

Assessment, Recording and Reporting Policy

Introduction

We believe assessment is an integral part of teaching and learning. It is an invaluable tool in enabling teachers to set individual and group targets; monitor progress and adjust future teaching and learning strategies based on their findings.

School assessment data will include moderated professional predictions mapping student performance to final course outcomes in the grade sets used in the course; e.g. GCSE 1-9 recognising the new more challenging benchmark of 5 for middle attaining students. The school will ensure that monitoring data is presented to governors and other stakeholders in a format that enables to school's likely outcomes to be monitored for all students and for targeted groups or those with specific needs and under closer scrutiny. The school recognises the importance of Attainment 8 performance to students ongoing development and also Progress 8 as the key value added measure of the school for the last two years of development that we can affect.

Aim

This policy aims to ensure that students are able to make rapid progress in learning and also that staff and other relevant individuals have accurate data to use in order to effectively plan and intervene toward the most successful outcomes for individuals and groups of students.

Terms used in assessment

- **Achievement** - a measure that combines progress evidenced and assessment data
- **Gradeset** - the specific letters or numbers used to rank outcomes, e.g. A*-G or Grade 9-1
- **Baseline** - the starting point reported for students new to a course
- **Current Internal Grade** - the grade that is recorded by teachers for student learning, following the reporting schedule. This is usually referenced by the content covered to date in the course
- **Markbook** - the ongoing record of unit assessments, and other data such as attitude to learning (ATL) that each teacher will use to support teaching
- **Formative assessment** - ongoing feedback of learning evidenced during the course both formally and informally
- **Summative assessment** - an evaluation of performance in a test against a benchmark, e.g. an exam mark
- **Target grade** - the grade that a student is expected to meet or exceed at the end of the course, usually challenging and based on rapid progress
- **Predicted grade** - the grade that a teacher estimates that a student is most likely to achieve at the end of the course, based on additional interventions and other behaviours that students will normally include in future stages of a course

Formal academic courses, employer placements and Studio School projects will be assessed.

Schedule, moderation and external verification

School assessment data will be entered into a common reporting template developed by Activate schools. This will simplify and facilitate SLT and LGB scrutiny as well as enable external verification and moderation of predicted grades between schools.

Courses at Bicester Technology Studio will normally be two years or eleven half terms. GCSE and A level courses are corresponding examples for KS4 and sixth form students.

- **Assessment points 1 to 12:** This refers to project and assessment weeks at the start of each half term (coded AP1 to AP12).

Assessment

Assessment Point:	AP1	AP2-10	AP11	AP12
Summative Assessments	Initial testing on entry informs baseline grade. Also generates target grade when combined with KS2/Alps	Current Internal Grade at each assessment point AP2-AP10	Final internal examination or internal component of course (e.g. coursework grade)	External grades received from awarding bodies
Predicted Grade	Initial predicted grade informed by first summative assessments	Teacher updates a predicted grade at each assessment point AP2-AP10	Professionally predicted Most Likely Grade, final intervention opportunity	n/a
Half term record (formative)	n/a	Summary of the learning of students during the previous half term	Summary representative of the course as a whole	Used for reference and reflection by the teacher. To inform future delivery
Employer Placement	n/a	Elements are recorded on an ongoing basis and are reported to parents during assessment points and at other times		Used for reference and reflection by the school. To inform future provision.
Project Based Learning (PBL)	n/a	Elements are recorded on an ongoing basis and key milestones are reported to parents during assessment points and at other times		Used for reference and reflection by the school. To inform future content.
CREATE	n/a	Create is recorded on an ongoing basis and key elements are reported to parents during assessment points and at other times		
Attitude to Learning (ATL)	n/a			Used for reference and reflection by the school. To inform future intervention.

