



Assessment and Reporting Policy

Person(s) responsible for updating the policy	Vice Principal (Assessment Lead)
Date approved	October 2020 (Pending)
Approved by	Local Governing Body
Period of review	Every 3 years
Status	Non-statutory

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1. Introduction

- 1.1 A clear assessment policy, including any associated systems and procedures, are essential in order to provide students, teachers, leaders and governors with a clear picture of the progress that students are making at school as well as highlight areas of development at individual, subject and whole-school levels.
- 1.2 Well-planned assessment is a powerful tool in driving improvements through setting challenging targets at all levels.
- 1.3 At Springwest Academy, our robust assessment practice supports us in ensuring that our students leave the school at the end of Year 11 with the qualifications they need in order to successfully pursue their next steps. It also allows us to have a clear picture of students' needs so that appropriate interventions and support can be swiftly put in place.

2. Scope and Purpose

- 2.1 This policy should be read in conjunction with the Teaching and Learning Policy and the Curriculum Policy. It is relevant for all teaching staff and teaching assistants at Springwest Academy.
- 2.2 Schools have been responsible for developing their own internal assessment systems since the removal of national curriculum levels in 2014. The Department for Education's guidance on '[Assessment Principles](#)' (2014)¹ outlines three principles of effective assessment systems. It states that such systems should:
 - give reliable information to parents about how their child and their school is performing;
 - help drive improvement for students and teachers;
 - make sure the school is keeping up with external best practice and innovation.
- 2.3 In line with this guidance, our Assessment and Reporting policy aims to:
 - provide clear guidelines on our approach to formative and summative assessment;
 - establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents;
 - clearly set out how and when assessment practice will be monitored and evaluated.

3. Target Setting

- 3.1 Student targets at Springwest Academy will always be aspirational but achievable.
- 3.2 On admission to the school, students are allocated a GCSE target grade that we expect them to achieve by the end of Year 11. This is not shared with students at this stage. We calculate grades using the FFT20 estimate (Fischer Family Trust achievement in the 20th percentile). This is an aspirational, but achievable, GCSE grade that considers each student's prior (KS2) attainment as well as their social context.
- 3.3 Where students do not have prior attainment data on admission to the school, we will set their target based on the following internal data: reading age, spelling age, non-verbal reasoning test result, most recent assessment results.

¹ Department for Education (2014), 'Assessment Principles',

<<https://www.gov.uk/government/publications/assessment-principles-school-curriculum>>

- 3.4 Where a student’s FFT20 target is calculated to be lower than Grade 4, we will continue to support them to achieve at least a Grade 4 as this is the grade that is attributed to a ‘standard’ GCSE pass.
- 3.5 Ofsted has made it clear that they will not use internal assessment data as evidence when forming judgements about the effectiveness of a school during Section 5 or Section 8 inspections of schools.
- 3.6 To ensure that we can track student progress in a meaningful way that supports students to achieve their GCSE target grade at the end of Year 11, we allocate students a target range in years 7 to 10 where the lower end of the range is the FFT20 target.
- 3.7 For a student in Year 7 whose FFT20 target is calculated as Grade 5, this will be the lower end of their target range. The higher end of the range will be the FFT20 grade plus one. Their target range will therefore be 7.5-7.6 where the ‘7’ denotes the year group and the numbers following the decimal denote the GCSE target range.
- 3.8 Below is an example of a student’s target profile from Year 7 to Year 11.

Student Target Profile Example	
Year 7	7.6-7.7
Year 8	8.6-8.7
Year 9	9.6-9.7
Year 10	6-7
Year 11	6 or above

- 3.9 If a student in Year 7 is producing work at KS3 grade 7.6 then they are likely to achieve a Grade 6 at GCSE. If they then produce work at KS3 grade 8.6 when in Year 8 then they are making progress as they are still likely to achieve a Grade 6 at GCSE. We know that progress is not linear so we feel it is appropriate to generate a target range as opposed to a rigid target. At the start of Year 11, we will take into account the progress that the student has made between years 7 and 10 in order to select an appropriate target grade that the student will work towards - the FFT20 target or higher.
- 3.10 We do not expect KS3 students to know their targets as we believe that this would result in a fixed mindset for students and place a possible cap on aspirations. We believe that high-quality teaching and an aspirational mindset will lead to positive outcomes for all students, regardless of their starting points. At KS4, students will have a better understanding of the concept of the minimum GCSE target and can continue to work towards exceeding this.

