Joseph Leckie Academy

Assessment Policy

Approved by JLA Trust Board:	03/2018
Last reviewed on:	10/2021
Next review due by:	10/2022

1. Rationale

1.1   In order to continue improving standards and outcomes within the Academy it is important that assessment data is accurate and used effectively to target improvements across all year groups.

Levels entered onto the SIMS system must reflect the students' abilities, performance and progress at any a given point in their education.

Accurate assessments can then be used to monitor possible progress and outcomes, ensuring that necessary actions and interventions can be implemented to make sure students achieve expected outcomes.

2. Use of Assessments to inform progress

2.1   Key Stage 3

- Assessment data reported will be based upon performance in class, homework and **ALL** end of unit assessments up to the point of reporting.
- All assessments should be based on Programmes of Study set out in schemes of work and supported by Level Descriptors and expectations set out in department assessment documentation.
- Assessments must be appropriate to the students' abilities, but allow students to clearly demonstrate their abilities and progression to higher levels.

2.2   Key Stage 4 and Key Stage 5

- Assessments will be based upon performance in class, homework and **ALL** end of unit assessments up to the point of reporting.
- All assessments should be based on examination material for units/ chunks of learning and be graded accordingly, to include Year 9.
- These should allow students to demonstrate their abilities and progression to different tiers where appropriate.

2.3   Vocational Courses

- Assessments should be based on the content of the student portfolio or examination criteria of past papers appropriate at the point of assessment.
- These should adhere to the assessment timeline agreed by the Lead Internal verifier for each subject/qualification.

3. Frequency of Data Collection

3.1   Assessment grades for all year groups will be collected **at least** 3 times throughout the academic year at specific intervals:

1. **October half term**: Allowing for early identification of issues and intervention at an early stage, personalisation of student curriculum can be looked at here
2. **February half term**: Allowing the monitoring of progress and intensification of interventions and relevant/appropriate support if necessary.
3. **May half term**- used to assess effectiveness of interventions and map out a plan of action for the following academic year

3.2   An initial assessment grade (baseline data) will be collected in September, shortly after the start of the academic year, for some year groups in order to assess the students' aptitude for a subject and confirm the suitability of placement.

     Year 7: Assessment with identify correct banding/setting from Key Stage 2.

     Year 9: For certain subjects where 2 types of course exist to assess which is the most appropriate pathway

     Year 12: Assessment to ascertain if course choice is appropriate or if extra study is required. Any removals from courses must be discussed with SLT.

3.3   External National Indicator Tests will take place as early as possible in Year 7 on entry into the Academy (September/October in the year of entry) to supplement KS2 SATs and Baseline Data in establishing student progress and attainment targets forecasted to the end of GCSE in Year 11. The Academy will be using GL CAT4 Assessments for this purpose, firstly in 2021 with Years 7 and 8 to account specifically for lost education time and accompanying data due to the COVID-19 pandemic. This will be carried forward with Year 7 students from 2022 onwards.

3.4   Assessment data for years 11, 12 and 13 will be collected with greater frequency following the October collection to allow for closer monitoring and tracking progress. This will mean that interventions can be intensified and modified to ensure success in examinations.

3.5   Staff must ensure that grades are entered into the Academy's SIMS system promptly by the calendared dates in order to facilitate overall, departmental and Year Group analysis.

4. Use of Prior Data to set Estimates and Targets
4.1   Currently, Estimates for KS4 are calculated based on prior attainment at KS2 and are the minimum expectation for the students based upon national data. This will change for the Year 7 and 8 cohorts in 2020-21 and thereafter to include external National Indicator GL CAT4 tests to enhance estimate accuracy for KS4.

4.2   Estimates for KS5 students are calculated using KS4 Average Point Scores (APS) for relevant qualifications are the minimum expectation

4.3   Estimates may not appear as a whole grade as they are based on the most likely outcome and they are primarily for use by and with teaching staff. A student achieving the lower Estimate would be deemed to be underachieving. Estimates cannot be changed as they are based on minimum expectations.

4.4   Targets set by teaching staff, and shared with students, are the grade that we should expect a student to work towards and achieve and will take into consideration both the estimated grade and the Value Added dimension for the individual student. This target grade, for any given year, should not be less than the child's estimated grade for the end of that assessment period, based on collected prior data. These should generally be whole grades so that the students and staff are aware of expectations. These should be shared between staff and students to encourage progress. It is possible for a student's target grade to be changed upwards if they are excelling in a particular area so that they can aspire to better grades.

5. Use of Assessment Data
5.1   Estimates and targets should be considered during curriculum target setting meetings for departments/faculties (see below) and year group specific achievement meetings and used to plan suitable interventions to ensure a student works towards them. Where serious issues are present and students are below both estimates and target, this should be reported to the link member of the LT and the Assessment Manager.

5.2   The information recorded on the SIMS system will be used to inform parents and carers of student progress through interim progress reports, full student reports and other communications as deemed necessary.

5.3   Students' overall data will be used after consultation with the staff and students to determine whether early entry or personalised curriculum is appropriate to ensure the best possible outcomes are achieved and allow progression for the student in the next phase of their education.

6. Curriculum Target Setting Meetings
6.1   These will occur every half term throughout the year to allow all staff to support each other with

underachieving students. Each meeting will focus intensely on particular year groups. However, faculties and departments should have an overview and be able to provide information for all year groups and students following these meetings.

7. Year Group Achievement/Intervention Meetings

7.1   These have been calendared to take place for each year group throughout the academic year to ensure that form tutors, subject leaders, year heads and link leaders are directly involved in intensive analysis and intervention provision for assessment and progress data alongside other student performance indicators. These meetings are calendared termly for each Year Group and are bi-weekly for Sixth Form and weekly for Year 11, focusing on differing curriculum or pastoral areas in each meeting.

2nd half term: Year 7 and 8
3rd half term: Year 11, 12 and 13
4th half term: Year 9 and 10
5th half term: Year 7 and 8
6th half term: Year 9 and 10

7.2   It is suggested that teachers look at value added for the relevant groups prior to the meeting and that the Head of Faculty/Department provides the overall value added for the cohort (this is easily taken from SIMS). This way concerns will be identified prior to the meeting and individual strategies can be discussed/decided. Having some samples of assessments and work available for identified students available during the meeting may help to decide on interventions and strategies required and ensure that assessments are standardised across all groups.

7.3   Following these meetings a short summary of identified students and planned interventions/ strategies should be passed to the Link LT member and following this there will be a short meeting to discuss outcomes between the Head of Faculty/Head of Department and Senior Leadership Team (SLT) link and therefore LT will be able to offer support with individuals.

8. Early Entry Policy

8.1   Students may be entered early for their GCSE examinations prior to the end of their KS4 education where it is deemed to be beneficial to the student and should be considered under the following circumstances:

- Students are working **securely** above their target grade in a subject.
- Students are excelling in a given area and can succeed in it, but would benefit from extra time for core and other subjects to ensure success in these.
- Students are becoming disaffected or have problems which may have an impact on their year 11 outcomes.