St. Patrick's Academy

Assessment & Reporting Policy

2020-2021

Rationale

At St. Patrick's, we believe that assessment is a vital part of every student's learning journey and it is the key to enabling effective partnership working between staff, pupils and parents to ensure that every student makes significant progress throughout each academic year.

We are committed to improving educational outcomes for every student across all ability ranges and key stages and feel this can best be achieved through:

- ☐ high quality teaching and learning which is tailored to the individual learner;
- ☐ positive partnership working (using Assessment for Learning) with students to help them achieve their learning goals;
- ☐ regular assessment to map progression and identify learner needs;
- ☐ consistent reporting and communication with parents to support each individual learner and maximise his/her potential for success.

<u>Key Stage 3 (Years 8-10)</u>

September Baseline Assessments

- ☐ Progress in English (PTE), Progress in Maths (PTM) and Cognitive Ability Tests (CAT4) will be used to map each student's skills, potential and learning style at the beginning of each year. Each child will be expected to make significant progress in relation to this starting point as he/she progresses through the academic year.

- ☐ This information will be used by Faculty Heads and Subject Leaders and Subject Teachers to inform curriculum planning where course content, resources, schemes of work, lesson plans, etc. will be tailored to meet the needs, aptitudes and interests of every learner. Baseline data will also be shared with pupils and parents to encourage consistent progress.

- ☐ Pupil Attitudes to Self and School (PASS) data will also be used to understand our learners better and to help build each student's confidence in their own ability.

- ☐ SEN and IEP data will be used extensively to support each student with SEN and to formulate subject-specific learning plans designed to encourage and support all learners to achieve their learning goals. Access Arrangements will be in place to support each student through the assessment and examinations process. These arrangements will underpin all assessment routines in the school.

Interim and Formal Assessments

There will be four points of assessment in each academic year and these will be used to map and evaluate progress and to work in partnership with pupils and parents to review learning targets and enhance progress.

Planned Assessments

Month	Assessment Type	Report Type
September	Baseline Assessments	Computerised report detailing PTE and PTM scores as well as CAT4 stanines.
October	Interim Assessments	Computerised report containing grades and tracking progress.
December	Formal Examinations	Computerised report containing grades, tracking progress and comments from teachers in relation to progress and improvement.
April	Interim Assessments	Computerised report containing grades and tracking progress.
June	Formal Examinations	Computerised report containing overall attainment grades and end of year tracking progress.

Key Stage 4 (Years 11-12)

September Baseline Assessments
- ☐ Cognitive Ability Tests (CAT4) and Key Stage 3 results for Communication, Using Maths and Using ICT will be used to map each student's skills, potential and learning style at the beginning of each year. This information will be used to inform each student's GCSE target grade in his/her chosen subjects.
- ☐ Each student will be expected to make significant progress in relation to this starting point as he/she progresses through the academic year.
- ☐ This information will be used by Faculty Heads and Subject Leaders and Subject Teachers to inform curriculum planning where course content, resources, schemes of work, lesson plans, study routines, homework tasks and continuous assessments will be tailored to meet the needs, aptitudes and interests of every learner.
- ☐ Baseline data will also be shared with pupils and parents to help each student set and achieve/exceed his/her target grades.
- ☐ Students' GCSE targets will also be shared with the CEAIG advisor who will work with each student to plan career pathways for Post-16.
- ☐ Pupil Attitudes to Self and School (PASS) data will also be used to understand our learners better and to help build each student's confidence in their own ability.
- ☐ SEN and IEP data will be used extensively to support each student with SEN and to formulate subject-specific learning plans designed to encourage and support all learners to achieve their learning goals. Access Arrangements will be in place to support each student through the

assessment and examinations process. These arrangements will underpin all assessment routines in the school.

Interim and Formal Assessments
There will be four points of assessment in each academic year and these will be used to map and evaluate progress and to work in partnership with pupils and parents to review learning targets and enhance progress. The final point of assessment for Year 12 will be in April 2018 as they will complete external examinations for all GCSE subjects between May and June 2018 and these results will be available in August 2018.

Planned Assessments

Month	Assessment Type	Report Type
September	Baseline Assessments	Computerised report detailing CAT4 stanines and GCSE target grades for each subject.
October	Interim Assessments	Computerised report containing grades and tracking progress.
December	Formal Examinations (including External Modular Examinations)	Computerised report containing grades, tracking progress and comments from teachers in relation to progress and improvement. Where external examination results are expected, the grade input will show P* for pending. Modular results will be printed and given to pupils as they arrive.
April	Interim Assessments	Computerised report containing grades and tracking progress.
June	Year 11 Formal Examinations (including External Modular Examinations)

Year 12 External Examinations | Computerised report containing overall attainment grades and end of year tracking progress.

