



Beamont Collegiate Academy

ASSESSMENT, RECORDING AND REPORTING POLICY

Date approved by the Governing Body	14.11.16
Signature of Chair	S Whatmore
Signature of Principal	G Harris
Date of next review	7.11.22
Date of next review	09.10.23
Date of next review	Autumn 2024

Contents

1. Introduction	3
2. Roles and Responsibilities.....	4
3. Assessment across the Key Stages	6
4. Training and Professional Development	7
5. Assessment of Learning	7
6. Diagnostic Assessment.....	8
7. Use of Assessment Outcomes	8
8. Marking	8
9. Rewards	8
10. Recording	8
11. Monitoring, evaluation and review	8
Example	10

1. Introduction

1.1 At Beamont Collegiate Academy we believe the purpose of assessment, recording and reporting is to track pupil performance, analyse the performance data and use this information to inform curriculum planning and teaching and learning. This policy aims to detail the roles and responsibilities of staff when using high quality assessment, the associated record keeping and subsequent reporting needed, to ensure that all pupils make progress and that future learning is informed.

1.2 Beamont Collegiate Academy will focus on the following assessment methods:

Formative assessment

At BCA, formative assessment produces a consequence for the teacher and learner to act upon so the gap is closed between where a student is and where the student needs to be. At BCA, teachers use all of the following to gather this information

- a. Targeted questioning
- b. Hinge questions
- c. Low stakes testing
- d. Peer to peer quizzing
- e. Self-quizzing
- f. Multiple choice questions
- g. Class discussion
- h. key assessed pieces using the whole class feedback model (see example 1.1)
- I. Live marking

Summative assessment

At BCA, summative assessments are used to judge the extent of pupils' learning of the material. These are aligned with the curriculum maps and take the form of either:

- a. End of unit synoptic Assessment
- b. Pre Public GCSE Examination
- c. End of Year assessment

Teachers will draw inferences from the results to inform next steps in terms of:

1. What in the subject domain needs revisiting to address common misconceptions?
2. What amendments need to be made to subsequent lessons to ensure this knowledge is returned to?
3. What changes are needed to make the delivery of this content to future classes to ensure the knowledge is secure?

1.3 Underpinning the above is Beamont Collegiate Academy's ethos of providing relevant and stimulating curriculum experiences for pupils and ensuring that assessment methods are appropriate and relevant to these and reflect different learning and teaching approaches.

1.4 This policy aims to support the development of excellent practice throughout the Academy and will:

- detail roles and responsibilities for assessment
- ensure consistency of approach to marking, assessment, recording, reporting and rewarding
- provide guidance for teaching staff
- detail support mechanisms for developing assessment skills
- encourage the use of a variety of assessment techniques
- ensure differentiation and personalisation, and support inclusion.
- be monitored regularly and evaluated as part of the school self-review cycle

2. Roles and Responsibilities

2.1 Governors will:

- support Beamont Collegiate Academy in delivering all aspects of this policy
- ensure that this policy is regularly reviewed and updated as detailed in the school self-review schedule
- Evaluate the effectiveness of this policy in practice.
- support the Academy in the delivery of CPD related to assessment, recording and reporting
- support the Academy in the analysis of the effectiveness of assessment, recording and reporting
- support the Academy to adopt effective systems and practices

2.2 The Leadership Team will:

- Ensure that the data point roles and responsibilities, as outlined in the staff handbook, are followed effectively.
- Map out the assessment cycle via the PACE timeline and ensure staff are regularly updated of assessments and deadlines involved.
- monitor and evaluate effectiveness in assessing, recording, reporting and rewarding pupils
- Inform the governing body on the progression of students, including those in receipt of the pupil premium, at regular specified points through impact reports.
- ensure that assessment and progress is prioritised in all development planning, and that such plans link to the Beamont Collegiate Academy Development Plan
- provide effective staff induction arrangements and a CPD programme
- support staff to continually develop assessment methods and systems
- ensure that pupil- level assessment data are available centrally and can be easily accessed by all staff
- produce an ongoing analysis of pupil performance data in accordance with the Academy PACE timeline
- review this policy as part of the Beamont Collegiate Academy self-review schedule.
- Ensure that departments have sought appropriate external validation of assessment data where deemed appropriate.
- Ensure support is put in place for departments where assessment information has proven to be inaccurate.

