



COAL CLOUGH
ACADEMY

Assessment and Reporting Policy



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Coal Clough Academy
Assessment & Reporting Policy

Contents

<u>Coal Clough Academy</u>	1
<u>Assessment and Reporting Policy</u>	1
<u>1. Introduction</u>	3
<u>2. Aims of this policy</u>	3
<u>3. Assessment in practice</u>	3
<u>4. Reporting</u>	3
<u>5. Assessment for Learning</u>	3
<u>6. Roles and Responsibilities</u>	3
<u>6.1 Teachers and Tutors</u>	3
<u>6.2 Deputy Headteacher responsible for the Curriculum</u>	3
<u>6.3 The SENCO</u>	3
<u>6.4 In General</u>	3
<u>7. Measuring success - Overview</u>	3
<u>8. Training and Professional Development</u>	3
<u>9. Rewards</u>	3
<u>10. Monitoring, evaluation and review</u>	3

1. Introduction

1.1 Coal Clough Academy (CCA) has a clear policy and operates a robust system of self-evaluation to assess starting points, set goals, monitor progress and implement support and intervention strategies where required. All staff are fully trained in the CCA self-evaluation policy and procedures with Senior Leaders responsible for specific areas of performance. As an Alternative Provision (AP) school we want commissioners (other schools/LAs), pupils and parents to be fully engaged in the process. This will ensure ownership, understanding and encourage positive actions. Information arising from assessment and monitoring will inform the CCA Performance Management systems for staff including identification of professional development needs (CPD). All staff will be accountable to a Line Manager and the Headteacher is accountable to the Governing Body.

2. Aims of this Policy

2.1 The aim of CCA is to enable students to achieve the very highest level of attainment of which they are capable. Assessment will be the tool by which the school can judge the attainment of individual and groups of students. Assessment will be used to calculate the school's performance and hence judge the overall effectiveness of the new provision. Efficient, up-to-date and accessible recording systems will allow all staff in the school to work with accurate information about individual students to help them achieve the best of their capability. Accurate recording systems will allow for analysis to be performed regularly providing information for target setting and predictions of school performance.

2.2 An appropriate reporting system allows the school to have a meaningful partnership with parents and carers which clearly defines the level of attainment an individual student has made. It also identifies the progress that a student is making towards expected levels and provides advice and targets for improvement for the student.

3. Assessment in Practice

3.1 On referral to CCA our Admissions Team will gather all data provided by the referring school. The pupils will then be **baseline assessed** on their reading and numeracy skills using baseline tests which report grades on a scale of EL3 - Level 2 which converts to the new GCSE 1 to 9 grading.

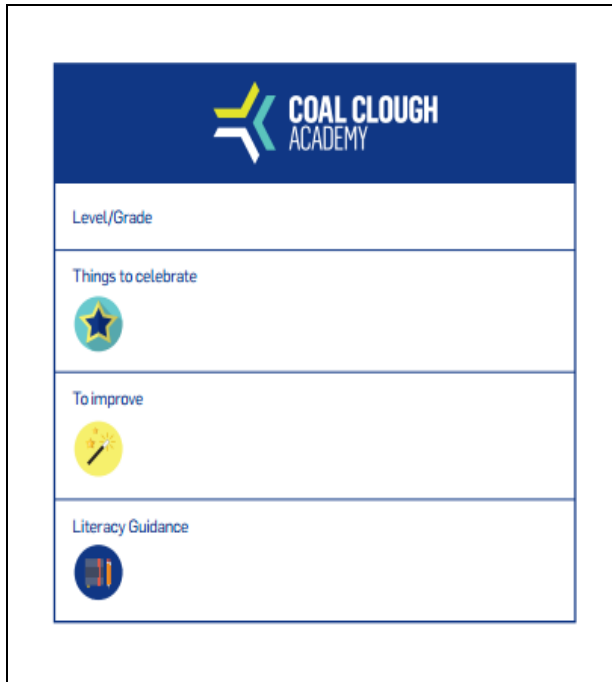
Pupils will be formally assessed every term and current performance data will be recorded at 3 points in the year. The progress made is measured against the initial targets set from baseline assessments and is compared to the previous data collection point. This progress is discussed with each student and is shared with parents via a report; CCA wants students to have ownership of their progress.




