



The Belvedere Academy

Assessment Recording and Reporting Policy

1. Introduction

Assessment is at the heart of learning at The Belvedere Academy. Students' experience of assessment should, as far as is practicable given the demands of each subject, be consistent across the Academy. Research shows that this is one of the key elements in raising standards. The experience of assessment within curriculum and subject areas should be consistent.

- Assessment should help students develop an understanding of their learning, and motivate them. It should help students recognise their next steps in learning and how to take them. It should provide teachers with a range of diagnostic information to help them plan work to suit the needs of the students.
- Assessment should recognise that students and teachers need to have a shared understanding of clear, explicit and achievable objectives, targets and long term goals. Not everything that happens in lessons or appears in students' work can or should be assessed. Assessment must be simple and manageable.
- Assessment should provide parents with information about their child's progress and achievements both in the light of their abilities and in comparison with national expectations.
- Assessment should recognise the range of students' achievements, not just those which are academic.
- Assessment provides the Academy Principal and the SMT with information about how well it is doing and enables the governing body to monitor performance.

2. Aims

The aims of this policy are to:

- Ensure effective assessment practice;
- Support effective teaching and learning;
- Ensure that assessment provides a range of useful information and that this information is used;
- Promote equality of opportunity.

3. Management

3.1: This policy is monitored by the Associate Principal. In particular, he:

- Co-ordinates the production of termly and annual summary reports;
- Provides statistical analysis of attainment data and makes this data available;
- Is responsible for the monitoring, evaluation and review of assessment across the Academy.

3.2: Curriculum Leaders are responsible for:

- Developing a curriculum area policy in line with this policy, monitoring its effectiveness, analysing and acting upon statistical evidence and supporting colleagues in the implementation of policy;
- Collection and analysis of data in respect of student performance in their curriculum areas;
- Managing the recording of attainment data;
- Being the lead professional in supporting colleagues to develop their assessment practice and monitoring that policy is being implemented.

3.3: Key Stage Managers or Assistant Key Stage Managers are responsible for:

- Supporting tutor teams in the preparation of grade cards and annual reports and the co-ordination of parents' evenings;
- Support the Associate Principal in the setting of students' individual targets;
- Collection and analysis of data in respect of student performance in their Key Stages. Identifying students who are underperforming and implementing strategies to support them.

4. Assessment

4.1: Marking Policy (see feedback and marking policy)

One key element to ensure that students improve is by staff consistently applying a marking policy. This policy has been developed through a detailed series of discussions and workshops with staff to ensure that the final policy meets the precise needs of the students and staff. Curriculum Area Policies should reflect whole school practice; Curriculum and Subject leaders are responsible for ensuring that the policy is monitored and adhered to. See policy for further detail.

4.2: Spelling, punctuation and grammar

Guidance is provided as an appendix to the Marking policy.

5. Recording

Records should be accurate, systematically compiled and based on a range of evidence.

5.1: Whole Academy records

The following should be compiled and made available:

- Key Stage 2 SAT and teacher assessment results including raw scores;
- MIDYIS test results, including verbal, quantitative and non verbal stanines and the standard assessment score in years 7 & 8;
- Target levels and sub levels for Years 7 to 9;

- Predicted levels and sub levels following internal examinations, summary reports and grade cards
- Key Stage 3 Optional test and teacher assessment results;
- Target GCSE grades for the end of Key Stage 4 and 5;
- Predicted grades following internal examinations, summary reports and termly reports;
- MiDYIS/teacher Assessment for KS4 & GCSE performance/ALIS for KS5.

5.2: Recording terminology and conventions

All students are issued with a target level or grade indicating the Academy's expectation of their performance. At the beginning of each year where colleagues are asked to submit predicted grades or levels, the following terminology and conventions apply:

5.2.1: Terminology

Target Grade/Target Level – the grade or level that the Academy expects the student to achieve at the end of the Key Stage (in Key Stage 3) or course (in KS4 and 5). Predicted Grade/Predicted Level – grade or level that the subject teacher predicts the student will achieve at the end of the year or course. This is based on current performance and assumes that this will remain the same. Current Grade/Current Level – grade or level which best describes the student's performance at the current time.

