



# CASTLE MANOR ACADEMY ASSESSMENT AND REPORTING POLICY



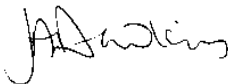
We work hard



We are kind



We are PROUD

Date Approved	November 2018
Signed	 (Chair of Local Governing Body)
Name	Justine Dawkins
Minuted	November 2018
Date of Next Review	July 2020

## **Assessment and Reporting Principles:**

We will

- Create personalised and appropriate assessment opportunities reflecting individual subject needs
- Communicate with parents in a timely and effective manner
- Improve the accuracy and reliability of data
- Enable teachers and leaders to use the collected data
- Separate the exam preparation needs of KS4 from directing assessment and reporting at KS3
- Reduce workload

---

### **Assessment**

#### **How does the school know that students know what they're expected to?**

Across the school, and in every lesson, formative assessment will be used to test the learning that has taken place, diagnose areas to improve and identify next steps for learning and the curriculum. Summative assessment should be designed and set at timely intervals that are appropriate for each individual subject's curriculum.

#### **What are students expected to know and by which point?**

Each subject creates and defines their own department's assessment calendar (see appendix 1). The department, as curriculum specialists, decide what is being assessed, how it is being assessed, where this is being recorded and when it is being collected. This design and autonomy is critical in ensuring the relevance of assessments and the appropriateness of data collected for each individual subject area. Each department's assessment calendar is reviewed annually and can be found as appendices to this policy.

Twice a year, data drops for KS3 will take place. At KS4, centralised data drops take place termly. The data collected should be a summative, cumulative assessment of the curriculum covered in the year (or, if appropriate, the Key Stage) to date.

In addition, Years 7-9 continue to complete the GL assessments (comparative attainment assessments across the Unity Schools Partnership). This is at the beginning of the year for Year 7 and end of the year for Years 7-9, in English, maths and science. These provide the school and the Trust with a 1-9 grade for each student that benchmarks their attainment against peers nationally. This then tracks their progress year-on-year and provides information about their strengths and weaknesses. This will also be sat by any mid-year admissions so that the school can achieve an accurate baseline, monitor their progress and compare to peers.

**What does the school do when it finds out students do/don't know what they're expected to?**

Assessment data is utilised by the teacher and the Team Leader to identify if students are secure, whether they can move on, or if additional teaching is required. These directly inform the teaching and learning taking place in the classroom on a daily basis. Moreover, staff utilise Question Level Analysis from KS2 SATS, GL assessments and end of year assessments to inform intervention in the Autumn term; QLA from mid-year assessments to inform intervention from January onwards.

Data Drop	Open for input	TL check	What is the data?	For whom?	What will happen to it?
DD1	October	October	GL assessments	Y7	Internal use only: Used as a baseline to track progress; reported to USP to compare schools' Y7 cohorts; used by TL to identify students to support and challenge.
DD2	5 Nov - 10 Dec	10-12 Dec	Current attainment; Mock exams; PPG.	Y11	Published to students and parents on Dec 13 (Mock Results Day). Used by AL and TL to identify students to support and challenge. Reported to USP.
DD3	3-11 January	14-17 January	Current attainment (year to date) taken from summative assessments	Y7-10	Internal use only: Informs RC target tracker. Used by AL and TL to identify students to support and challenge.
DD4	11 Feb	11-13 Mar	Current attainment; Mock exams; PPG.	Y11	Results shared with students as soon as TL clears the results; Reported to USP.
DD5	7 <sup>th</sup> May	20-23 May	Current attainment (year to date) taken from summative assessments	Y10	Used by TL to support intervention in Y10; Reported to USP. Shared with parents through RC2.
DD6	May	Mid June	PPG	Y11	Reported to USP; Used by CLT and TL to analyse accuracy of predictions.
DD7	24 Jun - 10 Jul	10-15 July	GL assessments; End of year summative assessments	Y7-9 Y7-10	Published to parents by 18 <sup>th</sup> July; used by TL to review curriculum and intervention needs for Autumn term.

## Reporting

Information will be reported home on a termly basis, accompanied by a newsletter of the year group's achievements from the Achievement Leader and a contribution from each form tutor.

Each Report Card will collect:

- Attendance data
- Behaviour points
- Reading age score (KS3)
- Student attributes:
  - Effort
    - This is a judgement on how much effort the student is applying to their studies. The teacher will need to select if the student displays consistently high effort; the expected effort; or the below expected effort.
  - Target tracker
    - This asks the question is the student on track to reach their end of year target? Using the formative and summative assessments to date, the teacher will need to select if they are 'at risk' (Student is at risk of not meeting their target grade.); 'secure' (Student is on track to attain their target grade); 'extending' (Student is likely to extend beyond their target grade).
  - Home learning
    - This is a reflection of the student's learning outside the classroom and the standard to which they consistently submit their home learning tasks on time. The teacher will need to select if they go above and beyond what has been set by their teachers; complete all home learning tasks to the best of their ability; or whether work is not submitted on time, indicates lack of care, or does not reflect the ability of the student.
  - Quality of written communication
    - This is a reflection of the student's ability to: write with neat handwriting; use accurate spelling, punctuation and grammar; present their work neatly using appropriate equipment. The teacher will need to select if the written work is written neatly with highly accurate spelling, punctuation and grammar; presents work neatly and writes with good spelling, punctuation and grammar; or whether the presentation of written work is not consistently good, or it is difficult to understand because of errors in spelling, punctuation and grammar.
- There will be no written comments on any report cards because of an annual parents' evening for each year group.

Report Card	Open for input	TL check and teacher changes	Published to parents	What happens with this information?
RC1	29th Oct - 8 Nov	8-14 November	15 Nov	Effort and home learning analysed by AL; target tracker, QWC and home learning analysed by TL.
RC2	11 Feb - 1 Mar	7-13 March	14 Mar	
RC3	20 May - 5 June	6-12 June	13 June	

Parents' Eve	Date
Year 7	2 <sup>nd</sup> May
Year 8	20 <sup>th</sup> June
Year 9	22 <sup>nd</sup> November
Year 10	21 <sup>st</sup> March
Year 11	10 <sup>th</sup> January and 4 <sup>th</sup> April

## Appendix 1: Department Assessment Policy and Calendars

- English
- Maths
- Science
- History
- Geography
- PSRE
- Computing
- Art and photography
- Performing arts (music, drama, dance)
- Food
- PE
- MFL

## Appendix 2: Exceptions to the reporting rules

- Target tracker is not completed for Year 7 numeracy or KS3 Physical English and maths as this is assessed through their core maths and English lessons.
-