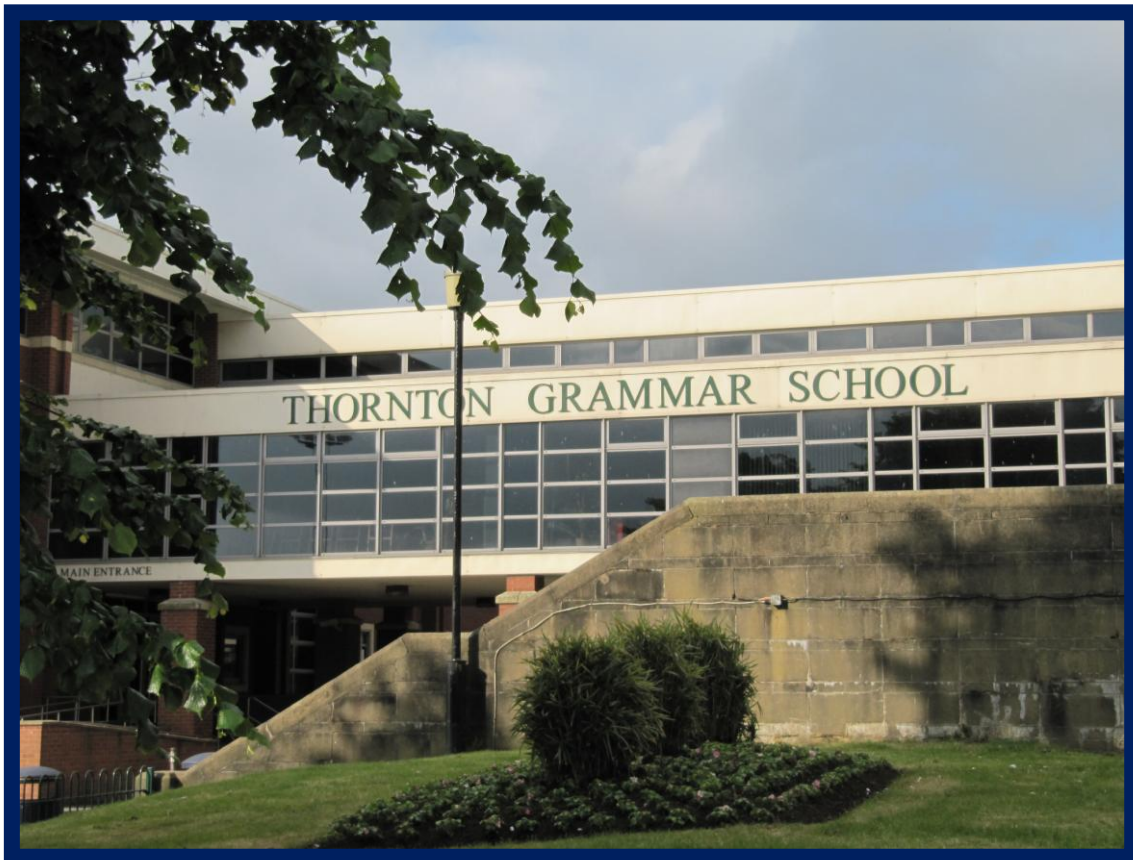


Thornton Grammar School

Assessment, Recording, Reporting and Academic Tracking Policy



ASSESSMENT, RECORDING, REPORTING & ACADEMIC TRACKING

RATIONALE

The aim of this policy is to ensure that the school's processes of assessing, recording and reporting are consistent within and between departments and are easily understood by all stakeholders.

AIM

To raise attainment by assessing attainment of students on entry to the school.

- By setting challenging targets for all students based on prior attainment and base line data.
- By matching learning and teaching provision to students' individual needs.

To raise attainment by assessing attainment of students within school.

- By regularly measuring the performance of students against targets and bench mark data.
- By identifying progress and underachievement.
- By providing regular information and data to parents/carers about academic progress.
- By comparing school performance targets set for attainment and the performance of schools nationally.
- By providing information for stakeholders, governors, Local Authority and relevant parties.

STRATEGIES

Assessment is a continuous process, which is planned and developed as part of the schemes of work in every subject within the school. It is based upon both subjective and objective measures. Each department is responsible for implementing a schedule for the recording of 'assessment', which is specific to its own needs and requirements. Accuracy of teacher assessments will be regulated by standardising opportunities for subjects. Individual tracking information will be collated centrally and administered by the Assessment Manager, working alongside the Assistant Headteacher ic. Assessment, Achievement Managers and Heads of department, at times dictated by the ARRAT policy. ***Heads of Department must report standards achieved by all students, as directed by the monitoring and evaluation (QA) policy.*** Predicted Key Stage 3 and 4 grades are to be established at the beginning of each Key Stage. The Assessment Manager will ensure that this information is added to the individual student tracking data. Interim progress checks will be issued to parents/carers each term, showing current National Curriculum Level/grade (sub divided), target, attendance information and an evaluation of progress. The purpose of the interim progress check is to enable staff to review progress and identify targets for improvement, and parents to be updated with progress on a frequent basis. Full reports will be issued to parents/carers once per year. Progress reviews with students and parents/carers will be based on the information contained within the tracking system and will form the basis of a discussion aimed at motivating and supporting students.

ROLES & RESPONSIBILITIES

Assistant Headteacher (Examinations, Assessment and Data Management)

- To provide clear direction for the Assessment Manager
- To keep the ARRAT policy under review and monitor its effectiveness.
- To monitor, review and improve the student tracking process.
- To ensure that standards of assessment meet national and school expectations and awarding body criteria.
- To ensure that the ARRAT schedule is effectively maintained and its effectiveness monitored.
- To prepare in appropriate formats, data relating to student performance in external and statutory tests to meet school expectations.

