



BOA

Assessment, Reporting and Recording Policy

Reviewed: September 2016
Date of Review: September 2017

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Purpose

At BOA we want students to 'learn to achieve'. The purpose of this policy is to:

- Help teachers to help students to take the next steps in their learning.
- Help students to help each other to take the next steps in their learning.
- Help students help themselves to take the next steps in their learning.
- Help inform parents of students' progress.
- Help facilitate accurate grades and levels for the reporting process.
- Help teachers to review teaching methods, content and student understanding.
- Help to acknowledge and celebrate student achievement and efforts.

Standards

At BOA teachers agree to:

- Identify assessment success criteria in learning objectives.
- Have high expectations and value each student.
- Identify performance levels / grades according to departmental marking policies.
- Provide feedback which allows students to recognise what they need to do to reach the next level/higher grade at BTEC, GCSE or A Level (where appropriate).
- Regularly mark work (at least fortnightly).
- Indicate in folders / books or on tracking sheets the level/grade the students are working at.
- Provide parents with up to 5 progress reports (grade cards) and one written summative report each academic year.
- Mark all written work adhering to the BOA marking policy contained within this document.
- Provide students with an accurate record of their learning.
- Encourage neat and well-ordered presentation.

Monitoring, Evaluation and Review

- Monitoring of this policy document will be conducted annually by SLT and the Board of Directors to ensure compliance with the above. Monitoring of practice against this policy will be completed by Directors who will sample marking across their

departments regularly and at least once every six weeks, as outlined on the academic calendar. Results should be briefly reported to the senior leadership team.

- This policy and its operation will be reviewed annually.

Assessment for learning

At BOA we make use of three forms of assessment:

- **Summative:** to summarise the progress and attainment of an individual and to focus on what is known, understood and can be done.
- **Formative:** to provide information that will assist in the planning of the next steps of a student's education.
- **Diagnostic:** to use prior attainment in KS2 SATs and baseline tests along with information provided by reading ages to set challenge grades / levels.

For BTEC courses formative assessment can only be used during the teaching and learning phase. Once students have been placed under assessment teachers cannot provide formative comments. Summative assessment can only take place when the unit work has been submitted. Formative comments should not appear on final submission work.

Assessment will be used by **students** at both key stages to enable them to:

- Be aware of the bigger picture of learning.
- Identify performance levels/grades.
- Identify assessment success criteria in learning objectives, which will be shared in partnership between teachers and students.
- Be informed of achievement and future targets for improvement.
- Be included in a culture of high expectations where each child is valued.
- Reinforce literacy and numeracy targets.
- Know and recognise the standards they are aiming for.
- Be provided with feedback which will allow students to recognise what they need to do to reach the next level/higher grade at GCSE, A level or BTEC (where appropriate).
- Reflect with their teacher on assessment data that is available such as reading/spelling ages, KS2 results and previous benchmarking activities.
- Be involved in peer and self-assessment.

Assessments for learning will be used by **teachers** to:

- Identify assessment success criteria in learning objectives, which will be shared in partnership between teachers and students.
- Inform teachers' future planning so that appropriate teaching and learning styles are used thus enabling all students to achieve their challenge grades/levels.
- Allow teachers to continually assess students' progress by identifying opportunities in schemes of learning and in lesson planning where assessment for learning will benefit student progress.

- Enable all teachers to include students in a culture of high expectations.
- Reinforce literacy, numeracy and communication targets across the whole academy.
- Inform the writing of a summative report each academic year.
- Inform the work of interim reports for use during academic monitoring.
- Inform the use of IAPs.

Through marking and the academic tutoring process, assessment for learning will inform **parents:**

- Of the progress made by their son/daughter throughout the academic year.
- Of the strengths of their child and their targets for improvement.
- Of the information needed to enable them to engage in meaningful discussions with their child about their academic progress, thus involving them in the learning process.

Standardisation:

Standardisation should be undertaken in line with departmental policy. In each pathway or department the Director must be responsible for ensuring that work has been marked to the same standard and records of standardisation should be kept.

Internal standardisation may involve:

- All teachers marking some sample pieces of work (on a regular basis) and identifying differences in marking standards.
- Discussing any differences in marking at a training meeting for all teachers involved in the assessment.
- Referring to reference and archive material, such as previous work or examples from our teacher standardising meetings.
- For certain qualifications, keeping up-to-date records and samples of work.