Available in August 2018 |

Key Stage 5 (Years 13-14)

September Baseline Assessments
☐ This information will be used to inform each student's AS/A2 target grade in his/her chosen A level / Level 3 subjects. Baseline information will be formulated using C2Kni Chance Predictions software that will predict chance grades based on students' GCSE grades and NI Attainment Averages.

- ☐ Each student will be expected to make significant progress towards his/her target grades as he/she progresses through the academic year.
- ☐ This information will be used by Faculty Heads and Subject Leaders and Subject Teachers to inform curriculum and course planning where course content, resources, schemes of work, lesson plans, study routines, homework tasks and continuous assessments will be tailored to meet the needs, aptitudes and interests of every learner.
- ☐ Baseline data will also be shared with pupils and parents to help each student set and achieve/exceed his/her target grades.
- ☐ Students' AS/A2 targets will also be shared with the CEAIG advisor who will work with each student to plan further and higher educational pathways as well as employment opportunities.
- ☐ Pupil Attitudes to Self and School (PASS) data will also be used to understand our learners better and to help build each student's confidence in their own ability.
- ☐ SEN and IEP data will be used extensively to support each student with SEN and to formulate subject-specific learning plans designed to encourage and support all learners to achieve their learning goals. Access Arrangements will be in place to support each student through the assessment and examinations process. These arrangements will underpin all assessment routines in the school.

Interim and Formal Assessments
There will be four points of assessment in each academic year and these will be used to map and evaluate progress and to work in partnership with pupils and parents to review learning targets and enhance progress. The final point of assessment for Years 13 & 14 will be in April 2018 as they will complete external examinations or final portfolio work for all AS/A2 and Level 3 Vocational courses between May and June 2018 and these results will be available in August 2018.

Planned Assessments

Month	Assessment Type	Report Type
September	Baseline Assessments	Computerised report detailing target grades for each subject.
October	Interim Assessments	Computerised report containing grades and tracking progress.
December	Formal Examinations / Mock AS/A2 exams / Formal Unit results for Level 3 Portfolio work	Computerised report containing grades, tracking progress and comments from teachers in relation to progress and improvement.
April	Interim Assessments	Computerised report containing grades and tracking progress.
June	External AS/A2 Examinations External Verification of Level 3 Vocational Courses	Available in August 2018

Key Purposes of Assessment and Progress Tracking

- ☐ To evaluate the effectiveness of the learning and teaching process and to facilitate continuing improvement;
- ☐ to provide constructive feedback to pupils on their progress. Feedback that is clear, informative, timely and relevant to students helping them identify areas of their work which they find challenging;
- ☐ to provide feedback to teachers and parents on pupils' progress;
- ☐ to provide data from which reports can be written on pupils' progress and achievements;
- ☐ to improve the quality of current curricular provision;
- ☐ to encourage habits of **effective time management**, developing the independent learner.

Assessment Guidelines

- ☐ Heads of Faculty, Subject Leaders and Subject teachers should carefully consider all pupil baseline data to inform curriculum and course planning, schemes of work, lesson planning, differentiation and planning for achievement.
- ☐ Departments should use common assessment tasks/tests, plus common marking and standardisation procedures to ensure consistent judgements about pupils' level of attainment.
- ☐ When constructing assessment tasks departments should take account of previous levels of attainment in order that progression is easily demonstrated. Periodic review of pupils' performance should be used when evaluating and planning teaching programmes and schemes of work.
- ☐ Unlocking potential and securing student achievement and success is a core value of our school therefore regular and consistent monitoring of achievement for all learners is an integral part of our assessment practice. Faculty and Departmental teams will reflect on learner progress at team meetings (following each assessment cycle) and will work together to develop strategies to improve assessment outcomes for students. Year Heads will also review progress for all students in their year group and will work in partnership with Faculty Heads, Subject Leaders and Subject Teachers, pupils and parents to support individual pupil progress.
- ☐ Student progress will be further supported through the consistent use of AfL (Assessment for Learning) which will enable all students to take an active role in their own progress and to become highly adept at using formative feedback, agreed success criteria and negotiated learning intentions to improve skills, knowledge and performance.
- ☐ Departments will annually review the assessment material being used, ensuring a focus is on quality rather than quantity. In advance of a new academic year HODs must submit an updated copy of departmental assessment schedules to the linked Senior Teacher responsible for Assessment in each faculty.

