



## Assessment & Reporting Policy

**Approval Date – May 2019**

**Review Date – May 2022**

It is the policy of the Governors of Westfield Academy that teachers monitor the progress made by students in all subjects. Summative assessment will give a “snapshot view” of students’ attainment. Formative assessment will enable students and their parents to know what they have to do to improve the standard of their work. Assessment will also allow the school to identify students making insufficient progress and enable it to intervene and support those students. The school will formally report to parents 3 times a year with a review of their son/daughter’s progress.

Each report will contain information on a student’s attitude to learning (see appendix 1). Attitude to Learning focuses on 4 key areas that all students need to develop in order to achieve their potential:

- Independence and motivation
- Contribution in lessons
- Readiness to learn and having the appropriate equipment
- Homework

In Year 7-10, reports 2 and 3 will also summarise achievement. In Year 11, all reports will include information on predicted final GCSE grades.

Yearly, there will be a report that comments on a student’s personal development. This will be written by the tutor.

An annual parent/teacher evening is a further opportunity for the school to report and for teachers and parents to set targets for improvement. The reporting system is also used by tutors/mentors in IAG sessions at which targets may be set.

### Roles and Responsibilities

The Governing Body will:

- Seek the advice of the SLT on this policy, keep it up to date and make it available to parents.
- Monitor the effectiveness of this policy.

The Headteacher will:

- Ensure the content of this policy is understood and acted on by all teachers.
- Ensure Middle Leaders carry out moderation procedures in order that there is consistency between teachers and against nationally agreed standards.

The Deputy Headteacher will:

- Ensure a timescale for the assessment and reporting cycle is created, published in the school calendar and known and understood by all teachers.
- Ensure that support staff collect and collate data, then produce and send reports to parents.

- Provide a template for the content of data reports and tutor reports.
- Carry out quality assurance checking to ensure that the content of reports is accurate and meets suitable and professional standards.

Teachers will:

- Carry out agreed baseline assessment and report the results to their Middle leader / Senior Leader as appropriate.
- Carry out assessments; mark them and feedback to students the grade attained and suitable improvement comments.
- Report the results of assessments to their Middle leader / Senior Leader as appropriate.
- Use assessments when providing attainment data as part of the school-wide system for reporting progress against target in all subjects.
- As a tutor, complete a tutor report

Middle Leaders / Senior Leaders will:

- Ensure teachers carry out baseline assessments and at least 3 assessments throughout the academic year.
- Ensure teachers carry out moderation activities in order that there is standardisation across the faculty and against nationally agreed standards.
- Ensure that teachers meet school-wide deadlines for the submission of data for reports.

Senior Leadership Team:

- Proof read tutor reports to ensure the content meets professional standards.

### **Principles**

- Student's progress in each subject will be compared to national data by utilising FFT 20 and 5.
- Each subject will also carry out subject-specific baseline assessment in terms 1 or 2 of Year 7. This will help inform predicted outcomes, especially in non-core subjects.
- Each subject will carry out a minimum of 3 formal assessments per year.
  - Each subject will complete "Best Predicted" grades for KS4 on a half termly basis.
- Subjects will be responsible for moderation of assessments, to ensure standardisation between different teachers and against national standards.
- These formal assessments will be the basis for reports

### **Related Documents**

- Data report template.
- Tutor report template.
- Marking Policy.

### **Monitoring**

This policy is monitored by the Governors' Learning & Teaching Sub-Committee

### **Responsible**

- The Deputy Headteacher (Matthew Reid)

## Appendix 1 - Westfield Attitude to Learning Grades and Descriptors

### Attitude to learning descriptors (ATL)

- These statements are descriptors not criteria and should not be used as hurdles that students need to clear.
- They describe what learning could look like within a range of different levels.
- Your knowledge of the whole child is important when deciding on an Attitude to Learning Grade.
- These grades should be applied on a 'best fit' principle. Students do not need to achieve all the criteria in any level.
- Some students with specific learning difficulties may never be able to achieve some of the statements and this should be taken into account.
- These levels must link to the academic data you provide and reflect a student's progress towards their target grades

<b>Grade:</b>	<b>Criteria</b>
<p><b>5: Over and Above</b> A student here will be on or making good and sustained progress towards target.</p>	<ul style="list-style-type: none"> <li>• Shows a high degree of independence in their learning. Is able to work successfully with a range of students. May read around the subject.</li> <li>• Contributes fully to the lesson, including volunteering to answer questions. Adds to the learning within the classroom</li> <li>• Always has the appropriate equipment</li> <li>• Completes homework to a high standard and regularly goes beyond what is required</li> </ul>
<p><b>4: Good</b> A student here will be on or making good progress towards their target</p>	<ul style="list-style-type: none"> <li>• Is able to work independently without prompting from a member of staff. Is able to work effectively with groups of students</li> <li>• Contributes well to the lesson. Will regularly volunteer to answer questions</li> <li>• Has all the appropriate equipment</li> <li>• Completes homework to a high standard and occasionally goes beyond what is required</li> </ul>
<p><b>3: Coasting</b> A student here may be on target but there is a risk they could fall back without an improvement in their attitude to learning</p>	<ul style="list-style-type: none"> <li>• Will usually work independently but can be slow to start tasks and may need reminding</li> <li>• Will contribute to the lesson if prompted. Will answer questions but responses may be limited</li> <li>• Will usually have the correct equipment</li> <li>• Homework is completed to a basic standard and rarely, or ever goes beyond</li> </ul>
<p><b>2: Needs to Improve</b> A student here will be below target in your subject</p>	<ul style="list-style-type: none"> <li>• May struggle to work independently or without staff support</li> <li>• Occasionally volunteers to answer questions</li> <li>• Can be reluctant to work with other students or slow to start tasks</li> <li>• There may be a lack of equipment</li> <li>• Homework will not always be completed or done to an appropriate standard</li> </ul>
<p><b>1: Unacceptable</b> A student here will be below target in your subject.</p>	<ul style="list-style-type: none"> <li>• May be unable to work independently or without staff support</li> <li>• Poor effort shown in class- will rarely answer questions</li> <li>• Rarely engages with tasks unless prompted and is often unwilling, refuses or is unable to work with other students</li> <li>• Equipment is often missing</li> <li>• Homework is rarely completed or done to an appropriate standard</li> </ul>