Marking/Feedback

As part of BOA's Assessment Policy the academy is committed to a high standard of marking and feedback thus informing the future progress of students and the planning of teachers.

The following criteria are set out regarding effective marking and feedback:

Students can expect:

- Work to be marked regularly including homework at least fortnightly.
- All written work will be marked to praise how students have addressed assessment criteria and to set targets. This will familiarise students with both the standards they are aiming for and the next steps in their learning.

- To use feedback in exercise books / folders / assessment sheets to inform their academic tutoring discussion and to enable students to inform any visitor to a lesson of what level/grade they are working at and what level they are working towards.
- To be able to refer to student friendly level descriptors in their lessons to help inform peer and self-assessment.
- To be informed of success criteria for tasks and to be involved in sharing learning objectives with teachers.
- All teachers will, where appropriate, indicate on students' work at least three subject specific words that have been incorrectly spelt and will make reference, where appropriate, to the whole academy literacy policy for example use of capital letters, paragraphing etc.
- Students will receive an assessment level or grade at least once each term.

N.B. each department should absorb these principles and practices into their own marking policies as set out in their department handbooks.

What parents can expect:

- Regular marking of work / exercise books by class teachers, at least on a fortnightly basis.
- Indications in their child's book / folders of the levels the child is working at and informed comments about targets for improvement.
- Students to actively engage in a discussion with their parents about their academic progress.

Reporting to Parents

As part of our assessment policy parents can expect to review a grade card about the academic achievements of their son/daughter a minimum of four times a year. One full written report is also sent home to parents each year.

Expectations of students

At BOA, we expect students to adhere to the following guidelines:

Planning:

Assignment briefs and controlled assessment guidelines should provide students with clear details of the following:

- Assessment dates, submission dates, resubmission dates.
- Assessments objectives to be covered.
- Supporting evidence required.
- Tracking of assessment.
- Planning records.

In some cases, students will be allowed to plan in groups. Clear records must be kept and submitted with the final assessment / assignment.

In some cases, where teachers have provided additional support during the planning stages, records must be submitted along with the centre declaration forms.

Submission of work:

All BTEC work must be submitted to the Submissions Office (Floor 4 of Bar Block) and students must receive a receipt or acknowledgement that the work has been handed in.

For all BTEC courses (Level 2 and Level 3), assignment briefs outline assessment dates and the final submission dates.

Prior to the submission date, if a student provides a plausible reason for work being late, an alternative date can be arranged. The alternative date must be recorded on the assessment feedback form, along with a brief outline of the reasons for late submission (where appropriate).

Where work is submitted late and the student does not have a plausible reason, resubmission dates can be organised by the Director of Pathway.

The following steps must be taken:

1. A meeting with the student should take place to discuss the reasons for failure to hand in the work.
2. A letter of warning must be issued to the student, and a copy should be sent to parents / guardians.
3. The letter of warning must be placed on the students' file (electronic copies can be attached to a student's file on SIMS).
4. Repeat incidences of late work should be reported to the Senior Leadership Team (the Assistant Principal with responsibility for the pathway / specialism).

Malpractice:

Candidates should be informed about the malpractice regulations set out by each relevant exam board.

As a general rule, candidates must **not**:

- Submit work that is not their own.
- Lend work to other candidates.
- Give other candidates access to, or the use of, their own independently-sourced research material (this does not mean that candidates cannot lend their books to another candidate, but that candidates should be stopped from copying other candidates' research).

- Include work copied directly from books, the Internet or other sources without acknowledgement of the source.
- Hand in work typed or word processed by someone else without acknowledgement.

These actions are considered malpractice, for which a penalty (for example, being disqualified from the exam or qualification) will be applied. If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where malpractice is suspected in any aspect of the courses delivered, especially after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to the exam board at the earliest opportunity.

When issues of malpractice are discovered prior to the candidate signing the declaration of authentication, these cases need not be reported to exam boards but should be dealt with in accordance with the BOA's internal procedures. Such cases should be treated very seriously and the Director of Pathway / Head of Department should:

1. Assess the extent of malpractice that has taken place and discuss the centre's / exam board's expectations with the candidate / student.
2. Inform parents of the incident of malpractice and place a letter of warning on the candidate's / student's file.
3. Organise for work to be resubmitted, where possible, and ensure that the resubmitted work complies with the exam board's expectations.
4. Serious cases of malpractice (repeat occurrences, for example) should be referred to the Senior Leadership Team (the Assistant Principal with responsibility for the pathway / specialism), who will then decide the next course of action.