2.3 Subject Leaders led by the designated member of the Leadership Team will:

- Ensure that the data point roles and responsibilities, as outlined in the staff handbook, are implemented effectively within the department
- Identify assessment opportunities throughout the year.
- Ensure assessment at Key Stage 3 are designed and sequenced to prepare students for the demands of terminal exams
- Moderate all internal and external assessments to ensure that data is valid
- consider the validity and/or limitations of assessment during internal reviews of the curriculum and pupil progress
- keep up to date on educational initiatives connected to assessment, and cascade crucial information to colleagues

- ensure that subject teachers use assessment information from Arbor to plan appropriate learning tasks to assess.
- contribute to the identification of CPD requirements related to ARR
- ensure their subject priority action plan has emphasis on improving assessment and its uses
- respond formally to the Academy's Leadership Team and governors through their;
 - monitoring of assessment procedures
 - analysis of pupil progress development plans
 - performance management system;
- use FFT estimates for individual pupils to form the basis of subject intervention
- monitor and evaluate all aspects of assessment, recording and reporting
- lead assessment and pilot new practices as well as managing those already established
- ensure that all teachers use the available data as part of their assessment records
- Ensure that internal assessments are internally moderated/externally validated (where there are no exam board trained examiners on the team) at regular points throughout the year stipulated by SLT.
- Ensure that assessment data submitted incorporates the full range of components on each course
- Monitor the entry of assessment data so that all teachers meet deadline.
- Check data entry is complete for all classes and check for inconsistencies

2.4 Subject Teachers will

- Undertake the actions set out in the data point roles and responsibilities following each assessment point
- take part in the preparation of key assessments and standardise pupils work to ensure all data is valid and in line with other teachers in the department.
- take part in CPD either as participant or a facilitator, with the aim of becoming a facilitator
- keep up to date on educational initiatives connected to assessment
- praise and reward pupil achievement
- pilot new practices, as well as managing those already established
- use the available data as part of their assessment records and target-setting
- promote the use of peer-assessment and self-assessment
- use assessment data from Arbor to inform planning of learning
- share information about pupils' learning with relevant members of staff and parents
- follow the Academy procedures for marking and rewarding pupils.

2.5 Tutors and mentors will:

- Undertake the actions set out in the data point roles and responsibilities following each assessment point
- support individual students through the Academy mentoring system
- use the assessment data produced to maintain an overview of their allocated pupils' attainment and progress.
- support and monitor pupil progress.
- act upon under-achievement and set up meetings to address this, where appropriate.
- praise and reward pupil achievement

- use the Academy reward system.

2.6 Parents/carers will;

- support Beamont Collegiate Academy to help their child to make measurable progress.
- attend meetings with staff and be involved in discussing the attainment and progress of their child and in the setting of appropriate targets.
- ensure that the Academy is provided with any relevant information that may affect progress.
- support their child in developing high aspirations and celebrate their achievements, not just high attainment

Exams officer/data manger

- Notify class teachers of when data entry window is open and entry deadline.
- Remind class teachers of data entry at midway point in data entry window.
- Notify HoDs 48hrs before data entry deadline of any classes not yet complete.
- Ensure data is uploaded to SISRA/4Matrix within two working days of entry deadline. (Data Manager)
- Produce department data packs using 4Matrix (Data Manager)

2.7 Pupils will;

- Respond to the marking and feedback during 'feedback lessons' and in response to WCF/formative assessment in order to address misconceptions and 'close the gap' in their learning.
- be encouraged to reflect on how to improve their attainment and progress, and inform their teachers of any issues which may affect these
- reflect on progress and comment on their attainment
- Have high aspirations and expect their achievements to be celebrated
- Aim to become independent, self-motivated learners.