St. Patrick's Academy has agreed policies and procedures for:

- ☐ Using data to establish baseline starting points and to set stretching and appropriate targets for each individual learner
- ☐ Using Assessment for Learning strategies to encourage students to take ownership of their progress and success targets
- ☐ Using attainment data and SEN data to improve outcomes for every student
- ☐ Using Access Arrangements data to ensure that every learner's individual assessment needs are met in line with JCQ requirements
- ☐ Reporting to parents.

☐ Formative assessment (Learner feedback on work and continuous monitoring using tracking on SIMS).
☐ Summative assessment (Winter & Summer examinations)

All teachers follow these procedures, which are monitored by Subject Leaders, Heads of Faculty, SLT Link personnel and Senior Teacher responsible for Assessment. The procedures are evaluated against the purposes for assessment, recording and reporting.

Methods of Assessment

Students should be assessed using a variety of forms (written, IT tasks, presentations, oral, graphic, role-play, music etc.) that are relevant to measuring skills and progress in each subject. The focus and objectives of the planned assessments will be made clear and will be linked to curriculum and course requirements for attainment. Each student will have the opportunity to evaluate his/her performance and the performance of his/her peers using clear success criteria. Each student will use assessment to set personal targets for improvement and will also avail of the support of his/her subject teacher to review goals, targets and immediate actions.

Formative (Continuous Monitoring using Tracking and Individual Target Setting)

☐ This assessment follows a schedule which ensures assessment tasks are distributed throughout the year and recorded within the SIMS pupil tracking system. Each department will identify common, standardised tests/assessment tasks and these will be embedded within the schemes of work. This schedule is reviewed annually by each Subject Leader and Faculty Head.

☐ Class work and homework tasks should take a variety of forms depending on the topic. This work should be regularly inspected and marked by the teacher who will provide formative feedback in line with the school's AfL and marking policies. Some work should allow for pupils' self-assessment and samples of work may be kept in the departments as evidence of a pupil's progress.

☐ Pupils written work and the quality of marking and feedback will be monitored at Faculty meetings with a view to sharing good practice and identifying improvement strategies to raise attainment. The schedule for monitoring will be clearly identified in the school's annual schedule for Quality Assurance.

☐ Interim assessments involve standard assessment tasks based on topics studied and will be carried out at the agreed timeframes specified in the assessment schedule for each Key Stage.

☐ Prior to the assessment pupils should be made aware of the learning objectives to be assessed so that they can prepare effectively. The completed and marked assessments may be retained in pupils' folders in the department. All subject teachers have a responsibility to record and store marks, making them available for Subject Leaders, Faculty Heads, Year Heads and SLT by uploading the most recent data on SIMS (Tracking).

Summative (end of term and year exams)

☐ Year 11 will sit internal examinations in the Winter and Spring Terms. They will also be complete external GCSE examination modules at key intervals in the academic year. All students will be given an official examination timetable for their external exams as well as a timetable for their winter and summer mock exams.

☐ Year 12 will sit Mock GCSE examinations in the Winter Term and external GCSE examinations in May/June.

☐ Year 13 & 14 will sit Mock AS/A2 examinations in the Winter Term and external AS/A2 examinations in May/June. Level 3 Vocational course students will make final unit portfolio submissions at both intervals and results will be final assessment marks.

☐ Years 8, 9 and 10 will sit internal examinations in the Winter Term and end of year examinations at the end of the Summer Term.

Procedures
☐ There will be a parent information session at the start of each academic year for each Key Stage group during which assessment procedures will be communicated to parents/guardians.
☐ There will be an **annual parent - teacher meeting** for each year group.
☐ There will be regular reports throughout the year which are computer generated using assessment manager and are linked to the Tracking system on SIMS.
☐ The schedule of reports has been outlined for each Key Stage in previous pages of this document.

Monitoring and Evaluation
☐ Each teacher should monitor student progress, regularly reviewing those who are underachieving and identifying support structures and actions needed.
☐ Subject Leaders and Heads of Faculty should oversee this process, regularly monitoring the student progress within their subject area. Departmental and Faculty meetings should include professional dialogue which identifies this group of students and also involves 'sharing of good practice' regarding practical ways to support these students.
☐ Each subject department should monitor and evaluate its assessment and marking procedures for each year group. Departmental meeting time is used for moderation of work.
☐ Subject Leaders should communicate concerns and agreed actions to Heads of Faculty and the relevant pastoral Year Head.
☐ An annual review of the Assessment and Reporting policy will be carried out by SLT and the Senior Teacher (Data & Assessment)

Appendix 1: Who Does What? Principal and SLT

The SLT have a duty to ensure that the school meets statutory requirements in relation to assessment, including the setting of targets. They also evaluate the impact of assessment on improvements in learning.

