle data	Par Eve 1														
	Year 8	CAT (CU)												Par Eve 1						
	Year 9	CAT (CU)											Par Eve 1							
	Year 10													Par Eve 1						
	Year 11	Launch eve					PPE 1 (DC1, IR)				Par Eve 1	DC1 DATA ENTRY Interim Report: Yr 7, 8, 9, 10								
<b>SPRING TERM</b>	Week 6	7	8	9	1	2	HALF TERM			3	4	5	6	7	8	EASTER				
	Data Entry			DC2 ENTRY		AC3				DC3 ENTRY Y11	DC2 TO AC4		AC4 DC3 Y11							
	Year 7				Par Eve 2							Mid Year Exams	Mid Year Exams							
	Year 8									Options Evening	Options Interviews	Mid Year Exams	Mid Year Exams							
	Year 9											Mid Year Exams	Mid Year Exams							
	Year 10		Yr 10 exams 1			Par Eve 2														
	Year 11	DC2 FR		DC2 DATA ENTRY Interim Report: Yr 7, 8, 9, 10, Full Report Yr 8		PPE 2				DC3 IR	Par Eve 2									
<b>SUMMER TERM</b>	Week 1	2	3	4	5	HALF TERM			6	7	8	9								25/07/2017
	Data Entry	DC3 ENTRY	DC3 TO AC5	ACS DC3								DC4 ENTRY	DC4 TO AC5	AC5 DC4						
	Year 7																			
	Year 8				Par Eve 2															
	Year 9																			
	Year 10			Yr 10 exams 2								DC3 DATA ENTRY Interim Report: Yr 7, 8, 9, Full Report Yr 10	Par Eve 2							
	Year 11				External exams															



Assessment, Recording and Reporting  
Policy and Procedures

Appendix B – Milestone example

Unit of Work		<u>Biology-Unit 2 Photosynthesis</u>				
What we are aiming to achieve		<p><u>How plants special adaptations help them survive and get what they need from the environment.</u></p> <p><u>Factors affecting photosynthesis. How water supplied to a plant is affected by the environment.</u></p>				
Milestones (the stepping stones to success)		<u>Milestone 1</u>	<u>Milestone 2</u>	<u>Milestone 3</u>	<u>Milestone 4</u>	<u>Skill Milestone 1</u>
<b>Assessment Criteria</b>	<b>F</b>	•	•	•		
	<b>Low</b>	<ul style="list-style-type: none"> <li>Use the word equation to describe photosynthesis</li> <li>Know chloroplasts absorb light and convert it to chemical energy</li> </ul>	<ul style="list-style-type: none"> <li>Understand that photosynthesis is an endothermic reaction</li> <li>Understand that plants respire and photosynthesise</li> </ul>	<ul style="list-style-type: none"> <li>Name factors that affect photosynthesis</li> <li>Identify the parts of leaf and their function.</li> </ul>	<ul style="list-style-type: none"> <li>Know the definition of diffusion.</li> <li>Describe how water travels in plants.</li> </ul>	<ul style="list-style-type: none"> <li>Describe experiments on the rate of transpiration.</li> <li>Recall the movement of sugars is called translocation.</li> </ul>
	<b>Middle</b>	<ul style="list-style-type: none"> <li>Recall and use the symbol equation for photosynthesis.</li> <li>Describe the use of light and chloroplasts in photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>Explain why plants carry out respiration.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the rate of photosynthesis can be increased.</li> <li>Describe how leaves are adapted for photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>Explain diffusion using the idea of particles.</li> <li>Describe adaptations in xylem and phloem.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the factors that affect transpiration.</li> <li>Describe how proteins and carbohydrates are transported in plants.</li> </ul>
	<b>High</b>	<ul style="list-style-type: none"> <li>Recall and use the balanced symbol equation for photosynthesis.</li> <li>Explain that chloroplasts absorb energy to drive chemical reactions.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the difference in gas exchange in plants during the day and night.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the effects of limiting factors on photosynthesis.</li> <li>Explain how the leaf's structure is adapted for photosynthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how substances pass in and out of cells.</li> <li>Explain adaptations in xylem and phloem.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the factors that affect transpiration.</li> <li>Explain how concentration gradients affect processes.</li> </ul>



**Appendix C – Key Stage 3 – 4 Flight Paths**

	Foundation	Low Ability	Middle Ability	High Ability
Above	4	5	7	9
On Track	2	3	5	7
Below	1	2	4	5
Cause for Concern	0	1	2	4

This indicates the grade students would achieve at the end of Year 11 for each ability band and for each on track indicator.



