

# Assessment & Reporting Policy



**Ormiston  
RIVERS  
Academy**

<b>Approved by:</b>	Joanne Williams	<b>Date:</b> 22/11/2021
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# Contents

1. Aims
  2. Legislation and guidance
  3. Principles of assessment
  4. Assessment approaches
  5. Collecting and using data
  6. Reporting to parents
  7. Inclusion
  8. Training
  9. Roles and responsibilities
  10. Monitoring
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## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

## 3. Principles of assessment

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

- Assessment lets our students see what progress they are making and provides their teachers and the academy with accurate and timely information which assists us to plan how to help students make further progress and reward them for the improvements they make.
- Assessment enables us to report information to parents/carers, as well as information to help older children make choices about the examination courses they will follow and the qualifications and future careers they will seek.
- Assessments are recorded onto Go4Schools, our online data and reporting platform.

## 4. Assessment approaches

At Ormiston Rivers Academy we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 4.1 In-school formative assessment

Formative assessment is Assessment for learning (AFL). It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. Examples include: Class work, Homework, Questioning, Oral Discussion, Short Recall, Test/quizzing, Practical Project and Research

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

### 4.2 In-school summative assessment

Summative assessment is Assessment of Learning. It is used mainly to measure knowledge & skill and identify a standard of pupil attainment. It is carried out at the end of a period of learning. Examples include: external examinations, internal school examinations and end of topic / unit tests

Effective in-school summative assessment enables:

- **School leaders** to monitor the learning of pupil cohorts, identify where intervention may be required, and work with teachers to ensure pupils are fully supported
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, learning and wider outcomes of their child across a period

## 5. Collecting and using data

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods including:

- Assessment marks
- Internal Exams/Tests

Teacher records can then be used to inform reporting, both formal and informal, to pupils, parents, Heads of Department, Academic Directors and the Senior Leadership Team.

There will be two data collections from each year group (Year 7 - 13) across the academic year. The timing of each data collection will correlate with whole school summative assessments. An assessment calendar will be made available on the school website.

Attainment data will be published on [www.Go4schools.com](http://www.Go4schools.com). Parents and students are able log into to access summative assessment.

## 5.1 Data Grading

Summative grades are distributed differently over the three key stages:

- KS3 (Year 7, 8 and 9) Towards, Secure and Above
- KS4 (Year 10 and 11) Examination board grading
- KS5 (Year 12 & 13) Examination board grading

The table below shows how each grade is awarded across the three key stages and how the difficulty of each can be related. It is important to note that this is not a flight path; progress and learning is not linear and grades can fluctuate between assessments.

Y7	Y8	Y9	KS4	A Level
				A*
				A
				B
			9	C
			8	D
			7	E
	ABOVE	ABOVE	6	
ABOVE		SECURE	5	
	SECURE		4	
SECURE		TOWARDS	3	
	TOWARDS		2	
TOWARDS			1	
			U	

## 6. Reporting to parents

Reporting can take many different forms including:

**Formal Reports** – Digital reports are available to parents and carers once per academic year on [www.Go4schools.com](http://www.Go4schools.com)

Reports will include:

- Percentage mark for attendance
- Current grade for each subject being studied in that academic year based on Summative assessment taken over the academic year and also the results of any public examinations taken.
- End of year target grade for each subject being studied in that academic year

Students will also receive a grading of either **Outstanding**, **Good**, **Requires Improvement** or **Inadequate** for the following core values that we at Ormiston Rivers believe equip all learners for success:

- **ASPIRATION** - Strives for excellence making great use of subject knowledge, skills and vocabulary.
- **INDEPENDENCE** – Thinks and behaves independently navigating themselves using appropriate strategies to achieve.
- **RESPECT** - Respects themselves, others and the environment during all aspects of learning
- **RESILIENCE** – Copes well with setbacks in learning and overcomes obstacles with a determined focus.

**Parents Meetings** – Each year group will have one annual Parents' Meeting. Subject teachers have the opportunity to discuss with parents the pupil's progress, achievement, homework, classwork, effort, attitude to learning and targets for improvement.

**Live attainment and attendance** – Go4schools provides students, parents and carers with live attendance, timetables, current grade and target grade throughout the academic year.

**Discussing the report** – Parents and carers should email subject teachers directly to arrange a meeting to discuss the report

## 7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## 8. Training

Ormiston Rivers Academy staff receive a rigorous CPD program across the academic year. The CPD program includes keeping staff up to date with developments in assessment practice through internal sessions including, CPD Twilight Sessions, Teaching & Learning briefings, Middle Leader Meetings, Faculty Meetings, Faculty Data Meetings and Faculty Workshops. Activities include but are not limited to moderation of assessment both within school and across local schools, sharing of best practice through Action Research projects and use of Education Endowment Foundation resources as well as Examination Board moderation resources.

## 9. Roles and responsibilities

### 9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### 9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### 9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

## 10. Monitoring

This policy will be reviewed annually by the Senior Leader with responsibility for Assessment.

All teaching staff are expected to read and follow this policy.

Assessment lead and Curriculum lead will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutiny and/or pupil progress meetings.