



Joseph Leckie Academy

Assessment Policy

This policy is reviewed annually

Approved by Governors: March 2018
Review date for Document: March 2019

Rationale

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.

Use of Assessments to inform progress

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 Level Descriptors as set out in the National Curriculum.
- Assessments must be appropriate to the students' abilities, but allow students to clearly demonstrate their abilities and progression to higher levels.

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.

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 area.

Frequency of Data Collection

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

An initial assessment grade 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.

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.

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

Use of Prior Data to set Estimates and Targets

- Estimates for KS4 are calculated based on prior attainment at KS2 and are the minimum expectation for the students based upon national data.
- Estimates for KS5 students are calculated using KS4 Average Point Scores for relevant qualifications are the minimum expectation
- 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.
- Targets set by teaching staff are the grade that we should expect a student to work towards and achieve as the Academy needs to consider the value added dimension for students. 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. Targets cannot be lower than Estimates.

Use of Assessment Data

- Estimates and targets should be considered during curriculum target setting meetings (see below) within faculties/departments 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.
- 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.
- 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.

Curriculum Target Setting Meetings

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.

1st half term – Year 11, 12 and 13

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

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.

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 HOF/HOD and LT link and therefore LT will be able to offer support with individuals.

Early Entry Policy

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.