

Ormiston Academies Trust

## Ormiston Denes Academy Assessment & Reporting Policy

### Policy version control

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	Page
Contents	
1. Introduction: Purpose of Assessment	1
2. Formal Assessment Points	2
3. Reports	2
4. Detailed Feedback	3
5. Departmental Marking	3
6. Levels and Grades	4
7. Data Sharing	4
8. Appendices:	5
a. Target Setting Policy	6
b. Target Setting Guide for Parents	8
c. Report guidance	10
d. Data Quality Assurance Process	12

## Assessment and Reporting Policy

### 1. Introduction: Purpose of Assessment

Assessment is used to enable the following:

- Provide targeted feedback and development points against curriculum intentions and assessment,
- Measurement and tracking of student progress,
- Reporting to students, parents, school leadership teams and governors.

Curriculum Leaders will be responsible for ensuring GO4Schools mark books are set up in a manner that allows parents to easily note the topic covered and ascertain the corresponding assessment against the curriculum intentions for the period. Class teachers will be responsible for ensuring that regular assessment levels / grades are recorded on Go4Schools.

### 2. Formal Assessment Points

At the start of the academic year, all students will have academic targets <sup>a</sup> set for each subject they study. These targets include:

- A personalised academic target which is the grade the student should be attempting to achieve by the end of the year and should be challenging.

There are 3 data collection points a year and three Attitude to Learning (AtL) assessment points. Teachers do not need to add data specifically for the report cycle as they should be updating Go4Schools as required throughout the academic year.

Deadlines for each cycle will be shown on the Academy cycle documents and termly deadline sheet posted on the staff intranet. There will always be a two week window to allow for entry of AtL data and for Curriculum Leaders to quality assure these judgements.

By each of **the full assessment points**, class teachers will ensure the following information has been entered correctly:

- Raw assessment data which will provide a Current Grade.
- In Years 7 – 9, a Forecast Grade indicating where the teacher judgements and summative assessment suggest the student will progress to by the end of the academic year.
- In Year 10 – 11, a Forecast Level / Grade indicating where the teacher judgements and summative assessment suggest the student will progress to by the end of their GCSE course.
- Attitude to Learning Score.

At this time, in consultation with the Curriculum Leader, the class teachers may also review and adjust (upwards where appropriate) the target grades.

At each of the **Attitude to Learning assessment points**, class teachers will ensure the following information is entered onto Go4Schools:

- Attitude to Learning Score.

The Raising Achievement AP will always reissue guidance annually and where required throughout the academic year to ensure the AtL judgements are made consistently and fairly across the academy.

### 3. Academic Reports

Reports will be issued to parents, students and form tutors within one school weeks of the assessment deadline. Reports will include:

- Covering letter (parents only)
- Target Setting Guide
- Report guidance
- Report detailing;
  - Target Grade
  - Current Grade
  - Forecast Grade
  - Attitude to Learning Score
  - Attendance Percentage
  - Reading Age data (Autumn Term only)

*Parents* are encouraged to go through the report carefully with their child, highlighting areas for improvement and considering action points for further progression. Where there is a corresponding parents evening this may be done with the support of class teachers.

At the beginning of every half term, students work with their form tutor to set academic targets in the planners to help them improve over the next half term. These action points will then be reviewed and adjusted through the next reporting cycle. At the academy, we follow a coloured coded system to help us identify those students who need further support and to celebrate and reward students who are doing well.

### 4. Feedback Policy

- **All teachers check what pupils know and can do well enough and provide timely and relevant feedback during the lesson.** Effective responsive and adaptive teaching requires an effective feedback process. Through this, gaps are identified in student learning or understanding, and students are provided with the next steps for improvement.
- Green Pen for metacognition: students will use **green pen** during their lessons to reflect on their work, develop in response to teacher feedback and correct errors. For example, marking answers as right or wrong, self/peer assessing according to a checklist, DIRT time.