5.2.2: Conventions

Acceptable Entries for Key Stage 3 National Curriculum Levels: W, 1c, 1b, 1a, 2c, 2b, 2a, 3c, 3b, 3a, 4c, 4b, 4a, 5c, 5b, 5a, 6c, 6b, 6a, 7c, 7b, 7a, 8c, 8b, 8a, E (W: working towards level 1; E: Exceptional Performance).

Acceptable entries for Year 10 and 11 GCSE Grades: A*, A, B, C, D, E, F, G, U, P, M.

Acceptable entries for Advanced level courses: A*, A, B, C, D, E, U

5.3: Curriculum Area records should:

- Review the progress of whole teaching groups to monitor the quality of learning. against predicted grades or targets on a termly or half-termly basis;
- Contain the results of teacher assessments against National Curriculum levels or examination grades;
- Be passed on where there is a change of teacher;
- Be supported by an internal standardisation procedure and/or a portfolio of exemplar work.

5.4: Personal records and mark books should:

- Help with planning by enabling colleagues to remember what has been taught and the attainment of the students;
- Contain details of the students' prior attainment, especially KS2 results, target levels and grades and the outcomes of subject assessment.

6. Reporting

The Academy issues a three grade cards per academic year for students in Y7-11 and a written report. Y12 students receive 7 grade cards and one written report per academic year. Y13 students receive 5 grade cards and one written report per academic year.

6.1: Subject Teachers

- An annual report will be written, remembering that the target audience is both the parent primarily, but also the student;
- The student's full name should be used throughout the report. Abbreviated names and pet names should not be used;
- All boxes on the report should be completed. If a box has been printed in error or there is a particular reason why a section cannot be completed, insert a dash – ;
- Reports should be written in clear and unambiguous language, avoiding acronyms and jargon unless these are clearly explained;
- Students' strengths and weaknesses (where appropriate, expressed in terms of improvements needed) should be commented upon;
- References should be made to attitude, effort and behaviour but no report should consist entirely of these. Reports should be clearly about a student's performance in the subject as well as their ability as a general learner.

6.2: Form Tutors

Reports should be written remembering that the target audience is both the parent and the student.

Where appropriate, form tutors should comment on the following:

- General summary of the main features of the report, highlighting particularly strong and areas for improvement;
- General attitude and effort including outside the classroom;
- Attitude and co-operation in tutor time and PSHE activities if no separate report is issued for this subject;
- Contribution to form activities;
- General contribution to the life of the Academy / participation in Enrichment;
- Issues over attendance and punctuality;
- Communication skills, relationships with adults, self reliance, personal responsibility, politeness, humour;
- Relationships with peer group;
- Use of the planner;
- Issues related to uniform.

Form Tutors are advised to write the key comments of their report after the receipt of the completed subject reports. There are clear advantages in having read the subject reports before writing their reports. Form tutors are responsible for quality control of the reports and they must

return for correction any report with an error which substantially reduces the quality or the clarity of the report.

6.3: Students' comments

Students will have an opportunity to discuss the report with their tutor during student profiling, when targets for improvement will be discussed and agreed upon. In KS3 students have the opportunity to provide a written statement commenting on their progress throughout the year. This is incorporated into the final report issued to parents.

6.4: Targets

The targets should be SMART.

7. Monitoring, evaluation and review

The effectiveness of this policy is monitored by the SMT.

Monitoring takes place through periodic sampling of students' books, student interviews, lesson observations, analysis of reports, statistical analysis and through line management of curriculum areas. Curriculum leaders and their Assistants will also sample their colleagues' reports.

Curriculum leaders will monitor ARR through their Curriculum Area monitoring procedures and report on the outcomes to their senior line manager.

This policy will be reviewed every two years.

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