3. Assessment across the key stages

3.1 Principles of Assessment

- Is based on developing the key knowledge and skills required for success at both key stages and beyond
- Is based on our high expected standards of students - 'I can, I do, and I will be'
- Is based heavily on formative feedback and allows all students to succeed
- Incorporates summative assessment to support this ongoing formative feedback

3.2 Assessment Cycle

- Students are assessed summatively at 2 data Points throughout the academic year.
- Students are assessed using Whole Class Feedback 1-2 times each half term
- Actions following each data point, as well as the specific roles of staff are outlined in the data point roles and responsibility section of the handbook.

3.3 Assessment Approaches across the Key Stages

Students are assessed through a variety of formative (F) and summative (S) strategies throughout the academic year. The following table provide an overview of assessment strategies

Timescale	Strategies	
Annual	End of year exams (S)	External exams (S)
Interim	Teacher assessment using WCF with subsequent guided practice/directed Improvement and Reflection Time (F)	Interim exams (S)
Daily Lessons	Exit passes (F) Hinge questions (F) Targeted questioning (F)	Knowledge quizzing (F) Self-quizzing (F) Live marking

3.4 Assessment across the Multi Academy Trust (MAT).

- The academy will work within a MAT wide assessment calendar so that assessment data for students across the Trust can be compared with a view to informing school to school to support.

4. Training and Professional Development

- 4.1 All teachers (including trainee teachers) will receive an induction session on assessment, recording and reporting on joining Beamont Collegiate Academy and their implementation of the policy will be monitored
- 4.2 Teachers will be encouraged to share and experience effective practice
- 4.3 Assessment, recording and reporting training will be available to staff when needed.
- 4.4. The Academy's Leadership Team will regularly review whether relevant whole staff training is required.
 - Governors will be trained on assessment systems used to determine student progression in the academy

5. Assessment of Learning

- 5.1 Each year there will be formal assessments and PPE's timetabled into the Beamont Collegiate Academy calendar
- 5.2 The analysis of data gathered will be disseminated and action points relating to this will be included in the Beamont Collegiate Academy Priority Action Plan
- 5.3. Results from formal assessments will contribute to the evaluation of both teaching methods and the curriculum. Appropriate changes to schemes of learning/curriculum plans will be made in light of evidence and CPD needs will also be identified.

6. Diagnostic Assessment

- 6.1 Test and task results will be used to diagnose underlying difficulties or exceptional ability, and to alleviate misconceptions. All students across KS3 will be tested two/three times a

year using the New Group Reading Tests with year 7 tested on entry using CATS to baseline.

- 6.2 Additional tests and tasks will be used with targeted pupils or groups of pupils where more information is needed e.g. tests indicating the likelihood of dyslexia, dyspraxia etc;
- 6.3 The SENCO will alert staff to pupils with special educational needs and the nature of those needs. These pupils will have Individual Education Plans (IEPs)
- 6.4 The SENCO will ensure access arrangements are in place for examination series for students who require them.

7. Use of Assessment Outcomes

- 7.1 The DfE will use examination and test data to provide –the Academy with reports to show how it has achieved compared to;
 - 1. all schools nationally.
 - 2. schools with similar numbers of students in receipt of the Pupil Premium
 - 3. similar schools based on pupil prior attainment data
- 7.2 The DfE will also use the Academy’s examination data to include it in national league tables. The Academy’s examination data will also be measured against nationally recognised benchmarks such as progress 8, and national averages in each subject

8. Marking – refer to the Academy’s Marking protocols for further details

- 8.1 Pupils will be expected to participate in the assessment of their own work by responding to the marking of work during identified ‘feedback lessons’ where guided Practice/DIRT will take place in response to WCF/re-teaching.

