



Cleeve  
Park  
School

# Assessment, Recording & Reporting Policy 2023/24

Adopted by Governors: January 2024

To be reviewed: January 2025

## **Section 1: AIMS & OBJECTIVES**

1.1 Cleeve Park School will ensure highly effective systems for student data analysis are in place and will remain in line with Trust requirements to provide clear comparisons across the Trust. We will respond appropriately and in a timely manner to all national developments.

1.2 Effective student data analysis will provide for each of the following:

- a clear and accurate view of student attainment and progress;
- widespread understanding of what the data means by all Academy stakeholders;
- continued improvements in student outcomes;
- opportunities to plan well for the needs of all students;
- accountability at all levels which is robust, yet supportive;
- high aspirations which permeate the whole institution.

## **Section 2: TARGET SETTING**

2.1 Students are set a target in line with the School's Target Setting Policy. The aim is to be aspirational, setting a Key Stage 4 (KS4) target to achieve a Progress 8 score in the region of +0.5.

2.2 At KS3 and KS4, target grades are generated based on Key Stage 2 results. For students who do not have KS2 data, the previous year's end of year assessment will be used to provide baseline data, which then will generate Target grades in line with School's expectations. In Year 7 subject baseline tests can be used to baseline where KS2 data is unavailable.

2.3 For Vocational Qualifications such as BTECs, the lowest Target grade for any student is a Level 2 'Pass'.

2.4 At KS5, Ready Reckoner (RR) and FFT are used as target setting tools. RR Targets are based on 'Best 8' GCSE scores (no vocational qualifications to count) for Academic A Levels. Vocational subjects do qualify in this calculation for Applied General and BTEC qualifications.

2.5 Students with SEND or in other exceptional circumstances may have targets amended but only in consultation with the DoL (SEND) or the Head of College.

2.6 Individual targets are set for all students following courses that lead to examinations. These are set as follows:

### **At KS5**

- The last L3VA progress information is used to set the profile of Targets, and thus individual student target grades, for a level 3 course.
- Mathematics and English GCSE retakes, the school sets a TARGET of achieving a grade higher than that currently held or a grade 4, whichever is most appropriate for the student.

#### At KS4

- The school uses APS information on progress to establish the profile of Targets for each subject

#### At KS3

- Key stage 3 target grades are based on FFT 20 data
- Students will be given a performance grade in each subject following the completion of an assessment/project at key assessment points in the year. Performance grades in KS3 are meant to serve as a guide for how advanced a student's skill level/understanding is in comparison to other students in their year group, not as a GCSE indicator. See the table below for how each grade should be interpreted. The skill level and grade of the student will be calculated based on which band (ranking) they fall into when all students have completed the same assessment

	Skill level (descriptor)	Student band (ranking)
R	Beginner	0-5%
1	Beginner	5-15%
2	Beginner	15-30%
3	Developing	30-40%
4	Developing	40-50%
5	Secure	50-60%
6	Secure	60-80%
7	Advanced	80-90%
8	Advanced	90-99%
9	Exceptional	Student with highest mark

#### Example of how performance grades will be interpreted in KS3

Subject	Target		Assessment			
	Grade	Band	Rank	Grade	Progress	Skill level
Maths	5	50-60%	38%	3	Below Target	Developing
English	4	40-50%	52%	5	Above target	Secure
Science	5	50-60%	59%	5	On target	Secure

**Please note:** The topics covered/skills tested within each assessment can change between terms. It is therefore possible for a student's grade to rise or fall from the last recorded entry if they are weaker or stronger at the skill being tested at that time. Context and feedback from the subject teacher must always be considered if there are serious concerns about whether a student is doing well or not based on the information given.

### **How to determine if a student is working at the expected level**

The same method is used for all students regardless of year group or key stage to determine whether they are working at the expected level

- **A student with a performance grade below their target grade** is not showing the skills/level of understanding expected at this stage
- **A student with a performance grade equal to their target grade** is showing the skills/level of understanding expected at this stage
- **A student with a performance grade above their target grade** is showing more skills/level of understanding than expected at this stage

### **Section 3: DATA COLLECTION 2023-24 (Summative Assessments)**

3.1 At all Key Stages, student attainment data is collected (All Grades On System) as follows:

**Key:**

**Attitude to Learning/Commitment to Learning**

(E = Exceeded, M = Met, N = Not yet)

#### **Grade Definitions**

Mock Grade – The grade achieved in assessing cumulative learning to date. The grade awarded is based only on content covered so far.

Predicted Grade – The grade likely to be achieved at the end of the Key Stage as a result of a

### **Section 4: DATA EVALUATION**

4.1 It is the responsibility of the data team to process the data and provide it in the formats required by leaders for analysis. This includes transferring the data into 4 Matrix and RR. This provides data evaluation at various levels to be used for accountability, planning and mentoring purposes.

4.2 Matrix provides evaluation at Whole Academy, Departmental, Student and Teaching Group level.

4 Matrix is fully embedded in Academy practice and it is expected that all academic staff use it on a regular basis for a variety of purposes in order to promote student achievement.

4.3 Matrix data provides the foundation of student mentoring, which is delivered through Tutor Groups, mentoring and subject based mentoring.