Heads of Department

- To establish a structure for assessment which conforms to school policy and the schedule of assessment.
- To provide information for the Senior Leadership Team/Achievement Managers as outlined in the ARRAT schedule.
- To ensure that schemes of work incorporate appropriately levelled or graded tests and/or activities.
- To develop amongst teachers in the department expertise in the use of differentiated assessment to motivate students and raise levels of attainment.
- To ensure that student coursework and portfolios are up to date and inform Achievement Managers and the Senior Leadership Team of students causing concern.
- To provide adequate opportunities for students to catch up with work deadlines using effective intervention strategies.
- To use split levels/grades.
- To provide an appropriate variety of types of assessment.
- To maintain high standards of accurate reporting within the department.
- To implement policies for assessment in line with guidance in the National Curriculum, and provide effective learning opportunities for all students.
- To ensure teachers in the department follow a consistent marking policy.

Teachers

- To be familiar with the school assessment system
- To use the assessment structure established by the Head of Department
- To assess students regularly and use the data created to inform learning and teaching

Achievement Managers

- To be fully familiar with the school assessment system and use it to monitor progress of students in the year group
- To work with the Assistant Headteacher and Assessment Manager to improve the use of data
- To work with Heads of Department and Teachers using the assessment information created in order to facilitate student progress

Form Tutors

- To be conversant with the academic progress of students in their form.
- To work with their Achievement Managers and appropriate teaching staff in order to monitor and facilitate progress
- To review student progress as outlined in the ARRAT schedule.
- To develop expertise in the procedures and principles of individual student review.
- To ensure the effective operation of the ARRAT process as outlined in the schedule.
- To contribute to the development of the ARRAT process.

Students

- Are encouraged to operate a process of 'self-review' via:
- Knowledge of expected learning objectives and success criteria.
- Understanding of assessment cycle and process.
- Evaluative comments.
- End of topic reviews.
- Peer assessment.
- Engagement in the Student Review process.
- Assessment for Learning Opportunities.

Parents

- Are provided with regular progress updates and are invited to be fully involved with the process of raising achievement.
- Are encouraged to attend target setting and review days twice a year

TRACKING SCHEDULE

Year 7

Term 1

KS2 SAT results.

NFER

Provisional KS3/4 targets set using FFT and NFER

KS3 tracking commences.

Student/Parent review

Interim report to parents/carers showing end of KS3 target level, current level and “Traffic Light” assessment of progress.

Term 2

Term 2 levelled tests/assessment for learning activities/projects assessment.

Progress Review – traffic lights comparison against baseline data.

Use of sub levels

Interim report to parents/carers.

Term 3

Term 3 levelled tests/assessment for learning activities, project assessment.

KS3 Targets reviewed by the subject leaders.

Full report to parents/carers.

TRACKING SCHEDULE

Year 8

Year 8 Term 1

Levelled tests/activities using assessment for learning and project assessment.

Interim report to parents/carers showing termly assessment of current levels, target levels and attendance, using split levels.

Year 8 Term 2

Progress review against term 1 levelled tests/activities using assessment for learning.

End of term interim report to parents/carers showing assessment of current levels, target levels, attendance issued at student review.

Year 8 Term 3

Levelled tests/activities using assessment for learning. Full report to parents/carers showing yearly assessment of current levels, target levels, attendance, and computer generated teacher comments reviewing progress over the year. KS3 Targets reviewed by the subject leaders.

TRACKING SCHEDULE

Year 9

Year 9 term 1

Levelled tests/activities using assessment for learning and project assessment. Interim report to parents/carers showing termly assessment of current levels, target levels, attendance, using split levels.

Term 2

Levelled tests/activities using assessment for learning and project assessment. Interim report to parents/carers showing termly assessment of current levels, target levels, attendance, using split levels.

Full written report to parents/carers showing assessment of current levels, target levels, attendance, and computer generated teacher comments reviewing progress in preparation for options choices.

Term 3

KS3 examinations. SATs used for core subjects. Teacher Assessments and KS3 test results reported to parents/carers. GCSE language examination.

TRACKING SCHEDULE

Year 10

Term 1

KS4 statutory targets set using Fischer Family Trust. Interim report to parents/carers including KS4 prediction and academic progress.

Term 2

GCSE Examinations in Science. Interim report to parents/carers including KS4 prediction and academic progress.

Term 3

GCSE Mathematics Module taken. GCSE Science units, including resits. Year 10 internal examinations for all other subjects. Full report to parents/carers showing current levels, target levels, attendance, and computer generated teacher reviews of progress throughout the year.

TRACKING SCHEDULE

Year 11

Term 1

Parent/student review (STAR Day) using year 10 full report, current levels, target levels, attendance and effort levels. Year 11 mock examinations. Interim report to parents/carers including KS4 prediction and academic progress.

Term 2

Estimated GCSE grades calculated and targets monitored. Full report to parents/carers giving current levels, target levels, attendance, and computer generated reviews of progress throughout the year. Student Parent evening.

Term 3 Tracking continues until study leave begins.

DFES REQUIREMENTS

Schools must send at least one written report each year showing:

- Student progress in all National Curriculum subjects.
- Attendance record.
- NC assessment and test results including a school and national comparison.
- Public examination results at KS4.
- Arrangements for parental consultation.

TRACKING SCHEDULE

Year 12

Term 1

Targets set using a combination of ALPS and ALIS. Interim report to parents/carers.

Term 2

Targets monitored. End of term interim report to parents/carers.

Term 3 Tracking continues until study leave begins.

Year 13

Term 1

Targets set using a combination of ALPS and ALIS. Interim report to parents/carers. Year 12 results reviewed.

Term 2

Targets monitored. End of term interim report to parents/carers.

Term 3 Tracking continues until study leave begins.