



THE ACADEMY OF  
**ST NICHOLAS**

# Assessment Recording and Reporting Policy

<b>Review Period</b>	Annually
<b>Person Responsible for Policy</b>	Head of School
<b>Governing Committee</b>	Full Governing Body
<b>Date of Governor Approval</b>	March 2019
<b>Date for Review</b>	March 2020

## **Introduction**

The purpose of this policy is to ensure the rigorous use of assessment data to monitor the attainment and progress of students at The Academy of St Nicholas (ASN).

## **Related Documents**

There are none.

## **Roles and Responsibilities**

The Principal and the Governing Body are responsible for the consistent and fair operation of this policy.

It is the responsibility of the Assistant Head of School to review and set whole Academy targets on an annual basis. In addition, the Assistant Head of School will oversee assessment recording and reporting needs via the Extended Leadership team to ensure:

- Achievement continues in accordance with the expected levels published within this document
- The curriculum areas have their individual assessment processes and policy evaluated to ensure best practice.
- Attainment and progress of each cohort and any sub groups is monitored across the Academy
- Support is provided to curriculum areas in setting appropriate aspirational targets
- Standards, and performance to standards, are reported to the Principal, stakeholders, parents, governors and external agencies
- Staff training needs are met; this will be in conjunction with standard training and performance management processes

Heads of Department will ensure:

- Underachievement is identified and appropriate strategies are implemented
- Sub groups, including gifted and talented, SEN etc., achievement is identified and appropriate strategies are implemented
- Schemes of work are altered or enhanced to sustain progression
- Any issues arising from analysis are reported to the Assistant Head of School
- There is planning for progression and this is evident in schemes of work. Lessons will be tailored to the individual needs of the students.

The SENCO with responsibility for the Small Learning Community (SLC) must:

- Provide guidance regarding appropriate target setting and support strategies for students within their sphere of responsibility
- Use assessment data generated to identify and assess students who may need support
- Review the subject assessment policies to ensure appropriate strategies are employed for the SLC

It is the responsibility of everyone involved in assessment recording and reporting processes to read, understand and implement this policy.

## **Policy**

It is the policy of The Academy of St Nicholas that the process of assessment will be scheduled, clear and open. This will then be used to ensure students at the Academy achieve their full potential and the relevant information is collected to establish the most effective teaching methods to deliver a 21st century world class education.

Specific arrangements for the implementation of this policy are given below and are based on the principles that assessment will:

- support learning;
- provide equality of opportunity by explaining how students can achieve their personal best
- extend and develop the performance of all students
- be used to measure progress, curriculum effectiveness and intervention strategies
- provide statistical analysis for key stakeholders: governors, teachers, parents, students and external agencies

### Target Setting

The Academy will ensure the targets model ensures the Academy will outperform national expectations. Therefore there will be an aspiration that students will make at least expected progress from KS2 to KS4. All students will have individual targets that ensure appropriate aspirational challenge.

The curriculum development at ASN will provide substantial support in additional Literacy and Numeracy to ensure students entering the Academy with low KS2 levels have the best possible chance of progressing in accordance with the expected rate of progress.

Targets will be set in the first two weeks of the academic year. For students in KS3 these targets will be the grade expected at the end of the academic year; for KS4 students, the target will be the grade expected at the end of the stage. Similarly, targets set for years 12 and 13 students will be grade expected at the end of their course of study.

To inform initial target setting, every member of staff will have access to:

- FFT estimates
- Key Stage 2 grades
- Pearsons guidance for stepped approach to student progress, particularly the guidance to ensure transition between each of the key stages

All targets will be input into the School Information Management System (SIMS). Heads of Departments will quality assure the targets set by each teacher and report and discuss the information to the Assistant Head of School.

### Target Review

It is the responsibility of every member of staff to ensure that accurate records of assessment are recorded for every student that they teach. All teachers must review the progress of every student that they teach four times per year. Each teacher will be required to discuss the analysis for their classes with the Heads of Department. Teachers must be able to demonstrate and justify the assessment data recorded and explain any anomalies that arise.

For any student who has not made the expected rate of progress, a review must take place between the teacher and the Head of Department to agree intervention strategies and in exceptional cases a proposed target change may be agreed. Pastoral leaders and Directors of Progress will also be consulted. Heads of Department will be responsible for reviewing the impact of the intervention strategies used on the student's progress against their individual target every half term or sooner when appropriate.

Students who have outperformed their target grade for a term will be set a more aspirational target to continue to add suitable challenge. In addition, gifted and talented students will have targets based upon more challenging progress rates to reflect their ability and ensure they are supported in meeting their full potential. They will also have agreed interventions developed by the teacher, in conjunction with the

Curriculum Director and HAPs Coordinator, to ensure they are fully supported

The Head of Department will be required to quality assure all teacher target reviews and conduct the overall analysis of each year group against targets. Curriculum Directors will then report and discuss the information to the Assistant Head of School and Headteacher.

### Reporting to Parents/Carers

Parents/carers are welcome to contact the Academy at any time to discuss their child's progress. Contact should be made initially with the student's form tutor who will then facilitate the meeting.

Formally, every parent/carer will receive a short report each term for each of their children showing achievement to set targets and attendance performance.

Parents/carers will also have the opportunity to meet with Academy staff once per academic year to discuss their child's progress. Additional drop in sessions will be available for parents to speak to the Assistant Head responsible for students progress and outcomes.

### Reporting to Governors

A written report will be provided by the Assistant Head of School to the Governing Body on a termly basis which will describe:

- Progress of students relative to starting points including Sixth Form
- Progress of students relative to national standards
- How well gaps are narrowing between different groups of students

### Definitions

FFT Fisher Family Trust: The progress a school makes compared to national.

### **Appendices**

There are none