- Live Feedback: teachers will use **red pens** in books while circulating to support student development. For example, developmental questions and corrections. Students respond to this in **green**.
- Pink Highlighter for Literacy: When circulating, teachers will use pink highlighters to support literacy development. For example, highlighting misspelled words, highlighting in the margin where sentences need reformulating, dots to seek out an error. Students to respond in **green**.
- Summative and Formative assessments: Teachers will use red pens to offer feedback on formative or summative assessments. For example, WWW and EBI, written feedback on specific errors, whole-class feedback. Students will be responsible for acting on feedback in **green**.
- **Practice makes permanent: feedback requires students to act.** High-quality feedback at Denes is well-timed and gives students an appropriate task to show that they have improved.
- Appropriate feedback responses are focused on the **task, subject or self-regulation strategies** that make students successful.

#### Literacy Marking Codes exemplars

Mark	This means...
<b>Sp</b>	Spelling error, you must find it and correct it.
<b>P</b>	Punctuation error.
<b>G</b>	Grammatical error.
<b>CAP</b>	Find the missing or misplaced capital letters.
<b>Pr {</b>	Presentation unacceptable, redo this piece of work.
<b>//</b>	New paragraph.
<b>x</b>	Factually incorrect answer.
<b>✓✓</b>	Exceptional point.
<b>?</b>	Not clear. Refer to next step.
<b>^</b>	Something is missing, add it in.

## 5. Levels and Grades

The Office of Qualifications and Examinations Regulation (Ofqual) has introduced reformed GCSEs. These have more content; a higher focus on literacy; and in most cases are assessed through

examination only. In addition, the grades awarded are from Grade 9 to Grade 1, instead of A\* to G. Where a student is taking a specialist Key Stage 4 qualification, such as a BTEC, these are graded slightly differently to GCSEs and are assessed using the appropriate grading structure for that qualification.

Currently in Years 7, 8 & 9, we also award Grade 9 to Grade 1, these however are not representative of GCSE grades. When planning assessments, Curriculum Leaders benchmark good performance at 5 and exceptional performance at 7 and above. The KS3 assessment model is currently being reviewed.

## **6. Data Sharing**

Whole school and individual student tracking data will be released to staff and governors within two school weeks of each assessment deadline and it is essential that staff monitor and evaluate the assessment data. This applies to Class Teachers, Form Tutors, Heads of Year, Heads of Department and the Senior Leadership Team.

### **Target Setting Policy**

Students will be set targets for individual subjects. In KS3, these target will be for the end of each year and in KS4 it will be for the end of the GCSE course. These will be aspirational and challenging and has been created to ensure that it supports a rigorous, robust, measurable and transparent system of assessment.

#### **Student Target Grade (Fischer Family Trust [FFT] 20%)**

This is a centrally set, aspirational target grade that is stored for subject, class and student comparisons for all year groups. These are:

- Set at the start of Year 7.
- Reviewed each year by VP (Quality for Education) and Curriculum Leaders
- Currently follow FFT 20% for GCSE qualifications.
- Updated on Go4Schools by the Data Manager as close the beginning of the academic year as possible.

#### **Pupils joining the school without prior attainment data:**

Pupils will sit a range of GL Assessment upon entry and be given a current grade. This information will be used to set academic targets for these students.

### Target Setting & Reporting Information for Parents

At Ormiston Denes Academy, we believe all students should have the opportunity to succeed at the highest level. All aspects of our school life aim to inspire students to have aspirations and be ambitious. This is matched by a curriculum that is designed for all students to experience rigorous academic challenges, whilst enabling all our students to make positive life choices so they are healthy, polite and respectful. With this in mind, we also set challenging and aspirational targets.

#### **Why do we set targets?**

By setting ambitious, aspirational and achievable targets for all our students we help them stay motivated and help them to understand the progress they are making at school. Students tell us that they value these targets, they appreciate knowing how well they are doing, and they want to understand how to improve.

#### **How do you decide what my child's target will be?**

By placing ambition at the core we set targets grade +1 from the typical national progress models. The aim is for better progress than students nationally, ensuring higher levels of attainment which results in improved future life choices. These targets reflect what your child should aspire towards/ We are ambitious in our desire for all students to reach a minimum of Grade 5 because this is the benchmark set for a 'strong pass' by exam boards. Further education and training establishments and employers also recognise this too therefore we will not set a target lower than a -5 but will help and support your child work towards this target.

