

NEWQUAY EDUCATION TRUST'S **(NEWQUAY JUNIOR ACADEMY &** **NEWQUAY TRETHERRAS)**

ASSESSMENT AND **REPORTING POLICY**



SEPTEMBER 2016

1. Rationale

Our Assessment, Recording and Reporting policy is designed to provide a framework for monitoring and supporting the progress of individual students throughout their school career. It also underlines the school's commitment to regular, meaningful feedback and aspirational target setting as a means of motivating students and keeping them and their parents/carers informed of progress.

2. Aims

- ❖ To raise levels of achievement throughout each student's schooling.
- ❖ To keep students, parents/carers and teachers informed about progress and actively involved in its promotion.
- ❖ To provide a framework which encourages students to be actively involved in discussions about achievement, future learning and development.
- ❖ To inform future teaching and learning strategies.
- ❖ To facilitate meaningful curriculum development and differentiation in the learning process.



3. Guidelines

- ❖ Students are provided with regular and accurate feedback on their progress (through a combination of verbal comments, next step observations, dialogic marking and feedback, test results and teacher assessments).
- ❖ Year groups and departments are encouraged to share/moderate their assessments of the tasks and to adopt a variety of assessment strategies for their tasks.
- ❖ Within year groups and subjects, teachers moderate their assessments together wherever possible to provide greater consistency.
- ❖ National rates of progression are monitored to ensure students are making strong progress within school.

4. Target Setting

All students are set aspirational targets in each of their subjects. Targets are based on the idea of national estimates of what the student is likely to achieve based on current national rates of progress. Professional knowledge is then used to adjust appropriately for individual students and then challenge is added and monitored to aid each student in achieving their potential.

The following table shows the basis of how targets are set within Newquay Education Trust. The method of target setting has been refined within the schools due to the national changes in relation to the removal of national curriculum levels, new GCSE grades and reformed A Levels, and also through a desire to remove some of the crudeness of the idea of national “expected progress” and refine the system to make the process more meaningful and engaging for students, parents and staff.

Years & Phase	Targets
3–4 <i>Junior Academy</i>	Based on each pupils’ KS1 results. The school uses Fischer Family Trust (FFT ¹) to project pupil achievement in line with the top 20% of schools nationally, in terms of progress. Aspirational targets are then set in line or above this through dialogue between the teacher and pupil.
5–6 <i>Junior High Academy</i>	
7–9 <i>Senior Academy Phase 1</i>	Based on each students’ KS2 results. The school uses Alps ² to project student achievement in line with the top 25% of schools nationally, in terms of progress. Internal assessments are then used to ascertain particular subject strengths for each student. Aspirational targets are then set in line or above this through dialogue with students.
10–11 <i>Senior Academy Phase 2</i>	
VI Form <i>Advanced Academy</i>	Based on each student’s GCSE results at the end of Year 11. The school uses Alps grades to project student achievement in line with the upper quartile of progress nationally (top 25% of schools). National subject variations are taken into account when setting these targets.

For further details of how assessments are evolving within school, see Appendix A.

¹ FFT is a not-for-profit organisation providing education data, analyses and research to schools, local authorities & government.

² Alps is a student focused system designed to support schools and colleges in ensuring their students make the best possible progress.

5. Reporting

5.1 Students and their parents are kept informed of progress throughout year; including full reports and interim progress reports. Progress reports consist of information showing how students are performing, including their Attitude to Learning (ATL) as well as their latest rate of school attendance. The full report also includes written commentary from each subject teacher, their form tutor and their Head of Year. The comments celebrate their achievements and detail how the student can further improve.

5.2 In addition to the reports, Parents Evenings for each year group are calendared. All parents are invited into school to meet with subject teachers to discuss their child's progress, achievements and areas for improvement.

5.3 Individual Year Groups have Academic Support Evenings and Progress Evenings where parents can find out more about the progress their children are making and the support available to them.

5.4 Year 9 and 11 each have an Options Evening where they can discuss with subject staff the suitability of the courses on offer for their child. Parents are invited to attend these evening events. These Options Evenings are also followed up by interviews with a member of the Senior Leadership Team.

5.5 The successes achieved by our students are recognised and celebrated by verbal and written comments, postcards, reports, merits, certificates and trophies – in both a personal and a public domain, where appropriate.



6. Monitoring & Intervention

6.1 Systems containing assessments are maintained within school which enable us to monitor and analyse progress over a period of time. Data collections 3 times per year at Newquay Junior, and 4-5 times per year at Newquay Tretherras, from the teachers, show us how students are progressing towards their targets.

6.2 Following each data collection, the Data Team analyses student progress at a whole year group, department and individual student level. Meetings are then held between members of the Senior Leadership Team (SLT), the Data Team, key Heads of Departments and the Head of Year where appropriate, to discuss possible interventions for any areas of concern.