3.2 When appropriate, a personalised programme of support will be developed; This could be through the delivery of a structured, sequential and comprehensive multisensory language course, for example, if the student has dyslexia. It could equally be through a thorough intervention programme which is delivered on a 1:1 basis or in a very small group according to

the needs of the student and this will be incorporated into the students timetable so that they happen weekly.

3.3 A **Student Learning Profile (SLP)** will be produced with the input of the learner, highlighting short-term, achievable targets which will be reviewed regularly. This will be reflected on during form time throughout the year. Our school reporting system will also feed into this process so that students can track their progress towards achieving these targets.

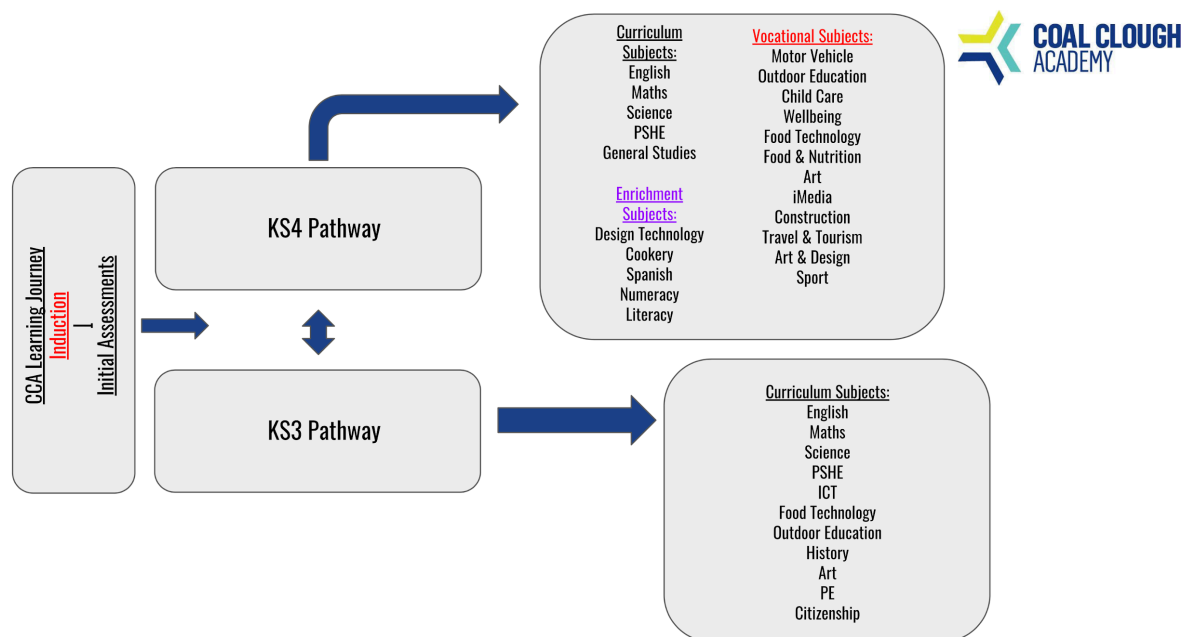
3.3a CCA has developed feedback stickers (as shown below) which are used on a weekly/fortnightly basis (depending on the subject) to assess pupil's progress and to guide the pupils on the next stage of their learning journey.



COAL CLOUGH ACADEMY	
Level/Grade	
Things to celebrate	
To improve	
Literacy Guidance	

3.4 At Key Stage 4, pupils will be assessed against the accreditation levels of the relevant awarding body

3.5 Our **Learning Journey** is as shown below;



4. Reporting

4.1 We will use (SIMS) to provide us with means of recording and viewing the full range of our pupils' Assessment data. It allows us to meet the school's day-to-day assessment, recording, reporting and target setting requirements including the statutory requirements of the National Curriculum. Our pupil's progress will be easily tracked and monitored, enabling our school to become not just data rich but more importantly, information rich. SIMS will provide us with further analysis such as the breakdown of information for Special Educational Needs, Free School Meals and Looked after Children (LAC).

