

ASSESSMENT, RECORDING AND REPORTING POLICY

1. Introduction

LHEA recognises that assessment, recording, reporting and target setting are critical in raising student achievement and evaluating the quality of learning and teaching. We use summative assessment to evaluate the stage a student has reached, formative assessment to identify future targets and diagnostic assessment to identify strengths and weaknesses. The values and ethos of the Academy are central to our

Reporting and Target Setting policy.

Recording assessments accurately enables a more personalised approach to students' learning by identifying areas requiring further support and intervention. Effective reporting is vital in ensuring that students, parents, coaches and teachers are well informed of individual progress, expectations and strategies to ensure improved outcomes. In this policy, the term "parents" includes all those having parental responsibility for the student.

2. We believe:

- The process should enable all students to receive the support and intervention they need to maximise their personal achievement.
- The student should take responsibility for improving his or her own outcomes.
- The process should be structured without being bureaucratic.
- Information should be reported in a clear and effective manner

3. Formal Assessment and Recording

- Initial information used to create a picture of every student will be KS2 data, CATS and FFT aspirational data.
- Each curriculum area will carry out a summative assessment every half-term for each student (progress checks). The form this assessment takes will vary from subject to subject. Students should be informed beforehand of what is required to achieve each level. These assessments will be shown clearly within schemes of work.
- Each such assessment should be recorded in the form of a National Curriculum level to be stored electronically within the Academy's Management Information System. Split grades such as 4/5 should not be used. These records are used for reporting to parents.
- At each assessment point learning coaches will make judgements about students in terms of whether they are performing well above, above, in line with, slightly below or well below predictions. As a result of these predictions underperforming students will be appropriately monitored and mentored.

- The school is responsible for securing regular formative and diagnostic assessment of students. The frequency of assessed assignments and the manner in which work is evaluated and progress recorded varies from subject to subject, On average, students should expect to complete two or three assignments per half-term per subject. The outcomes may also be used to inform summative assessments.

4. Operational Monitoring

- School leaders have access to detailed information relating to the students within their school including attainment, attendance, behaviour and so on. The expectation is that all staff will log on SIMS information about success, achievements, behaviour and underachievement.
- Each School is accountable for students' achievement within the School and is responsible for its own operational monitoring, to ensure that standards are maintained and that routine procedures are followed throughout the School. Such monitoring should be carried out at least once every six weeks.

5. Reporting

- Every term, parents receive a brief progress report from the Form Tutor generated from the central database summarising their child's attainment, target data and attitude to learning, except that the first report for Year 7 students may not include any attainment data. Real-time on-line reporting will be a key feature of our system.
- The student's learning coach (HoY) is the first point of contact for parents. The learning coach should investigate and address any concerns that a parent or student may have at any time.
- As each coaching group will typically include fewer than nine students from the year group learning coach meetings with students allows detailed discussion of the termly reports leading to agreed clear, measurable targets for improvement.
- Following their meeting with the student, the learning coach should discuss the report with the parents, focusing on strengths and areas for development, as well as any concerns the parents may have. On average, parents can expect these meetings to last 15 minutes. Discussions may be by telephone for convenience, but all parents are expected to meet their child's learning coach in person at least once a term for such a discussion of progress.
- All learning coach-parent meetings take place within a fixed period following the issue of each Academy report - the precise timing and organisation of the meetings is determined by the Academy.
- There will be the opportunity for parents to meet directly with their child's subject teachers

Targets

- Each student works towards personal attainment targets for each of their subjects drawing on a range of personal information and focused particularly on the progress made by the top 25% (upper quartile) of similar students nationwide.
- Where individuals make particularly rapid progress, their targets are revised upwards accordingly. However, their original target will be used as part of a residual-level analysis to assess the performance of their teachers, subject areas and the Academy. This analysis will contribute to performance development. The Academy will also have targets derived from the targets set for its students.

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