9. Rewards

- 9.1 Rewarding pupils for what they do well is crucial in raising self-esteem, motivating pupils and changing behaviours. The rewards system will be based upon an Academy reward system. (Refer to the Academy Rewards policy)

10. Recording

- 10.1 Records will be kept to facilitate monitoring by external bodies, as well as for day-to-day use.
- 10.2 Records will be easily accessible, understandable and consistent within curriculum areas and be available for new staff.
- 10.3 Records will follow the Academy marking guidance and will be regularly monitored as part of the Academy’s quality assurance mechanisms.

11. Monitoring, evaluation and review

- 11.1 The effectiveness of this policy will be monitored by a designated member of the Academy’s Leadership Team.
- 11.2 Monitoring will take place through, the Academy’s quality assurance procedures and will include book review, student voice, learning walks, analysis of reports, performance data analyses, as well as through the line management of teaching staff.
- 11.3 Reports will be provided to the Academy’s Leadership Team at specific intervals through the academic year.

- 11.4 This policy will be reviewed annually, when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the Governing Body.

Example 1



What Went Well:

- The method for the making salts required practical was well known.
- Naming salts.
- Relative charges of subatomic particles.

Misconceptions & Errors:

- Some of you confused the acid and metal oxide needed and wrote about copper sulfate.

SPAG/ Presentation:

Spellings:

- Sulfate
- Filtration
- Hydrochloric

Remember to use subscripts in chemical formula. E.g. CuSO_4

Even Better If:

- Explain, in terms of ions and molecules, what happens when any acid reacts with any alkali.
- Practice chemical formula.

Assessment Strategies/ Techniques:

- Make sure you check the questions – fill in tables, complete figure 1 etc.
- Bullet point 6 mark questions.

Guided Practice/ DIRT Tasks:

- A. Potassium nitrate contains the ions K^+ and NO_3^- . Give the formula of potassium nitrate.
- B. Give the total number of atoms in the formula $\text{Mg}(\text{NO}_3)_2$
- C. State the ion that acids produce in aqueous solution.
- D. Write the electron configuration for an atom of magnesium (12 electrons).
- E. State the group and period that magnesium belongs to.

Extension: write the electron configuration for a Mg^{2+} ion.

Science ₁

WHOLE CLASS FEEDBACK

What Went Well:

- Knowing angle totals
- Linking angles with algebra
- Calculating interior angle sums for polygons
- Measuring bearings

Misconceptions and Errors:

- When calculating bearings, a lot of people were just subtracting from 360, instead of drawing a diagram and thinking about parallel lines
- In the 'show that' problem, a lot of people seemed unsure what to do here. Remember 'show that' just means prove that what the questions is saying is true.
- Parallel lines are still causing problems, it is important that we are thinking all the time about whether what we are writing makes sense.

SPAG/ Presentation:

Pupils are not showing proper working out or drawing diagrams for bearings questions. This is laziness and it needs to be done properly for you to get the marks that you deserve.

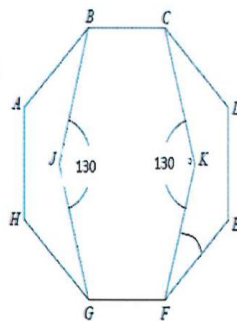
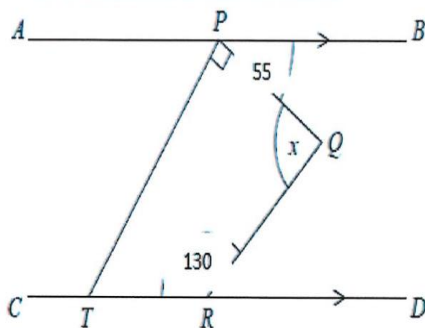
Even Better If:

- We still need to work on angles in parallel lines
- We still need to work on explaining angle problems
- Calculating bearings (not measuring)
- Working with irregular polygons

Assessment Strategies/ Techniques:

- If a question says, 'give a reason for each stage of your working' make sure you have done this.
- Think about whether a polygon is regular or irregular and what this might mean.
- Draw a picture for a bearings problem. This will help you.

Guided Practice/ DIRT Tasks:



The bearing of a ship from a lighthouse is 075°

Work out the bearing of the lighthouse from the ship.