4.2 By having an effective system of assessment, recording and reporting to staff within the school we are able to:

- Adopt a consistent approach to the assessment, recording and reporting of students
- Understand their role and responsibilities in student assessment, recording and reporting within the curriculum
- with each student to help them achieve their potential
- Identify rates of progress and therefore the expected level of attainment for each student
- Set targets using these as a baseline

4.3 By regularly assessing individual students every term (3 times a year) and comparing their progress against the targets; then discussing this with each student and parent; the school will allow students to take ownership of their progress.

4.4 Reports on progress will be provided twice during the school year; once at the end of the Autumn Term and again at the end of the Summer term. Each subject area will report progress and these reports will be sent to parents, carers and referring schools. The reports will include

curricular target grades for every subject and an indication of how a pupil is progressing to that target. The report will also include assessment of a pupil's behaviour, motivation, progress and attendance. There will also be a reflection on achievements made. The reports will:

- Enable parents and carers to support and encourage their children by discussing their targets with them
- Strengthen the liaison between Coal Clough Academy and the referring schools
- Allow key staff at Coal Clough Academy to use the information to review and plan next steps for each pupil

5. Assessment for Learning

5.1 At CCA we will ensure that all our pupils benefit from the assessment systems we put in place and ensure that it is not just an exercise to produce data. We will ensure that our pupils take part in the activities that are valuable long term, help them to develop, provide them with guidance and feedback and ensure that students learn how to assess themselves in the future. **(See Appendix 2)**

We will ensure that Assessment for Learning is at the centre of our ethos. By adopting this approach it will enable us to:

- Have accurate assessment
- Balance formative and summative assessment
- Ensure that there is active and participatory learning
- Give feedback through dialogue and participation
- Develop student autonomy

6. Roles and Responsibilities

6.1 Teachers and Tutors

6.1.1 Teachers and Vocational Tutors will be expected to:

- Assess, record and report on all students in their classes
- Provide appropriate methods for assessing students at an appropriate interval
- Mark and record the results of these assessments
- Report the results of assessments as required using SIMS. Record curricular targets as required
- Share the results of assessment and progress grades with students
- Make sure that the assessment feedback review cycle takes after each assessment point.

6.2 Deputy Headteacher Responsible for the Curriculum

6.2.1 The Deputy Headteacher is responsible for the curriculum and will monitor the performance of all students in their subject areas by:

- Working with the Data Manager to develop the systems for recording, analysing and reporting student assessment data
- Monitoring the quality of teaching in core and vocational lessons to ensure compliance with the schools expectations and the subject area's assessment, recording and reporting systems
- Monitoring the work of teachers and vocational tutors in each area to ensure they are familiar with, and contribute to, whole school assessment, recording and reporting systems
- Monitoring the setting of curricular targets, groups and objectives
- Reporting on progress and attainment to SLT and the governing body as required

6.3 The SENCO

6.3.1 The SENCO will:

- Work closely with the Headteacher, Deputy Headteacher and the Governing body with regard to matters relating to SEND
- Advise school leadership on the SEND strategy
- Manage school-based provision including the management of the Intervention Programme
- Provide professional guidance to school staff on matters relating to SEND and providing in-house training when appropriate
- Ensure that pupils will receive their full educational entitlement
- Manage and support other staff in the SEND team
- Keep parents informed of students' progress and any areas of concern relating to SEND

6.4 In General

6.4.1 The Staff at CCA will discuss with our pupils what they are expected to learn and foster a sense of ownership and achievement by sharing targets and success criteria. Through our assessment systems we will be able to support learning, give valuable feedback to parents and

carers, mainstream schools and outside agencies to show that our young people are making good progress and reaching their targets.