Throughout the academic year, teachers in each subject can raise a student's targets to reflect particular talents of or knowledge of the child.

#### **What do these targets look like?**

As you may be aware, the Office of Qualifications and Examinations Regulation (Ofqual) has introduced reformed GCSEs. These have more content, a higher focus on literacy and in most cases are assessed through examination only. In addition, the grades awarded are from Grade 9 to Grade 1, instead of A\* to G. Therefore, in Year 7-11 targets will also be set as grades 9-1. Some specialist courses that can be chosen from Year 10 such as BTECs have an alternative system (for example; Pass, Merit, Distinction, Distinction\*).

<b>New GCSE Grade</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>U</b>	
<b>Old GCSE Grades</b>	A*		A	B		C	D	E	F	G	U

#### **Vocational Equivalent Grades**

Where a student in Year 10 or Year 11 is taking a vocational qualification, these are graded slightly differently to GCSEs. Their equivalence is shown in this table:



Vocational Qualification Grading	GCSE Grade Equivalence
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Pass	1.75

### **When is this target set for?**

All targets are set at the beginning of the year and remain till the end of the academic year. This means students should be working towards meeting this target throughout the academic year.

### **What information will I receive about my child's progress?**

Target grades are reported along with progress towards targets to parents and carers using Go4schools ([www.go4schools.com](http://www.go4schools.com)). The progress of all students is tracked by the academy each term and progress reports are then produced which are available for parental viewing.

Forecast grades reflect the professional judgement of the class teacher who uses a range of assessment methods combined with a subject specialist's understanding of how learning progresses in the subject to make a forecast of the likely outcome at either the end of the academic year for KS3 students or the end of the key stage for KS4 students.

Also available through Go4Schools:

- Timetables – daily and weekly timetable.
- Attendance – Shown from the start of the academic year.
- Rewards and Behaviour information.

### **When can I expect a progress report?**

We aim to send a progress report to parents at the end of the final week of half term or the week immediately following a school break (depending on the length of the half term). Year 7-10 will receive three full progress reports at the end of each term supported by interim Attitude to Learning updates communicated to parents each half term. As Year 11 students' academic year is shorter, parents will receive two, one at the end of the Autumn term and then one at the end of the Spring term (the forecast grades of both can be used required for college applications).

### **How will I know how well my child is doing?**

Through subject based assessments - every student receives a Current Grade (a reflection of where they are currently working in a subject) and a Forecast Grade (the grade that the teacher believes they will reach by the end of year/or GCSE/BTEC course for Year 10 and 11s).

### **What do each of the Grades mean?**

**Current Grade** – The grade your child **is currently working at**. This is based on their current level of work and assessments.

**Forecast Grade** – The grade your child **is predicted to gain** at the end of the academic year (or GCSE/BTEC course for Year 10 and 11s).

- This is based on their current level of work and their teacher’s professional judgement as to their likely progression with them continuing their current level of effort.

**Student Target Grade** – The grade your child should be **attempting to achieve** by the end of the academic year (or GCSE/BTEC course for Year 10 and 11s).

- All targets are aspirational and challenging and based on national figures from the Fischer Family Trust (FFT).

**Is getting a grade 9 in Year 8 the same as getting one in Year 11?**

No. They are not being assessed against a GCSE exam criteria. If they continue to develop at this level achieving a Grade 9 at the end of GCSE is possible. But as these grades are age-related grades it shows they are performing as well as could be expected for their age group.

**What will happen if my child doesn’t achieve their target?**

The targets we set are challenging and aspirational and it may be that not all students will achieve all of their targets all of the time. All teaching staff regularly review the progress that individual students make, to ensure the support is in place that will help your child achieve their target. In class intervention and strategies are constantly reviewed to ensure every student has the best chance of success. Where this is the case in several subjects, the Heads of Year will take the lead on setting actions and these will be limited to a few areas at a time.

