

Assessment, Recording & Reporting

June 2016



Springwest Academy	
Person(s) Responsible:	Vice-Principal
Status:	Non-Statutory
Date Approved:	July 2014 and updated June 2016
Date of Review:	As and when required

Introduction

Clear assessment procedures are essential in order to ensure that key stakeholders are aware of the progress of individuals and groups of students across the school. Assessment is also required to set challenging targets both at an individual and whole school level.

Assessment is used at Springwest Academy to track students' progress, to identify where students require additional support, to help students understand their strengths and areas of development and provide information that class teachers can use to improve their teaching.

Target Setting

Targets at Springwest Academy will always be aspirational but equally importantly achievable.

Targets are set using FFT20 benchmarking using prior attainment at the 80th percentile (top 20% of all schools). All new admissions will have an English, Maths, reading age, spelling age and NVR test on entry which along with teachers' predictions will be used set targets for EAL students.

Where prolonged periods of over/underachievement have meant that targets become un-aspirational or unrealistic these targets can be modified, after consultation with the Vice Principle who is responsible for academic standards.

Students with special educational needs will have more detailed information about their learning expectations and their targets, following the SEN guidelines and policy. The educational needs and plans for SEN students will be made available to all staff and they will plan work taking into account this information.

Assessment

Formative assessment and high quality feedback is a key strand of outstanding teaching and is evident in learning on a day by day basis. Summative assessment is essential to track students over time and to identify current levels of attainment.

The school calendar highlights key dates to centralise the assessment process with grade gathering occurring on a termly basis for all year groups. This grade gathering is preceded by the moderation of grades within departments.

In Years 7 and 8 assessment is based around the Springwest Learner and students are assessed in the key skills of independence, collaboration, reflection and inquisitiveness so that

they are 'KS 4 Ready'. Autonomy is given to departments to develop assessment and tracking procedures which are best suited to their subject (See KS3 assessment policy for further details).

In year 9 students start preparing for their GCSEs and are assessed directly against GCSE target grades with teachers providing a current and predicted grade. In Years 10 and 11 predicted grades are given as fine levels to assess how secure they are in achieving the given grade.

All students in years 7 – 10 sit end of year examinations which assesses learning over the year and prepares students for linear examinations in Year 11.

Reporting

Students will receive a report three times a year in line with the school calendar. Formal testing takes place prior to each assessment window and test percentages and class averages are reported to parents during KS3. Family Consultation Days or a Subject Surgeries will follow reports which are a key opportunities to discuss progress with students and parents.

Reports in Years 7 and 8 will include:

1. Students' current assessment (examination percentages and class averages).
2. Progress indicator - This gives an indication as to whether students are on track to make expected progress (WB - Well Below Target, B - Below Target, OT - On Target, A - Above Target).
3. The Springwest Learner. Are student KS4 ready?
4. A comment is given stating how students could improve in each subject and prep.

Reports in Years 9, 10 and 11 include:

1. Current GCSE grade.
2. Predicted GCSE Grade.
3. Learning Focus (1 – weak to 5 very good).
4. A comment is given stating how students could improve in each subject.

Intervention

Day to day high quality teaching is the key mechanism to raising attainment for all students. However, on occasions additional intervention will be required to accelerate the progress of key groups and individuals.

In Years 7 and 8 class based intervention will be provided for students who are working below their expected level of progress. Intervention will be provided within students normal lessons and will require teachers to plan carefully to provide the additional support learners require. Students who are working well below their expected level of progress may also receive out of class intervention including; small group tuition and withdrawal from a mainstream lesson for an agreed period. Some students are taught in small groups in Maths and English where their learning need is identified as needing additional support.

At KS4 fine levels (e.g. C2) are used to assess the likelihood of students achieving their target grade.

- Fine Level 1 : absolutely secure student will achieve this grade – close to grade above.
Fine Level 2 : student should achieve this grade with continued in-class support.

Fine Level 3 : student not yet secure and may require out-of-class intervention to achieve this grade.

Out of class interventions at KS4 may include 1 to 1 support, intensive intervention days or focussed group work during prep sessions. The school works collaboratively with other PIXL schools to continually develop strategies to track and enhance attainment at KS4.

Pupil Premium, SEN and higher ability students, along with 20% of students with the lowest levels of progress are tracked more intensely and may have an additional range of focussed interventions.

At Key Stages 3 and 4 a small group of students with significant learning needs are taught in small groups following a more personalised foundation programme.