



**Hanham  
Woods**  
Academy

## Assessment and Reporting Policy

February 2023

For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Status: Approved

### HWA Assessment and Reporting Policy

<b>Policy Title</b>	Assessment and Reporting Policy
<b>Function</b>	For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
<b>Status</b>	Approved
<b>Audience</b>	Students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
<b>Ownership / Implementation</b>	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
<b>Implementation Date</b>	7 <sup>th</sup> February 2022
<b>Review period</b>	Annually
<b>Last Reviewed</b>	February 2024

### History of most recent policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
21/11/2020		No Changes	
07/02/2022		No Changes	

## **Introduction**

The purpose of this policy is to support the implementation of high quality and informative assessment arrangements. We see assessment as part of our core business in order to ensure that all children make the best progress possible and attain high standards. Effective assessment practice is part of a whole Academy pedagogy.

## **Purpose**

The purpose of this policy is to outline the rationale and approach to assessment, recording and reporting in our Academy.

## **Types of Assessment**

We assess in different ways and with different purposes during the academic year. We use three forms of assessment:

1. Formative assessment
2. Summative assessment
3. Standardised summative assessment

## **Principles of Assessment**

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' learning. Assessment should provide information which is clear, reliable and free from bias. The guiding principles below are used to help ensure that we maximise the impact of our assessment.

## **Principles of Formative Assessment**

Formative assessment should:

- Give 'of the moment' information about pupils' knowledge and understanding of a topic, skill or concept;
- Be interactive and lead to dialogue;
- Help pupils understand what they have done well and what they need to do to improve;
- Be inclusive of all abilities;
- Support immediate planning to improve progress and attainment; and
- Support home learning and home-school partnership.

## **Principles of in-school and standardised summative assessment**

These forms of assessment should be used:

- Formatively by teachers to plan for the next steps, target set and precision teach;
- To triangulate wider assessment judgement;
- To evidence progress over time;
- To compare cohorts and groups of pupils;
- To assess against agreed benchmark standards; and
- As a basis for reporting.

**In school standardised assessment is supported by standardisation and moderation Roles and responsibilities.**

It is the role of the Academy RA leader to oversee the strategic implementation of standardised assessment across all subjects.

It is the role of the curriculum leader to plan and communicate the ***standardisation/marking/ moderation process.***

**standardisation**

- Curriculum leaders will engage with and understand guidance that is provided by CLF subject community
- Curriculum leaders will select appropriate documents and resources to be used when standardising
- Curriculum leaders will engage with and interpret messages from the annual examiners report and disseminate to their teams

**moderation**

- Curriculum leaders will oversee rigorous internal moderation by :
- Directing samples of work assessed to be in the high range, mid range and low range
- Providing reference materials that will be needed
- Gathering and preparing samples for moderation
- Ensuring that samples are anonymous



**Related documents:**

**In-school and standardised summative assessment**

Our key summative assessment points over the year, whether in-school or standardised, are identified in the following assessment planner so that all staff and pupils can see and prepare for them.

Year group	Assessment	When	How is data used?
7	All subjects ARE All subject DOOYA	2 times a year (autumn and summer)	Internal Assessment of Learning Shared CLF wide for comparison Progress communicated home via progress checks which align with Academy parents evenings
8	All subjects ARE All subject DOOYA	2 times a year (autumn and summer)	Internal Assessment of Learning Shared CLF wide for comparison Progress communicated home via progress checks which align with Academy parents evenings
9	All subjects ARE All subject DOOYA	2 times a year (autumn and summer)	Internal Assessment of Learning Shared CLF wide for comparison Progress communicated home via progress checks which align with Academy parents evenings
10	PPE	Spring and Summer term	Assessment of Progress towards GCSE targets Used to create focus groups based on standardised assessments
11	PPE	Autumn and Spring term	Assessment of Progress towards GCSE targets Used to create focus groups based on standardised assessments

### In School Formative Assessment

Method	Frequency
<p><b>Live feedback</b></p> <ul style="list-style-type: none"> <li>Teacher circulates the room 'live marking' work and ensuring that students respond to feedback</li> <li>PP, SEND, EAL students' priority</li> </ul>	<b>Every lesson*</b>
<p><b>Actionable whole class feedback</b></p> <ul style="list-style-type: none"> <li>Success criteria</li> <li>Whole class feedback slides or proforma is used to share areas of success and improvement</li> <li>Examples of excellent work shared</li> <li>Action points are followed up by student through corrections/redraft and which is <b>checked by teacher</b></li> </ul>	<b>After key independent pieces of work in schemes of learning</b>
<b>SPAG</b>	<b>During circulation or whole class feedback</b>

<ul style="list-style-type: none"> <li>• SPAG errors are identified during live feedback or whole class feedback</li> <li>• Spellings are written out three times in the key words section of the bespoke book page</li> </ul>	
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DOOYA are the descriptors of where students are within the ARE framework and are as follows:

## Age related expectations, all subjects

- **Deepening (D):** child has reached the year group expectation and is now taking this deeper into more abstract work – following their passion within a broad curriculum that inspires the full range of talent and interest.
- **On track (O) / Working At** current age related expectation. Child is working at the age related expectation for the Year group.
- **Yet to be on track (Y):** the child shows some working at age related expectations but is not on track to achieve them.
- **At an earlier stage (A)** in their learning journey. The child is short of the age related expectation.

## Our move to DOOYA

- **Deepening**
- **On Track (secure)**
- **On Track (Insecure)**
- **Yet to be on track**
- **At an earlier stage (> 1 year)**



Roles and Responsibilities:	
All staff will:	<ul style="list-style-type: none"> <li>• Play a role in actively promoting this policy</li> <li>• Use assessment for establishing pupils' starting points</li> <li>• Use assessment to modify teaching so that pupils can achieve their potential by the end of year or key stage</li> <li>• Make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups; and</li> <li>• Use assessment to lead to the improved progress of all pupils.</li> </ul>
Line managers will:	<ul style="list-style-type: none"> <li>• Provide training and guidance to staff so they are clear about the policy and their own responsibilities</li> <li>• Ensure that assessment draws on a range of evidence of what pupils know, understand and can do across the school's curriculum</li> </ul>
The Academy SLT will:	<ul style="list-style-type: none"> <li>• Ensure that training on issues relating to assessment and reporting is included in an annual schedule of training</li> <li>• Ensure assessment information is gathered and used to inform teaching and learning, including ensuring that pupils falling behind or those with SEN and/or disabilities are supported in their learning.</li> <li>• Ensure assessment information is shared with parents to help them support their children.</li> <li>• Maintain records of achievement, especially of key groups</li> <li>• Report this key data to the Governors annually, providing a summary and recommendations for action</li> </ul>
Governors will:	<ul style="list-style-type: none"> <li>• Monitor and review the effectiveness of the policy</li> <li>• Ensure that assessment draws on a range of evidence of what pupils know, understand and can do across the school's curriculum</li> </ul>