**Acknowledgement should be given to progression;** if a student is not yet on target but they have made progress this is positive. Equally, achieving a Grade 7 across KS3 is still making progress as the standard of work and difficulty of assessment progressively builds each year.

### Attitude to Learning Grade

Through the academic year, students will receive attitude to learning grades which show how they have been responding in lessons, how much effort they have been putting into their learning and the quality and frequency of the home learning. These grades are used by both the academic and pastoral teams to support students who are struggling to reach their full potential as learners and to celebrate and reward others who are striving to achieve theirs. The table below shows how teachers make these judgments.

	<b>Behaviour &amp; Attitude for Learning</b>	<b>Effort</b>	<b>Home Learning</b>
<b>4</b>	Is responsible and takes feedback well, always acting upon it. Works independently.	Respect for learning is shown and all work is attempted with enthusiasm and effort.	All homework and revision is ready on time, and thoroughly.
<b>3*</b>	Can be responsible and will usually take feedback well. Works well in most lessons.	Respect for learning is shown and all work is attempted with good levels of effort.	Homework and revision is ready on time, maybe one missed deadline. It is completed well.
<b>2</b>	Is sometimes responsible and sometimes takes feedback well. They are not yet consistent in their approach to learning.	Respect for learning is shown and all work is attempted but is slow to start and needs prompting.	Homework and revision is inconsistent in quality and not ready with deadlines missed on multiple occasions.
<b>1</b>	Is not responsible and does not take feedback well. Rarely acts independently and they need constant prompting.	Some respectfulness in limited attempts to engage in work limited and often is incomplete or rushed without care.	Homework and revision is not usually complete in readiness for lesson and extended deadlines are missed.
<b>N/A</b>	Has been absent for long periods so difficult to judge mindset.	Has been absent for long periods so difficult to judge effort and work quality.	Has been absent for long periods so difficult to judge home learning.

\*working at a 3 supports reaching academic targets.

### **How will I know if my child's attitude to learning is good enough to succeed?**

At the academy, we follow a coloured coded system to help us identify those students who need further support and to celebrate and reward students who are doing well. At the beginning of every half term, students work with their form tutor to set academic targets in the planners to help them improve over the next half term.

### **What happens if my child achieves a good attitude to learning?**

We always aim to celebrate a child's in class and home learning especially when they have put considerable effort into achieving these outcomes. We also want to celebrate those students who represent the behavioural values that we set out in our three R's Ready, Respectful and Responsible. For those students who achieve our highest award, gold and platinum, lapel badges will be issued for these students to wear as well as letters and or meetings with the Principal.

### **What happens if my child's attitude to learning is a concern?**

We always look at ways to ensure students can make improvements to their attitude to learning. The year team will use a range of strategies to ensure your child can make the improvements they can be proud of and ensure their attitude to learning improves, and they too can be celebrated. In raising achievement assemblies, we also celebrate the most improved students across a half term.

The colour coded system is as follows:

- **Platinum is amazing.** You will meet with the Principal and receive a reward.
- **Gold is excellent.** You will receive a letter from the Principal and a reward.
- **Silver fantastic.** You will receive a letter from the Vice Principal and a reward.
- **Bronze means that you are on track,** and you will receive a letter home from your year team; if you can move up to silver next time will receive a reward and a positive letter home.
- **Green means your average score for AtL is just above 'satisfactory'.** Well done, but we want you to push hard to get bronze or higher next time, so we can contact home to say 'well done' and reward you.
- **Yellow is concerning.** This means your average score for AtL is below 'satisfactory'. Your form tutor help you set targets until we see improvement. You should aim for nothing less than 'Green' ranking next time. The most improved student in the year group will be rewarded.
- **Orange is very concerning.** This means your average score for AtL is well below 'satisfactory'. You will go on report to a HoY until we see improvement. The most improved student in the year group will be rewarded.
- **Red is deeply concerning.** This means your average score for AtL is very low. You will go on report to a member of SLT until we see improvement. The most improved student in the year group will be rewarded.