Reformed Grade Conventions

BTS will follow a convention of splitting grades into three parts; low, mid, high. For example:

Internally reported	4-	4m	4+	5-	5m	5+
Comment	Working at a 4 but not secure	Securely working at grade 4	Securely working at 4 and demonstrating competence at next grade	Working at a 5 but not secure	Securely working at grade 5	Securely working at 5 and demonstrating competence at next grade
External Grade	Most likely to be 4 but could be 3 on the day	4	Most Likely to be a 4 but could be a 5 on the day	Most likely to be 5 but could be 4 on the day	5	Most Likely to be a 5 but could be a 6 on the day

Performance against Target

The school will calculate the difference between the predicted grade against the target grade (using -/m/+ as described above) and report in a simplified form using a descriptor intended to simplify reporting:

Report outcomes	Descriptor
The predicted grade is one grade or more above the target grade	Exceeding target
The predicted grade is above target but by less than one grade	On target
The predicted grade is exactly the same as the target grade	Minimum expectation
The predicted grade is less than the target grade	Cause for concern

Attitude to Learning (ATL)

ATL Level	Descriptor
1	Outstanding
2	Good
3	Must improve
4	Poor

The convention is the school using colours will be in the BRAG format as evidenced in the table above (Blue/Red/Amber/Green).

Assessment Summary

What forms of Assessment we use

Formative assessment: peer assessment, self-assessment, formative comments by teachers

Summative assessment: We collect tracking information six times per year. A summary of students' achievements is reported.

External exams

SEN assessments

Reading Age Test

Who Assesses

Teachers

Employer Partner representatives

Students

SENDCO for specific groups to set Individual Educational Plan targets

English As an Additional Language coordinator

External moderators

External exam boards / awarding bodies

Recording Assessments

Formative comments by teachers in student notebooks

Summative/formative assessments recorded in teachers' notebooks

Subject areas record assessments on their class profiles and markbooks

Evaluative comments from students on their own work and work of their classmates in notebooks

Every tracking period summative assessments recorded on our MIS

Reports are generated from recorded data

Reporting on Assessments

Parents receive access to a summary report each half term. The report gives target grade, current internal grade, sometimes referred to as a working grade, plus an attitude to learning grade. The school will also report on other elements of school life relating to attendance and performance on projects and with employers.

Subject leaders will report to SLT on the progress of their courses regularly and will also report progress of targeted individuals and groups of students.

Raising Achievement Reports, exam analysis and lesson observations form part of the reporting procedures.

Monitoring Procedures

The Assessment Policy is monitored by the Vice Principal.

The Local Governing Body is responsible for the content of the policy.

A regular cycle of book sampling every three weeks by:

- Teaching staff during moderation meetings to assess progress in lessons and maintain consistent standards
- Subject and Team Leaders to assess consistent use of assessment procedures and progress across subjects by specific groups of students and also to guide learning and staff development
- Senior Leadership Team to assess consistency, accuracy and progress in lessons
- Reliability and security of Assessment data is monitored by the Vice Principal

Target challenge

In Years 7-11, the national expectation of progress is mapped over 5 years, but we expect students to exceed this in the two years that they study with us in Key Stage 4. End of course targets will be based on rapid progress from KS2 data in KS4 and on the Alps system in KS5. Bicester Technology Studio will use the following guide to inform our targets in KS4:

Prior Attainment at the end of KS2	New reformed grade core target	notes
Low	4 low	Targets will vary in individual subjects according to information from assessments and future data sets, e.g. FFT aspire
Mid	6 mid	
High	7 high	

Evaluation Processes

The ethos in Bicester Technology Studio is that targets should be challenging and should be exceeded.

Class teachers will highlight interventions/differentiation for students' not making the expected progress.

All Subject Leaders and Team Leaders are expected to be aware of the Raise online and summarise the report for their areas in the achievement section of their Self Evaluation Reports.

The Vice Principal will provide ½ termly reports to SLT on consistency and effectiveness of the assessment policy.

The first line management meeting of the year will focus on the progress made by students in the last academic year, lessons learned and actions required.

Some faculties may have an additional student consultation evenings and parent information evenings.

Monitoring and Evaluation

The Board of Governors will review the assessment, recording and reporting policy annually at the start of each academic year.

Policy Written: May 2016

Review date: August 31st 2017