6.3 In addition to the above, Heads of Departments analyse and record student progress at a department, class and individual student level. The Heads of Years analyse and record data for the overall year group, key groups of students (such as by gender, those with SEN, etc.) and individual students of concern. SLT linked members are then supportive in diagnosing intervention strategies where needed.

6.4 The Data Team and the SLT have a responsibility for monitoring the quality of the school's assessment procedures.



APPENDIX A

Assessment Timeline

National curriculum levels at key stage 2 and 3 are now no longer in existence. With this in mind, for the 2017/18 Year Groups 3 to 8, they will be assessed on a new scheme designed to give parents and students even more useful information and meaningful parity across subjects.

In Years 3 to 6 a **Step** is attributed to each pupil based on the national age expectations of their year group and are as follows: **Beginning**; **Working within**; **Secure**. Where a pupil is working well above or below the expectations of those in that year, they can be assessed against the statements of adjacent year groups.

In Years 7 and 8 a **Current Grade** is given in English and Maths as students start on their GCSE pathway. In all other subjects, a **Step** is given based on the age expectations of their year group, these differ slightly to those in Years 3 to 6 and are as follows: **Emerging**, **Developing**, **Secure**, **eXtending**.

In Years 9 to 11, based on a rigorous skills and content mapping of what a student should achieve throughout these years in each subject, a **Most Likely Grade (MLG)** is recorded and reported, to monitor whether students are on course for their projection and target. A **Current Grade** is also given in each subject to be able to monitor the progress that each student still has to make to achieve their MLG.

In Years 7 to 11 a **Projected Grade** is calculated in each subject, based on the students' key stage 2 test results, national rates of progress and internal baseline assessments. This projected grade is intended to be challenging yet very achievable and is designed for the student to not only achieve, but exceed. An aspirational **Target Grade** will also be set through consultation between the student and their teacher.

Junior Academy (Newquay Junior Academy)

GRADES	2016/17 NCY Groups			
	6	5	4	3
Attitude to Learning/Effort	✓	✓	✓	✓
Projection/Target	✓	✓	✓	✓
Step	✓	✓	✓	✓

Senior Academy (Newquay Tretherras)

GRADES	2016/17 NCY Groups				
	11 ³	10	9	8	7
Attitude to Learning	✓	✓	✓	✓	✓
Projection/Target	✓	✓	✓	✓	✓
Step	-	-	-	✓	✓
Current Grade	✓	✓	✓	En & Ma only	En & Ma only
Most Likely Grade	✓	✓	✓	-	-

³ English and maths in 2017 will be assigned new GCSE grades (9-1), virtually all other subjects will be assigned these new grades in 2018.

Assessment Data Terminology

Attitude to Learning (ATL) – The grade A to D that represents the student's attitude to learning; now labelled as Excellent (A), Good (B), Requires Improvement (C) and Unsatisfactory (D). The grade summarises the student's thirst for learning and their behaviour and effort both in class and with their homework.

Target Grade – An aspirational grade for students to aim for and are based on national upper quartile rates of progress nationally, or above in many cases.

Step - In **Years 3 to 6** these are based on the national age expectations of their year group. Where a pupil is working well above or below age expectations, they can be assessed against the statements of adjacent year groups. The Steps are as follows:

- ❖ **Beginning** - pupil learning is chiefly focussed on the criteria for the year group's age expectations. There may be minimal elements of the previous band still to gain complete confidence in.
- ❖ **Working Within** - pupil learning is fully focussed on the criteria for the year group's age expectations. A guide is that they have achieved around 40% to 70% of the year's objectives.
- ❖ **Secure** - confidence in all criteria for the year group's age expectations. There may still be learning focussed on gaining thorough confidence in some minimal elements but the broad expectations have been met.

In **Years 7 and 8** the Steps are labelled as **Emerging, Developing, Secure** and **Extending**, and relate to the age expectations of that subject.

Current Grade – This grade is the teacher's judgement about where a student is working currently, taking into account all aspects of the students' work. This will include their attitude to learning, completion of classwork and homework, coursework, exam and test performance.

Projected Grade – This grade represents good progress from the student's KS2 test and teacher assessment outcomes, taking into account each students' ability within subjects, through internal assessments, where appropriate.

Most Likely Grade – This grade is based on subject specific skills and content mapping and demonstrates, based on the student's current learning and expected progression, the most likely grade they will achieve at the end of Year 11.

Split Grades – All of the above Grades can be split into three Sub-Grades, e.g. a Grade 5 can be split into:

- ❖ *5+ represents performance at the top end of a Grade 5*
- ❖ *5 represents performance in the middle of a Grade 5*
- ❖ *5- represents performance at the bottom end of a Grade 5*

