



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 Head Teacher 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 the SENCO will gather all data provided by the referring school. The pupils will be **baseline assessed** on their reading and numeracy skills using BSKB Results are on a scale of ...EL3 to Level 2 converted to -2 to 9 Grades.


Pupils will be assessed every half-term 6 times a year and their progress against the targets from baseline





Then discussing this with each student and parent; the school will allow students to have ownership of their progress.

3.2 If appropriate, a personalised programme of support will be developed; by the delivery of a structured, sequential and comprehensive multisensory language course, for example, if the student is dyslexic. All interventions will be delivered on a 1:1 basis or in a very small group according to need and will be incorporated into the days that the pupil is at CCA.

3.3 A **Personalised Learning Plan (PLP)** will be produced with the input of the learner, highlighting short-term, achievable targets which will be reviewed regularly.

3.3a Individualised stickers are used on a weekly basis to assess pupil's progress and guide the pupils on the next stage of their learning journey.

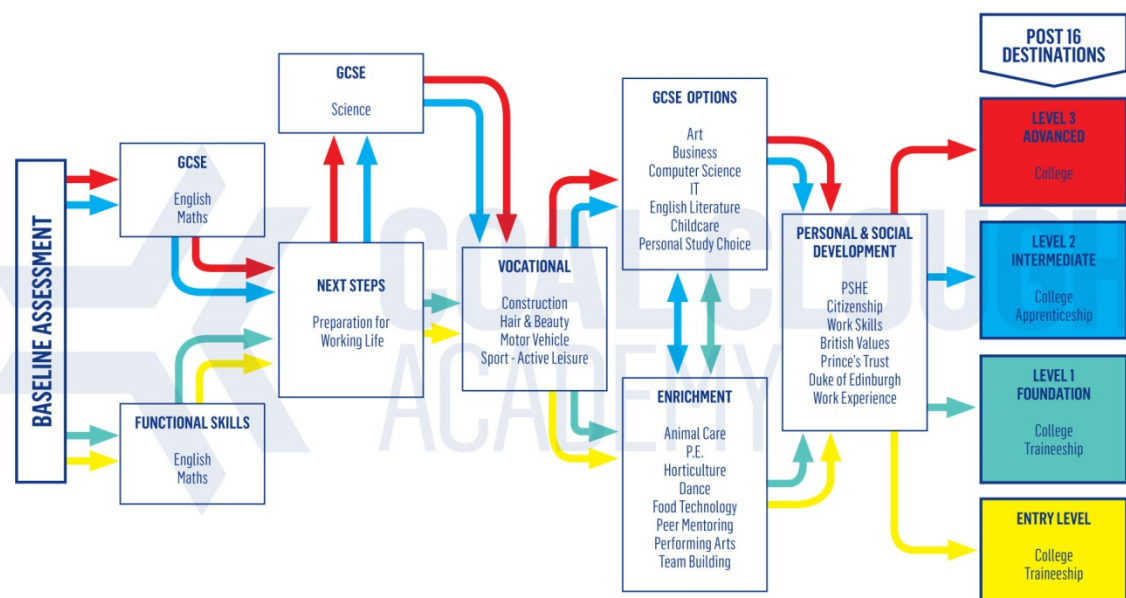
 COAL CLOUGH ACADEMY	
Name	_____
Subject/Class	_____
Teacher/Room	_____
Target Grade	_____
Current Grade	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>

 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 awarding body

3.5 Where appropriate the PLP will be supported by an **Individual Pastoral Plan (IPP)**. The sets targets for each pupil based on the referral process (SNAP-B, SENCO testing and handover from commissioner school/LA). Both the IEP/IPP will then be reviewed each half term and (if necessary) any adjustments made.

3.7 **Our Assessment Process will be as shown below;**



4. Reporting

4.1 We will use a Management Information System (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. The Management Information System (SIMS) will provide us with further analysis such as 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 base line

4.3 By regularly assessing individual students every half-term 6 times a year and comparing their progress against the targets; then discussing this with each student and parent; the school will allow students to have ownership of their progress.

4.4 Reports on progress will be provided **every half-term** for every subject **and** will be sent to parents and carers and referring schools. During the Spring Term, this will take the form of a full written report. 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 and progress. 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 referring schools
- Allow key staff at Coal Clough Academy to use the information to review and plan next steps for each pupil

KS3 Report Appendix 1

KS4 Report Appendix 2

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 3)**

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 through the **SIM'S System**
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 Head Teacher Responsible for the Curriculum

6.2.1 The Deputy Head Teacher responsible for the curriculum will monitor the performance of all students in their subject areas by:

- Working with the SLT team to develop the systems for recording, analysing and reporting student assessment data
- Monitoring the work of teachers and vocational tutors in each area to ensure compliance with 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
- Reporting on progress and attainment to SLT as required

6.3 The SENCO

6.3.1 The SENCO will:

- Work closely with the Head Teacher and Governing body with regard to matters relating to SEN
- Advise school leadership on SEN strategy
- Manage school-based provision including the management of the Learning Support Unit

- Provide professional guidance to school staff on matters relating to SEN, providing in-house training when appropriate
- Ensure that pupils will receive their full educational entitlement
- Manage and support other staff in the learning support team
- Keep parents informed of students' progress and any issues of concern

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.

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 personalised learning programmes, specific targets will be individually set. 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 **Personalised Learning Plan (PLP)**.

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 Head Teacher and Deputy Head Teacher 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 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 Head Teacher and/or when there are changes in the law.

Appendix 1

KS3 Report

Student Report 2016 – Autumn 1	
--------------------------------	---

Name:	Form Group:	Year Group:
-------	-------------	-------------

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	KS4 Target
English Language							
Maths							
Science Core							
Art							
ICT							
Music							
Humanities							
Learning out the Classroom							
P.E.							

Gold	Above Target	Silver	Expected Target	Bronze	Below Target
------	--------------	--------	-----------------	--------	--------------

Guide to 9-1 New Grading System										
Old Grade	A**	A*	A	B	B/C	C	D	E	F	G
New Grade	9	8	7	6	5	4	3	2	1	0

Attendance %		Form Tutor Comments:
Number of Sessions Late		
Authorised Absences		
Unauthorised Absences		

Appendix 2

KS4 Report

Student Report 2016 – Autumn 1	
--------------------------------	---

Name:	Form Group:	Year Group:
-------	-------------	-------------

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Target
English Language							
Maths							
Science Core							
Science: Human Health & Physiology							
Art							
Prep for Working Life							
Business Enterprise							
Food Hygiene							
Princes Trust							

Guide to 9-1 New Grading System									
Old Grade	A**	A*	A	B	C	D	E	F	G
New Grade	9	8	7	6	4.5	3.5	2.5	1.5	0.5

Attendance %		Form Tutor Comments:
Number of Sessions Late		
Authorised Absences		
Unauthorised Absences		

Appendix 3

Autumn 1 assessment teacher Feedback 2016/17



Subject		Teacher		Class / Set	
---------	--	---------	--	-------------	--

Overview-Progress against target		
Total in class=	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:

[illegible]