4. Assessment

- 4.1 Assessment at Springwest Academy takes the form of both formative and summative assessments and are designed to help drive improvements for students and teachers. We are guided by the principles set out by the Education Endowment Foundation’s publication on [‘Assessing and Monitoring Pupil Progress’](#)².
- 4.2 Formative assessment allows the teacher to see the progress a student is making and offer feedback or adjust their teaching in order to best support that student with learning.
- 4.3 Summative assessment provides a snapshot of student achievement and helps teachers and leaders to identify any gaps in knowledge or provision so that they can put interventions in place accordingly. It is not expected that students sit regular summative assessments simply to provide grade. This would represent a poor use of lesson time that could be devoted to supporting learning and would unnecessarily increase teacher workload.
- 4.4 Our assessment practice is underpinned by the cognitive principles set out in the Deans for Impact publication on [‘The Science of Learning’](#)³, placing a particular focus on interleaving, memory recall and motivation to support students to learn and retain new information, as well as understand that success involves sustained hard work.
- 4.5 The table below sets out the frequency, type, medium and purpose of the different forms of assessment that we use to drive improvements to student outcomes.

Frequency	Type	Medium (not exhaustive)	Purpose
Every lesson	Formative	<ul style="list-style-type: none"> ● Teacher questioning ● Student-teacher dialogue ● Verbal feedback ● Short quizzing 	To support students to meet the aims of the lesson through retrieving past learning and building new knowledge.
Every 3-5 lessons	Formative	<ul style="list-style-type: none"> ● Mastery quizzes ● Self-assessment ● Peer-assessment 	To support students to recall previous learning and help them to fill any knowledge gaps.
Every half term	Formative	<ul style="list-style-type: none"> ● Best work draft ● Whole-class feedback ● Best work completion ● Student reflections 	To give students the opportunity to apply their knowledge and produce their best work following teacher feedback.
3x a year	Summative	<ul style="list-style-type: none"> ● Progress checks ● Whole class feedback ● Reports to parents ● Student reflections 	To provide a current snapshot of student achievement, identify any gaps in knowledge or provision and put interventions in place accordingly.

² Education Endowment Foundation (2019), ‘Assessing and Monitoring Pupil Progress’, <https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/>

³ Deans for Impact (2015), ‘The Science of Learning’, https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf

5. Progress Checks

- 5.1 Students complete a Progress Check Assessment three times each year (Cycle A, B and C) where we will assess their learning at different points in the academic year.
- 5.2 The suggested sequencing of these assessments is set out in the table below.

Progress Check 1	100% of Cycle A		
Progress Check 2	35% of Cycle A	65% of Cycle B	
Progress Check 3	20% of Cycle A	20% of Cycle B	60% of Cycle C

- 5.3 The school's assessment lead, who is a Vice Principal, will take a sample of Progress Check Assessments to check that senior leaders are carrying out quality assurance effectively.
- 5.4 Following the Progress Check Assessment, teachers will take a sample of another teacher's marking in order to moderate the marks that have been awarded to students. Moderation is highly important because not only does it result in greater consistency of judgement and focused teaching, but it also develops teachers' understanding of curriculum content and learning progression.

6. Data Entry

- 6.1 Once the Progress Check Assessment has been moderated, teachers enter the following data onto SIMS:
- the student's raw percentage test score;
 - the student's current Working At (WA) grade;
 - for Year 11 students, the teacher will also enter a Working Towards (WT) grade;
 - the student's Attitude to Learning (ATL) grade;
- 6.2 The WA grade is the current grade at which the student is working. For KS3, this is a composite of their most recent test score and teacher judgement. For example, if a student in Year 8 achieves 59% in their Progress Check Assessment and the teacher judges their work in class to be at a level that a GCSE Grade 6 student would have produced when they were in Year 8, then the teacher would assign the WA grade as 8.6.
- 6.3 For KS4, the WA grade is the current GCSE grade at which the student is working. There are standardised past examination papers, mark schemes and grade boundaries available for GCSE subjects which improves teacher accuracy when assigning a GCSE grade. Internal moderation within departments also strengthens this accuracy through a common understanding of how to apply mark schemes effectively.
- 6.4 The WT grade is the grade that the teacher believes that the Year 11 student is most likely to achieve in their GCSE examinations, taking into account assessment results and ATL.
- 6.5 Following a Progress Check Assessment, students are also graded by their teachers on their attitude towards learning. Teachers use the following descriptors when assessing attitude towards learning:

ATL Score	Descriptor
4	<ul style="list-style-type: none"> • Always strives to improve performance • Always seeks feedback from teachers about how to improve • Always approaches learning in a positive way by seeing errors as opportunities for learning. • Takes responsibility for their own learning by setting appropriate goals and working to achieve them. • Always arrives at lessons on time, wearing the school uniform correctly and with the correct equipment
3	<ul style="list-style-type: none"> • Generally strives to improve performance • Often seeks feedback from teachers about how to improve • Generally approaches learning in a positive way • Takes responsibility for their own learning and works to achieve positive outcomes. • Nearly always arrives at lessons on time, wearing the school uniform correctly and with the correct equipment.
2	<ul style="list-style-type: none"> • Open to improving performance but this is not consistent • Does not often seek feedback from teachers about how to improve • Does not always approach learning in a positive way, often making poor behaviour choices, but is generally willing to learn. • Does not often take responsibility for their own learning. • Mostly arrives at lessons on time, often wearing the school uniform to a lower than expected standard. There are sometimes issues with bringing the correct equipment to school.
1	<ul style="list-style-type: none"> • Is not open to improving performance • Does not seek feedback from teachers about how to improve • Does not approach learning in a positive way, is often not willing to learn and is unconcerned about the impact of poor behaviour on others. • Does not take responsibility for their own learning. • Often does not arrive at lessons on time and does not wear the school uniform to an acceptable standard. There are often issues with bringing the correct equipment to school.

- 6.6 The ATL descriptors are based on John Hattie's (2008)⁴ 'successful learning' approach to school improvement and the characteristics that students demonstrate when learning is most effective. This approach was developed following a 15-year meta-analysis of research into cognitive science and its application in schools.
- 6.7 Teachers do not use the ATL descriptors as a checklist to determine the student's ATL grade but rather make a 'best fit' judgement.
- 6.8 Teachers are expected to meet any grade entry deadlines set by the school.

⁴ Hattie. J (2008), 'Visible Learning: A synthesis of over 800 meta-analyses relating to achievement', Routledge.

7. Reporting to Parents

7.1 Parents of KS3 students will receive the below information following a Progress Check Assessment:

- Raw percentage test score
- Cohort average percentage test score
- Progress indicator
- ATL score
- Current attendance percentage
- Current number of late marks
- The contact information of key staff
- A key to understanding the progress check report

7.2 Below is an example of a KS3 Progress Check report to parents:



Forename Surname (9ABC) - Progress Check 1 - Autumn 2020

Attendance: 93% Number of Lates: 7

	Assessment Score	Progress Indicator	Attitude to Learning	
English <i>Thomas Daines</i>	53% (39%)		<input type="text" value="4"/>	Key Contacts Form Tutor Another Person a.person@springwestacademy.org Pastoral Mentor Debbie Yearsley d.yearsley@springwestacademy.org Achievement Co-ordinator Amber English a.english@springwestacademy.org Assistant Principal KS3 Stuart Marshall-Banks s.marshallbanks@springwestacademy.org
Maths <i>Dana Clow</i>	77% (85%)		<input type="text" value="4"/>	
Science <i>Ethan Smith</i>	64% (51%)		<input type="text" value="3"/>	
Art <i>Cordelia Cembrowicz</i>	70% (62%)		<input type="text" value="3"/>	
Dance <i>Shana Tennent</i>	56% (61%)		<input type="text" value="4"/>	
Drama <i>Jane Kelly</i>	47% (66%)		<input type="text" value="2"/>	
French <i>Fatmire Bego-Shala</i>	60% (65%)		<input type="text" value="3"/>	
Geography <i>Emily Chapman</i>	95% (71%)		<input type="text" value="3"/>	
History <i>Lindsay Steele</i>	47% (66%)		<input type="text" value="3"/>	
ICT <i>Spencer Hayter</i>	70% (62%)		<input type="text" value="3"/>	
PE <i>Liam Adams</i>	47% (66%)		<input type="text" value="4"/>	
RE <i>Helen Marshall-Banks</i>	56% (61%)		<input type="text" value="3"/>	

7.3 The WA grade will not be reported to parents of KS3 students. Instead, the level of progress the student is making, which is determined by the WA grade, is reported to parents. This is because we feel that the raw percentage test score is better understood by parents than the WA grade.