6.4.2 We will be able to provide the evidence of pupils' achievements and plan the next steps in their learning journey.

7. Measuring Success - Overview

7.1 Our overall aim will be to set high targets for pupils in all areas of our curriculum. As we seek to provide a more personalised programme of study our students are provided with similar opportunities as students in mainstream education with regards to the amount of qualifications available but delivered in a more manageable way. These will relate to basic skills acquisition, academic achievement and improvements in attendance and social, emotional and behavioural difficulties and will form part of a **Students Learning Profile (SLP)**.

7.2 We will measure our success by being able to show:

- Pupils achieving, gaining accreditation and making good progress in their vocational areas and against literacy and numeracy targets
- Pupils having good attendance and increasing their attendance rates after attending CCA
- Pupils exhibiting good behaviour and demonstrating improvement in their behaviour levels after attending CCA
- Pupils becoming more motivated in their work
- Teachers delivering a quality learning experience which will inspire pupils to engage, enjoy and succeed at CCA
- Pupils improving their self-esteem and social and emotional development

7.3 All these factors are critical in measuring whether CCA will achieve its vision of reaching out to those disadvantaged and disaffected pupils in order to make a sustained and positive impact on their lives, education and futures. In so doing, we will inspire young people to raise and achieve their aspirations within a culture of encouragement and support for pupil participation.

8. Training and Professional Development

8.1 All staff will receive an induction session on assessment, recording and reporting on joining CCA and their implementation of the policy will be monitored.

8.2 Staff will be encouraged to share and experience effective practice.

8.3 Assessment, recording and reporting training will be available to staff throughout the year.

8.5 SLT will regularly review whether relevant whole staff training is required.

8.6 Students will be encouraged to assess each other's work against given criteria and eventually their own work against their own criteria, demonstrating an understanding of the level descriptions and knowing what they need to do to progress.

9.1 Rewarding students for what they do well is crucial for raising self-esteem, motivating learners and changing behaviours. The rewards system will be based upon a whole school reward system. (*Please refer to the Behaviour policy for more details*).

10. Monitoring, Evaluation and Review

10.1 The effectiveness of this policy is monitored by the Headteacher and Deputy Headteacher who has responsibility for the Curriculum.

10.2 Monitoring takes place through periodic audits of students' learning, student interviews, teaching observations, analysis of reports, statistical analysis and through the Line Management of staff.

10.3 A written report will be submitted annually by the Headteacher, summarising the findings.

10.4 This policy will be reviewed as determined by the Governing Body, in discussion with the Headteacher and/or when there are changes in the law.

Appendix 2

School Report Format

Student End of Year Report 2020



Name:

Form Group:

Year Group:

Admission Date:

<u>Subject</u>	<u>Summer Grade</u>	<u>End of Year Target Grade</u>	<u>Progress</u>	<u>Conduct & Behaviour</u>	<u>Effort & Engagement</u>
English Language					
Maths					
Motor Vehicle					
Science					
ART					
Travel and Tourism					
Construction					
I-Media					
Sports Science					

Attendance %		<u>Achievements:</u>
Number of Sessions Late		
Authorised Absences		
Unauthorised Absences		

Senior Leader Comment:

Appendix 3

Assessment Feedback Form

Summer Assessment Feedback 2019/20



Subject	HOD	Year Group
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Overview-Progress against target	
Total in Year =	Number
Under target =	
On target / Above target =	

Underachievers <i>(Please ensure you have named individual pupils in this section)</i>	Possible reasons for underachievement					Strategies used to support pupils in these areas (AI registers, etc)	Actions for next assessment
	Attendance	Behavioural /Pastoral	Literacy	Numeracy	Other SEN need		

Looking at the **underachieving pupils** please indicate the numbers in each group to establish if there are any GAPS in progress of groups:

Number of pupils underachieving out of the total number in each of these groups. e.g 6/9 FSM pupils 1/10 PP pupils	Gender		Ethnicity (AIND = Indian Heritage APAK = Pakistani Heritage)			FSM Status		SEND		LAC		Pupil Premium (PP)	
	Male	Female	WBR	AIND	APAK	FSM	Non FSM	N (No Send)	K (Special AN)	Male	Female	PP	Non -PP
	2	1	3				1	2	3		0	0	

