



**THE HESSLE ACADEMY**  
**Hesse High School and Sixth Form College**

**Assessment, Recording and Reporting Policy**

**Effective Date:**

May 2014

**Date of minuted/ review approval by the Board of Governors:**

23 January 2019

**Review Committee:**

Secondary Local Board

**Review Date:**

January 2021

**Owner:**

Assistant Head - Standards

**Purpose**

- to fulfil statutory reporting and target setting requirements;
- to provide reports to parents;
- to inform students about current performance and potential;
- to facilitate the identification of students performing above or below expectation.

**Principles**

*Teachers*

- report on current attainment;
- compare projections to performance and track progress;
- report on attitude to learning.

*The school*

- sets targets on a subject and year group basis;
- Ensures that appropriate internal assessment systems are embedded to ensure that linear nature of examinations is catered for and understood by learners including the opportunity to apply learning to a new context;
- Makes effective decisions on exam entry based on most recent findings to provide best progression opportunities for all learners regardless of ability;
- Enters students for relevant external exams based on rigorous internal assessment to maximise their outcomes.

*Subject Areas*

- set targets for individual students based on subject and whole-school targets;
- determine for themselves the content and format of assessments, having regard for different learning styles;
- monitor performance of teaching groups towards targets.

### *Student Services teams*

- monitor year progress towards targets;
- monitor individuals' progress towards targets and their other achievements.

### *All staff*

- have access through ICT to the most efficient systems possible for recording and accessing assessment data.

## **Procedures and Responsibilities**

Class teachers will provide in each of the three Learning Progress Summaries:

- current attainment grades (9-1 or equivalent) derived from the results of key internal and external assessments;
- forecast grades based on teacher's professional judgments after a comparison of current and projected performance;
- attitude grades on a four-point scale;

Class teachers will provide a further Mid Term Learning Progress Summary:

- current attainment grades (9-1 or equivalent) derived from the results of key internal and external assessments.

Class teachers in Years 12 to 13 will provide in each of the five review cycles:

- current attainment grades by GCE or vocational level derived from the results of key internal and external assessments;
- attitude grades on a four-point scale;
- forecast grades based on teachers' professional judgements
- reports in the agreed Consortium format.

Class teachers in Years 12 to 13 will complete the electronic mark book, as a live document of milestone assessments throughout the academic year. Teachers will also provide a comment on SIMS for internal use only at each review cycle on the performance of any Consortium students that they teach.

In addition, to written feedback class teachers will verbally report to parents at Parent Consultation Evenings which are held each year (once per year group). In addition parents will be invited to Parent Information Evenings to highlight key relevant messages and raise awareness of assessment implications.

### *Subject Leaders will*

- ensure that the results for both internal and external assessment each year are accurately entered in appropriate electronic recording systems.
- monitor the submission of current attainment grades, forecast grades, attitude to learning grades and academic targets in Assessment Manager ensuring that they accurately reflect student progress within their subject area.

The Raising Attainment Team (Deputy Headteacher, Assistant Headteacher - Standards, Data Manager and Raising Standards Assistant) will

- use National Attainment 8 estimates, CAT, and Level 3 Value Added data and National Test information to set whole-school and subject target-grades;

- provide SLT, Subject Leaders and House Leaders with summary information based on LPS reports, target grades, attainment tracking sheets with full analysis. This information to be made available through SISRA and Student Progress Trackers;
- produce detailed information regarding student progress, three times per year, via the Achievement SEF documents;
- maintain mark sheets in Assessment Manager in SIMS.net;
- produce Class Data Sheets for each teaching group at the start of each academic year;
- produce student Flight Paths for each student/subject at the start of each academic year;
- produce Level 3 Value Added progress trackers for each student/subject at each review cycle
- set out reporting deadlines and guidance on submission for class teachers;
- supervise the production of Learning Progress Summaries, Sixth Form Reviews and all academic target information for mentors;
- assess and maintain the quality of academic targets;
- ensure that parents have the information they need to interpret Learning Progress Summaries
- identify and track key individual students and groups who require intervention to keep them on track.
- Monitor and analyse the attendance at Parent Consultation and Parents Information Evenings annually.

*Student Services Managers/House Leaders will*

- use variations in attainment, and attitude grades to inform decisions about advice to students and the involvement of parents, compiling a concern list for use by members of the student services team;
- work with the Raising Attainment Team to monitor and act on matters related to student achievement.

*The Senior Leadership Team will*

- monitor assessment information with linked Subject Leaders;
- support the *Student Services Managers and House Leaders* in data analysis and the compilation of student concern lists.