ASSESSMENT, RECORDING AND REPORTING PROCEDURES

RESPONSIBILITIES	
To determine and approve policy and ensure compliance	ESA SLT
To implement, deliver and comply	Headteacher and SLT
APPROVAL DATE	June 2022
DURATION	2 years
REVIEW DATE	June 2024
SLT LEAD	Associate Principal

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Rationale

The school believes that good assessment derives from scrupulous attention to students' progress and draws all stakeholders together in working systematically on achievement. Good quality assessment, tracking and reporting impacts on attitudes to learning and attainment by challenging students to work hard and encouraging teachers to focus on how to improve the learning of individual students. The combination of target setting that focuses on specific relevant and achievable goals, monitoring and support, informed dialogue between all stakeholders and thorough monitoring of procedures all contribute to good assessment practice and therefore maximise the development of students within the school.

Aims

We believe that the aims of effective Assessment, Recording and Reporting are;
- To enable students to become confident and effective learners who take responsibility for their own learning
- To assess, record and report students' achievements to assist them in their educational and personal development
- To inform students, staff, parents, carers, governors and other relevant stakeholders of individual and cohort progress to maximise support networks
- To assist students to qualify for appropriate aspirational further or higher education courses and/or careers
- To allow evaluation and improvement of teaching and learning across the school
- To allow prior achievement of students to inform teachers' planning and appropriately personalise students' learning experiences
- To ensure students are directed to focus on progress, rather than grades, thus encouraging greater aspiration supporting the growth mindset ethos of the school.

Procedures

Students enter the school in Year 10 and are placed into sets for maths and science based CATS data and Reading Ages which are completed on arrival at ESA. ESA monitor the KS2 attainment data, but as a University Technical College, under Ofsted guidance, ESA is not held accountable or judged against Progress 8 and Attainment 8 data. English is taught in mixed ability classes. All option subjects are taught in mixed ability groups throughout Year 10 and 11.

Sets are constantly monitored and reviewed after formal assessments allowing movement between sets during their time at the school dependent on performance to the end of KS4.
Entry to the Sixth Form is dependent on suitable qualifications and the school will only admit students that meet these entry criteria. It is therefore vital to ensure a robust system of assessment is used and accurately recorded to ensure these procedures occur correctly and students receive access to a suitably challenging curriculum for their individual needs.

Formative Assessment

The aim of formative assessment is to provide students with clear guidance about how to improve their work. For this to have maximum effect, students need to be aware of the assessment criteria being used. At KS4 and KS5 these will be related to criteria from specific exam board descriptors.

Teachers are required to provide regular formative feedback, which will usually be a combination of written and verbal feedback. Where formative feedback is given verbally it may be appropriate for students to record this in exercise books or files.

Formative feedback will be;
● Concise and easily understood by the student
● Personalised
● Identify strengths and areas for development
● Explain explicitly what can be done to make improvements
● Timed to be given at appropriate intervals through the course studied
● Encourage students to take ownership of the improvement making process, illustrating their changes in green pen as appropriate

Each Faculty has its own individual marking policy based on the school's core principles published in the College Development Plan. Opportunities will be given for students to act upon formative feedback through further work in the classroom or at home. Students will be involved in both peer and self-assessment on a regular basis to enable them to develop a deeper understanding of assessment criteria and procedures. Individual subject areas are required to have a regular and robust system of summative assessment procedures throughout the academic year. Evidence of planning and sequencing of effective formative assessment is available through Heads of Faculty/Subject Leaders.

Summative Assessment

The aim of summative assessment is to gather objective evidence of students' performance to help inform future teaching and make judgements about individual and cohort student progress. Summative assessments take place throughout the year to provide evidence for specific deadlines as outlined in the table below (The specific dates may be subject to change year on year but the points of contact and methodology will remain consistent);

Year	Assessment 1	Assessment 2	Assessment 3
10	Data drop 1 October	Data drop 2 January	Data drop 3 July
11	Data drop 1 October	Data drop 2 December	Data drop 3 March

12	Data drop 1 October	Data drop 2 January	Data drop 3 July
13	Data drop 1 October	Data drop 2 December	Data drop 3 March

Diagnostic Assessment

Where routine testing and/or task results suggest underlying difficulties or exceptional ability, further analysis will be undertaken with targeted students or groups of students where more information is needed, e.g. tests indicating reading and spelling, or dyslexic/dyspraxic needs. The SENCO will alert staff to the identity and needs of these individual students via the SEN register. Higher Prior Attaining students or those identified who have the potential for excellence through CAT testing will also be identified and highlighted to staff via class registers.

Measuring and Reporting Progress at KS4

At KS4 Students are assessed directly against the methodology and requirements of the relevant awarding body and will be marked using syllabus appropriate criteria. Grades will be awarded according to syllabus specific descriptors. Each subject is required to have a robust system of summative and formative assessment throughout the academic year. Students receive 2 grades during each monitoring cycle. These are termed the Current Predicted Grade (CPG) and the Working At Grade (WAG). To further allow accurate tracking these are split into 3 fine grades (8a, 8b, 8c etc.) This information is then collated on the central database 3 times per year. This information is then reported to parents. This information is then imported into the computer package SISRA for further analysis and tracking of progress. Students receive an attitude to learning category per subject at each data drop. This category reflects the students attitude to work done in that specific assessment cycle and is not a reflection of long term progress.

Measuring and Reporting Progress at KS5

At KS5 Students are assessed directly against the methodology and requirements of the relevant awarding body and will be marked using syllabus appropriate criteria. Grades will be awarded according to syllabus specific descriptors. Current Predicted Grades and Working At Grades will be recorded at each monitoring point. Each subject is required to have a robust system of summative and formative assessment throughout the academic year. Students receive an attitude to learning category per subject at each data drop. This category reflects the students attitude to work done in that specific assessment cycle and is not a reflection of long term progress. The growing collection of grades produces an overall picture which identifies an individual's progress and allows tracking across the whole course. If a student is generating specific cause for concern this will be relayed to parents immediately. Otherwise there will be 3 reported assessment points of summative data each year. Summative data and Mock exam results will be imported into the computer packages SISRA for further analysis and tracking of progress.

Reporting of Progress to Governors

Progress is reported to governors after each data drop for each year group.