Appendix D – Progress Report Example

Student Progress Report	007923/8REG								
	<h1>Blackpool Aspire Academy</h1> <p><i>An Academy within the Fylde Coast Academy Trust</i></p>								
	<h2>Year 8 Cycle 3</h2> <p>Academic Year 2016 – 2017</p>								
	 <h3>Student Name</h3> <p>8REG</p>								
<h3><u>Attendance Details</u></h3> <p><i>attendance is recorded in ½ days</i></p>									
<table><tr><td>Total Possible Attendance to Date:</td><td style="border: 1px solid black; text-align: center;">268</td></tr><tr><td>Authorised Absences:</td><td style="border: 1px solid black; text-align: center;">6</td></tr><tr><td>Unauthorised Absences:</td><td style="border: 1px solid black; text-align: center;">0</td></tr><tr><td>Percentage Actual Attendance:</td><td style="border: 1px solid black; text-align: center;">97.8%</td></tr></table>		Total Possible Attendance to Date:	268	Authorised Absences:	6	Unauthorised Absences:	0	Percentage Actual Attendance:	97.8%
Total Possible Attendance to Date:	268								
Authorised Absences:	6								
Unauthorised Absences:	0								
Percentage Actual Attendance:	97.8%								
<h3><u>Conduct Summary</u></h3>									
<table><tr><td>Achievement Points:</td><td style="border: 1px solid black; text-align: center;">268</td></tr><tr><td>Behaviour Points:</td><td style="border: 1px solid black; text-align: center;">15</td></tr><tr><td>Net Conduct Points:</td><td style="border: 1px solid black; text-align: center;">253</td></tr></table>		Achievement Points:	268	Behaviour Points:	15	Net Conduct Points:	253		
Achievement Points:	268								
Behaviour Points:	15								
Net Conduct Points:	253								



007923/BREG <i>Student Progress Report</i>				
Subject	On Track Indicator	GCSE Potential	Behaviour for Learning	Teacher
<i>English</i>	On Track	5 - 6	Outstanding	<i>Mrs Teacher</i>
<i>Mathematics</i>	Cause for concern	5 - 6	Satisfactory	<i>Mrs Teacher</i>
<i>Science</i>	Above	5-6	Outstanding	<i>Miss Teacher</i>
<i>Design Technology</i>	On Track	5 - 6	Good	<i>Miss Teacher</i>
<i>Expressive Arts</i>	On Track	3-4	Good	<i>Miss Teacher</i>
<i>French</i>	On Track	5 - 6	Good	<i>Miss Teacher</i>
<i>Geography</i>	On Track	5 - 6	Outstanding	<i>Miss Teacher</i>
<i>History</i>	Above	7-9	Outstanding	<i>Mr Teacher</i>
<i>Computing</i>	On Track	5 - 6	Good	<i>Mrs Teacher</i>
<i>Physical Education</i>	Below	3-4	Good	<i>Mr Teacher</i>
<i>R.E/ Citizenship</i>	Above	5 - 6	Outstanding	<i>Mrs Teacher</i>

Attendance Explained:

100%	Fantastic!
95-99%	Well Done. Attendance over 95% is the expectation.
90-95%	Satisfactory but there could be cause for concern. Try to push above 95%
Less than 90%	You could be missing significant aspects of your learning. 90% attendance sounds high but represents half a school year of absence over 5 years!



### **Appendix E – Guidance for written reports**

- The only subjects to have capital letters are English and French as these are languages. All other subjects should have a lower case letter.
- Topics also should not have a capital letter (nor should exam components or the words 'target grade' within the body of the report) unless you are using them as titles. When used as a title they should have inverted commas like the title of a book.
- Please check acronyms – E.g. 'GSCes'
- The child's name should be used more than once in the report.
- Never start a paragraph with a pronoun - he, she, it, they etc.
- Check the child's name is correct throughout the report.
- If copying and pasting (which should be avoided) check gender.
- Do not include a description of the course content unless you are commenting on the child's ability in it.
- Names of texts should be in inverted commas or italics.
- Do not write about yourself in the third person - i.e as 'the teacher'.
- 'Practice' is a noun and 'practise' is a verb. Think of them like advice and advise.
- Apostrophes - the team's captain (one captain, one team)
  - the teams' captain (one captain, two or more teams)
  - the teams' captains (two or more captains, two or more teams)
- Plurals do not have apostrophes.
- Check 'quite' and 'quiet'
- The report is to the parent not the child so avoid 'Well done!' type comments.
- Use Ariel 11 font.
- Include a target at the end. This should be SMART. 'Keep it up' is not a target.
- Be aware of the literacy skills of the parent, particularly with EAL children. Similarly don't overuse technical or subject specific terminology which the parent may not understand.
- Don't refer to students as a 'lovely young lady' or 'nice lad'.
- The tutor report should reflect on the whole report, not just how they have been in form,
- Avoid comma splicing - you cannot join sentences with comma even if the ideas are linked..
  - E.g. Tom has made a great effort this year, he has made good progress. (Wrong)
  - Tom has made a great effort this year and has made good progress. (Correct)
  - Tom has made a great effort this year; he has made good progress. (Correct)