SLT and Senior Teacher Responsible for Assessment /Data
- ☐ Key roles in the analysis and interpretation of performance data and in developing effective assessment practice across the school
- ☐ Lead annual review of whole school assessment policy
- ☐ Identify assessment priorities in the SDP
- ☐ Identify staff development needs
- ☐ Ensure assessment systems are manageable and that assessment data is effectively gathered and collated
- ☐ Disseminate assessment information throughout the school
- ☐ Support colleagues in using assessment data
- ☐ Ensure statutory assessment & reporting requirements are met
- ☐ Ensure department assessment policies are in line with school policy, are up to date and are regularly reviewed
- ☐ Support subject leaders in ensuring that schemes of work identify appropriate assessment opportunities
- ☐ Check departments carry out procedures to agree standards and, where appropriate, samples of moderated work
- ☐ Provide robust support and challenge for their linked faculties in ensuring best attainment outcomes for pupils

SENCO and SEN Specialist Teachers
- ☐ Liaise with other staff to identify pupils with SEN and assess their specific needs
- ☐ Ensure that effective communication is established between the SEN department, Subject Teachers, Subject Leaders, Heads of Faculty, Heads of Year, Form Tutors and SLT
- ☐ Work with other staff to advise on appropriate assessment methods and differentiation strategies for pupils on the SEN register
- ☐ Monitor and evaluate performance data for pupils on the register
- ☐ Oversee provision and support for students with SEN at all stages within the Code of Practice
- ☐ Work in partnership with pupils and parents by discussing attainment, progress and learning targets at scheduled review meetings
- ☐ Ensure appropriate Access Arrangements are in place for examinations and assessment in co-ordination with the Examinations Officer and other relevant staff

Head of Faculty /Subject Leader
- ☐ Develop an assessment policy in line with the whole school policy
- ☐ Use baseline assessment data to effectively plan courses, schemes of work, lessons and assessments to meet the diverse needs, strengths and interests of the pupils in each year group and class group
- ☐ Ensure schemes of work include clear learning intentions and a range of strategies for assessment within the subject

- ☐ Ensure the focus within the classroom is on Assessment for Learning
- ☐ Develop and agree common assessments for each key stage with built in standardised assessment and marking criteria
- ☐ Analyse and interpret data with the subject teachers to monitor standards and set appropriately challenging targets
- ☐ Use data to review the curriculum with the subject teachers
- ☐ Ensure progress towards targets is regularly monitored
- ☐ Liaise with SENCO if students are still struggling after support strategies have been implemented
- ☐ Report to SLT on standards

Subject Teacher
- ☐ Implement Assessment for Learning within the classroom
- ☐ Enable pupils to develop the skills of peer and self assessment
- ☐ Identify pupils in need of support/liaise with Subject Leader and Head of Faculty
- ☐ Use an agreed range of assessment methods and techniques in line with departmental policy
- ☐ Record pupils' progress
- ☐ Review evidence and finalise teacher assessment
- ☐ Implement school based and/or external tests
- ☐ Contribute to departmental discussion on performance data
- ☐ Report to parents on pupil progress, attainment, next steps

Head of School & Head of Year
- ☐ To review evidence and direct pastoral teams to effectively use the data to inform mentoring, target underachievement and the need of additional support from the SEN Department
- ☐ To use PASS data to target pupils with low self-esteem and low confidence in their own ability
- ☐ Lead pastoral team discussion on performance data and outline action plans
- ☐ Assist pupils in need of support, communicating effectively with the SENCO and SEN Department
- ☐ Enable pupils to develop the skills of Self Review through mentoring and target setting
- ☐ To liaise with Subject Teachers and Leaders to identify underperforming students and to devise remediation strategies in partnership with parents
- ☐ Ensure progress towards targets is regularly monitored
- ☐ Report to parents on overall pupil progress, attainment, recommending next step;
- ☐ Ensure information is available for the next Year Head

Form Tutors
- ☐ Review evidence within reports and use data to mentor effectively;
- ☐ To use PASS data to mentor and support students with low learner confidence and/or low self-esteem
- ☐ Enable pupils to develop the skills of Self Review through Target Setting;
- ☐ To discuss career goals and help pupils to set achievement goals based on attainment data and career aspirations
- ☐ Support pupils with SEN, communicating effectively with the SENCO and SEN Department
- ☐ Contribute to pastoral team discussion on class attainment data and implement agreed action points
- ☐ Ensure progress towards targets is regularly monitored and followed up through consistent mentoring and discussion