4.4 All data is evaluated to provide up to date figures for Performance Table Measures and TKAT returns.

4.5 Data will be analysed to provide clear priorities for subject leaders for each module.

## **Section 5: Use of Data**

5.1 These are discussed with the relevant ML (subject leader) by the relevant member of the leadership team, identifying any issues, or individuals/groups requiring intervention. This allows queries about teaching, sets and assessments to be raised with the class teacher. These SL (senior leader) discussions and outcomes are discussed at leadership team meetings.

### **5.2 Interventions**

The Raising Standards Leader (RSL) is a member of SLT who oversees targeted and high impact intervention.

- Inform mentoring for individual students
- Allow cross subject appraisal of a student's attitude to school work leading to contact with parent/carer as appropriate
- Provide a regular ongoing picture of a student's progress through the setting system and their performance against key stage outcomes
- Anomalies in attainment/effort/behaviour/homework to be identified and further action taken
- Inform departments of the ongoing effort and attainment of the students that they teach, including providing them with an overview of the progress against targets of a year group and/or teaching sets
- Support discussion of student progress, and identify intervention priorities

## **Section 6: REPORTING & CONSULTATION**

6.1 The School believes in providing parents / carers with detailed, accurate and timely information about student achievement and progress.

6.2 Parents / Carers will receive a Student Report in line with the data collection schedule, providing a summary of the information described above pertaining to their son / daughter.

6.3 Student Reports can be accessed by parents/ carers via MyEd in SIMS. Parents / Carers are reminded annually of the process of how to do this. Parents / Carers can request hard copies of Student Reports if they wish.

6.4. In addition, parents / carers have the opportunity and are encouraged to attend Consultation Events throughout the school year to discuss student achievement. At all Key Stages, parents / carers are invited to arrange appointments with both Teachers and Tutors.

6.5 Parents / Carers are encouraged to make contact with the School via the Form Tutor should they have any concerns.

## **Section 7: PURPOSE OF ASSESSMENT**

### 7.1 There are two main purposes of assessment

- assessment for learning
- assessment of learning

7.2 Assessment for learning is assessment which informs teachers and students of the students' ongoing progress/understanding and is part of the regular interaction between teacher and students.

- It is used to check understanding and develop greater conceptual awareness
- to inform future planning/teaching by assessing when an individual or group is ready to move onto the next learning point.
- Much assessment for learning is verbal in form, with learning conversations, advice and questioning all forming part of this.
- Marking can be assessment for learning

7.3 Assessment of learning is assessment which measures what the students know or can do.

- It is an assessment of attainment and progress against specified outcomes
- enables teachers to make judgements about performance, often in relation to national standards.
- Marking can be assessment for learning and also assessment of learning depending on its purpose.

## Section 8: WHOLE SCHOOL QUALITY ASSURANCE PROCEDURES BEFORE DATA COLLECTION

8.1 Leadership and SLs conduct learning walks looking at quality and frequency of different aspects of feedback and marking e.g. focusing on strengths/targets/student acknowledgement, all aspects or groups of students and feedback to staff/inform intervention

- The feedback and marking of student work is monitored as part of formal lesson observation
- Regular book/folder sampling of teachers by subject teams takes place with analysis and intervention
- Evidencing of data procedure before data input

### 8.2 Evidencing data procedure

The expectation of all middle leaders and senior leaders is that reporting of grades is robust and the calculation of grades is based on existing evidence in line with each subject area's course specifications

In order to ensure the robustness of data reported by each department every middle leader must have engaged in the following tasks

- Formed a checklist of work students should have completed to form that grade and then shared with class teachers
- Arranged departmental meeting to discuss validity of data
- Allocated marking deadlines (**where appropriate**) to ensure they have good idea of a student's working grade after each data checkpoint

- Kept record of targeted intervention with explanation of impact it has on attainment **(if appropriate)**
- Meeting should occur with SLM to show physical evidence of the work completed by students
- Teacher feedback given to students in response to work on their checklist
- Record of student engagement in all activities
- Department tracker which is able to effectively calculate current grade of each pupil after each data checkpoint or as student submit more work

### **Timeline**

In order to ensure to this occurs, each term middle leaders will complete an “Evidencing your data” plan working document. Published data checkpoints will occur once each term and where appropriate additional checkpoints will be put in place

### **Data checkpoint/deadlines**

Prior to data check point	After data checkpoint
Each department will collect evidence of student work as stated on Evidencing your data plan	Middle leader will report change to current grade on SIMs
Each middle leader will complete QA form with SLM to get check on the quality of the evidence being used	KWK to share findings and report back to SLT and ML

## **Appendix 1**

### **Grades Explained**

#### **Attitude to Learning/Commitment Grade**

##### **Exceeded (E)**

Motivated student who takes pride in their work and demonstrates initiative. Completes classwork and homework to a high standard. They love the challenge of learning and capitalise on opportunities to improve.

##### **Met (M)**

Completes classwork and homework to a standard in line with ability and shows some commitment to developing their own learning. They are willing to improve and learn from their mistakes.

##### **Not Yet (N)**

Has potential to do more but gives minimal commitment and demonstrates little self-motivation to learn. Homework and classwork may be inconsistent or lack evidence of effort.