7.4 Parents of KS4 students will receive the below information following a Progress Check Assessment:

- Current grade
- Target grade
- Progress indicator
- ATL score
- Current attendance percentage
- Current number of late marks
- The contact information of key staff
- A key to understanding the progress check report

7.5 Below is an example of a KS4 Progress Check report to parents:

Forename Surname (11ABC) - Progress Check 1 - Autumn 2020

Attendance: 93% Number of Lates: 7

	Target Grade	Progress Indicator	Attitude to Learning	
English <i>Thomas Daines</i>	6		4	Key Contacts Form Tutor <i>Another Person</i> a.person@springwestacademy.org Pastoral Mentor <i>Debbie Yearsley</i> d.yearsley@springwestacademy.org Achievement Co-ordinator <i>Amber English</i> a.english@springwestacademy.org Assistant Principal KS3 <i>Stuart Marshall-Banks</i> s.marshallbanks@springwestacademy.org
Maths <i>Dana Clow</i>	6		4	
Science <i>Ethan Smith</i>	6		3	
Art <i>Cordelia Cembrowicz</i>	6		3	
Dance <i>Shona Tennent</i>	6		4	
Drama <i>Jane Kelly</i>	6		2	
French <i>Fatmire Bego-Shala</i>	6		3	
Geography <i>Emilia Christmann</i>	6		3	

7.6 The progress indicator is based on the difference between the student's current grade and their target grade. The table below outlines the different progress indicators:

Year 7 to Year 10	Year 11
Exceeding target range	Exceeding target grade
Working within target range	Working at target grade
Not yet working within target range	Not yet working at target grade

8. Achievement Data Analysis

- 8.1 Immediately following a grade entry deadline, Heads of Department will review achievement in their subject areas. We believe that teachers and leaders should always focus on ensuring high-quality teaching and providing a great educational experience for all year groups so we do not expect specific interventions to be planned for students other than for those in Year 11.
- 8.2 Heads of Department will complete a Progress Check Analysis document to review their Year 11 cohorts.
- 8.3 Heads of Department are invited to a Progress Check meeting with the Vice Principal (assessment lead) and the Principal in order to review Year 11 progress, provide appropriate challenge and support, and agree on actions as appropriate. Progress towards previous agreed actions will also be reviewed.

9. Rewarding Students

- 9.1 Following a grade entry deadline, the year group's average ATL scores will be ranked in order from highest to lowest. Students who achieve a good average ATL score will receive a certificate and a badge in an assembly. Students who achieve an average ATL score of 4 will also receive a Principal award.
- 9.2 For students who achieve a low ATL average, they will receive bespoke pastoral support in order to improve their attitude towards learning. Where ATL scores are low for some subjects but high for the majority, the appropriate Head of Department will provide bespoke support to improve their attitude towards learning in their subject area.
- 9.3 The ATL rank will be displayed to students during PREP in order to celebrate students with the right attitude towards learning and encourage those with poorer attitudes to improve.
- 9.4 The Head of each small school will monitor student progress, attitudes towards learning, and attendance with the Assistant Principals responsible for KS3 and KS4 as well as the relevant Achievement Coordinator.

10. Professional Development

- 10.1 Teachers must take personal responsibility for the continual development of their pedagogical subject knowledge as well as how to appropriately assess the impact of their teaching. Teachers must actively engage in discussions with colleagues and other professional bodies about assessment in order to improve their understanding of how to evaluate the impact of the curriculum being taught to their students.
- 10.2 As part of Springwest Academy's programme of Continual Professional Development (CPD), teachers will develop a sound understanding of how to conduct both formative and summative assessment appropriately, and in line with the principles set out in this policy.
- 10.3 We encourage all teachers to become GCSE examiners in order to gain a highly-detailed understanding of how their subject is assessed at GCSE level and support in-school moderation. Examiners gain an invaluable insight into student performance at a range of different standards as well as how to successfully apply GCSE mark schemes to student responses.

11. Glossary of Terms

- 11.1 **ATL** - Attitude to Learning.
- 11.2 **FFT20** - Fischer Family Trust achievement in the 20th percentile.
- 11.3 **Progress Check** - A summative assessment that takes place for each year group three times a year.
- 11.4 **Working At** - The current grade at which the student is working.
 - For KS3, this is a composite of the test score and teacher judgement. This is equivalent to the level of work that a GCSE student at a particular grade is likely to have produced in years 7 to 9.
 - For KS4, this is the current GCSE grade at which the student is working.
- 11.5 **Working Towards** - The grade that the teacher believes that the Year 11 student is most likely to achieve in their GCSE examinations, taking into account assessment results and ATL.
- 11.6 **Progress Indicator** - This is based on the difference between the student's current grade and their target grade (range).