



Handsworth Wood Girls' Academy

Assessment Policy

June 2016

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Assessment Data Policy

Policy Introduction

Assessment is the means through which we may understand the strengths and weaknesses in every student which in turn can be analysed to help support progress. Assessment also informs a teacher about their practice and allows them to develop the very next lesson accordingly. Every member of the teaching staff contributes towards raising and keeping standards of education high at the academy. Teachers, students, parents and governors should all be able to confidently understand the assessment system. Assessment data provided by teaching staff is used in a variety of different ways, and presented at different times to different audiences such as:

- Pupil
- Parents
- Heads of Department
- Senior Leadership
- Governors
- The Regional Schools Commissioner
- The Department for Education (DfE)

Student Information

Students should know where to find their current working at grade (WAG), their target grade, and 'what went well' and 'even better if' comments for each subject.

All teachers should demonstrate that they use:

- The management information system SIMS and analytics software SISRA to access assessment data and student specific information e.g. medical, for all of their teaching groups
- Data to inform seating plans and identify the students that require supportive interventions or challenges to stretch learning
- CATS and KS2 data to determine robust target grades for all of their teaching groups
- Electronic mark-sheets to record pupil progress and work ethic
- Progress trackers – a sticker found in every student's book/folder

Heads of Departments should ensure that:

- They check the department's mark-books and ensure that assessment objectives, fine grading and targets are present, accurate and robust
- Assessment data is being used to inform classroom management and teaching strategies, e.g. differentiation

- They support the induction of newer members of the department so that they too can use and record the data as required

The AHT with responsibility for assessment should:

- Set out the assessment calendar
- Quality assure grade data across the academy
- Produce and present analytical reports to the senior leadership team and governors
- Set a clear vision for assessment without levels
- Manage the target setting process

The data manager is responsible for ensuring that:

- Student, class, and grade data is accurate and consistent within all systems used by the academy i.e. SIMS, Firefly and SISRA
- There are no omissions from data sets
- Appeals to the DfE to remove specific exam results with extenuating circumstances are carried out

Target Setting

Targets should be agreed with each student. All involved in the progress of a student including the student themselves should have a sense of ownership of the target. Targets and progress being made towards them will be discussed regularly with students and their parents. Targets should be informed by KS2 assessments, CATS assessments and RaiseOnline transition matrices. The purpose of this model is for the benefit of designing a suitable progress tracker flightpath for each students which can be deemed to be keeping that student at a similar pace with similar ability students nationally.

Grading

Key Stages 3 and 4

Students receive a GCSE number grade consistent with the new GCSE grades 9-1 where grade 9 is the highest grade. The academy has created an additional grade known as grade ½ or 0.5 to help place weaker students on the same grade scale. The GCSE grades 8 and 9 are dependent on a formula to be finalised by the DfE. Whilst the academy awaits the clarification of the awarding of these grades, teachers can inform their students of working at grades (WAGs) up to grade 8.

All teachers must apply fine grading for progress grades. Fine grades include symbols for the number grade.

+ (e.g. 4+)	The student has a secure understanding up to grade 4 and is working to an extent that could see them achieve the next grade up soon
No symbol (e.g. 4)	The student is working at a secure grade 4, there is no risk of dropping a grade

- (eg. 4-)	The student is beginning to work at grade 4, they are at risk of achieving the next grade below
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Reporting - Years 7 to 9

In addition to fine grading, teachers are to assess student academic performance against assessment objectives (AOs). The academy takes the line that creating more than 10 AOs would contradict the comments in the final report of the Commission on Assessment without Levels (Sep 15) with regards to “adding unnecessarily to teacher workload”. Most subjects therefore report against four AOs that cover both knowledge and relevant skills. A choice of four indicators are used for each AO: Entering; Developing; Securing; Mastering. A student is deemed to be secure if they are demonstrating the amount of knowledge and skills for that AO which enables them to meet their set target. An accompanying performance descriptor is to be used to summarise the AOs and clearly indicate to parents and students whether the student is on track for their yearly target or not.

For the 2016-17 academic year mathematics students in years 7 and 8 will not be issued with grades as part of a trial to report assessments without any numerical indicators.

Reporting Year 10 to 13

All students receive fine grading (+/-) as well as an annual detailed written report. Mock exam grades are reported as whole grades only. Parents and students are also informed of the student’s performance in relation to attitude to learning and homework.

Assessment of Learning Schedule

Years	Benchmarking	Reporting Schedule			Summative Assessment
7, 8 & 9	September – October	December	February-March	June	June
10 & 12	September and June	December	March	June*	May
11 & 13	Set in Y10 or 13	November	January*	April	December & April
*Full written reports					

Monitoring

Monitoring is the responsibility of all.

Teachers should be up-to-date with the grades that they are stating their students are working at. They must check learning and follow up actions to assess improvements made.

Heads of departments are responsible for maintaining data within their departments and specifically are responsible for all marksheets assigned to their departments. During the year, timely opportunities are to be provided to the head of department to be able to carry out moderation activities.

Other middle leaders should act on data provided that lends itself to the identification of underperforming students. They are required to follow up on interventions and assess the impact of such intervention by means of observing assessment data.

The AHT for assessment is responsible for issuing guidance on how to monitor progress to both middle and senior leaders as part of faculty reviews and self evaluations.

Policy signed off by: Mike Ewins

Vice Chair of Governors:

Date: 12 September 2016

Review date of policy: June 2017

Person responsible for this policy: Assistant Headteacher – Director of Assessment