



Ormiston Academies Trust

Ormiston Denes Academy Assessment and Reporting Policy

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Assessment and Reporting Policy

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Assessment and Reporting Policy

1. Introduction: Purpose of Assessment

Assessment is used to enable the following:

- Provide targeted feedback and development points against learning objectives / learning intention and assessment or success criteria,
- Measurement and tracking of student progress,
- Reporting to students, parents, school leadership teams and governors.

Class teachers will be responsible for ensuring that regular assessment levels / grades are recorded on Go4Schools.

2. Formal Assessment Points

At the start of the academic year, all students will have academic targets^a set for each subject they study. These targets include:

- Year 11 Target Grade, which is the grade the student should be attempting to achieve by the end of the course and should be challenging.
- End of Year Waypoint (Year 7 to 10 only), which is the grade the student should be attempting to achieve by the end of the year to be on track to achieve the Year 11 Target Grade.

Depending on the Year Group, there are up to five full assessment / data collection points a year and up to three Attitude to Learning (AtL) assessment points. Deadlines for these will be shown on the Academy calendar with a two week window to allow for the completion of data prior to each deadline. Curriculum Leaders will be responsible for the quality assurance of this information.

The full data collection points are in:

- October (Year 11 only),
- December,
- February (Year 11 only),
- March
- April (Year 11 only)
- July (Year 7 to 10 only).

The AtL assessment points for Year 7 to 10 are in:

- October,
- February
- April.

At each of the full assessment points, class teachers will ensure the following information is entered correctly:

- Assessment data which will provide a Current Level / Grade.



- Year 11 Predicted Level / Grade.
- Attitude to Learning Score.

At this time the class teachers will also review and adjust (upwards where appropriate) the target grades.

At each of the Attitude to Learning assessment points, class teachers will ensure the following information is entered onto Go4Schools:

- Assessment data which will provide a Current Level / Grade.
- Attitude to Learning Score.

3. Reports

Reports will be issued to parents, students and form tutors within two school weeks of the assessment deadline.

Reports will include:

- Covering letter (parents only)
- Target Setting Guide ^b
- Report guidance ^c
- Report detailing;
 - Year 11 Target Grade
 - Year 11 Predicted Grade
 - End of Year Waypoint
 - Current Grade
 - Attitude to Learning Score
 - Attendance Percentage

Parents are encouraged to go through the report carefully with their child, highlighting areas for improvement and considering action points for further progression. Where there is a corresponding parents evening this may be done with the support of class teachers.

Form tutors will ensure that this process is also completed in form time. Attitude to learning scores will be RAG rated. Relevant grades and action points will be formally recorded in planners. These action points will then be reviewed and adjusted halfway through the next reporting cycle.

Class teachers will ensure that the Current, Predicted, Waypoint and Target Grade are recorded on the Academy Tracking Grids on the front of student's class books.

4. Detailed Feedback

Class teachers will recommend that students take their books and / or marked assessments home on a regular basis, in line with each departments marking policy. This will allow parents to observe the quality of students completed work and have access to the subject specific, personalised written feedback from the class teacher.



5. Departmental Marking

- Work in the front of a student’s exercise book should be formal and marked within the timescale of the departmental policy which will be timely and regular. All marking will be informative and should use the appropriate learning objectives / learning intention and assessment or success criteria to highlight strengths. Where there are misconceptions in learning and/or in literacy, students need to be directed to complete an appropriate specific follow up task.
- Students must feel an urgency to address misconceptions or gaps in their learning as a result of specific, directed instructions.
- Departments should mark in a contrasting colour to the students’ work.
- Students should use a green pen to complete any follow up tasks including addressing presentation, literacy and subject specific feedback following each marking cycle.
- Students will be expected to participate in the assessment of their own and their peers work. Where they do this, they will use a green pen.
- In addition to the subject specific comments, presentation and literacy will be marked using the academy Literacy Marking Codes. Staff should use these codes to highlight errors in the margin of students' work and direct students to complete an appropriate follow up task.
- Every book will have an up to date tracking grid on the front cover.
- Informal student work eg. notes and rough work, should be written in the back of a student’s book and will not be marked.

5.1 Literacy Marking Codes

Mark	This means...
Sp	Spelling error, you must find it and correct it.
P	Punctuation error.
G	Grammatical error.
CAP	Find the missing or misplaced capital letters.
Pr {	Presentation unacceptable, redo this piece of work.
//	New paragraph.
x	Factually incorrect answer.
✓✓	Exceptional point.
?	Not clear. Refer to next step.
^	Something is missing, add it in.



6. Levels and Grades

The Office of Qualifications and Examinations Regulation (Ofqual) has introduced reformed GCSEs. These have more content; a higher focus on literacy; and in most cases are assessed through examination only. In addition, the grades awarded are from Grade 9 to Grade 1, instead of A* to G.

- Year 10 & 11

Where a student is taking a specialist Key Stage 4 qualification, such as a BTEC, these are graded slightly differently to GCSEs and are assessed using the appropriate grading structure for that qualification.

- Year 7, 8 & 9

For students in Years 7, 8 and 9, it is appropriate to give grades below a GCSE Grade 1. These are graded using our internal Foundation grades (F3, F2 & F1).

7. Data Sharing

Whole school and individual student tracking data will be released to staff and governors within two school weeks of each assessment deadline and it is essential that staff monitor and evaluate the assessment data. This applies to Class Teachers, Form Tutors, Heads of Year, Heads of Department and the Senior Leadership Team following the Data Quality Assurance Process^d. This will include:

- Overview of predictions for classes, departments and year groups, including whole school figures broken down into vulnerable groups.
- Horizontal tracking spreadsheet for each year group, including every student's target, current and predicted grade and their attitude to learning score and attendance.



Target Setting Policy

Students will be set fine targets for individual subjects for the end of Year 11 and the end of each year. These will be aspirational and challenging.

Target Grade (Fischer Family Trust [FFT] 5%)

This is a centrally set, aspirational target grade that is stored for subject, class and student comparisons for all year groups. It is not shared with either students or parents.

- Set at the start of Year 7.
- Reviewed by the Data Manager at the start of each year.
- Currently FFT 5% for GCSE qualifications.
- Currently FFT 5% + 3 sub-grades for non-GCSE qualifications.
- Updated on Go4Schools by the Data Manager as close to 1 September as possible.

Year 11 Target Grade

This is the target grade that is shared with students and parents.

Staff may increase the target for individual students in order to raise aspirations. Examples of when to do this are:

- The target is below a Grade 5- / L2 Merit.
- A pupil is predicted to achieve above their target grade.
- The centrally set target is too low.

The Year 11 Target Grade should be updated on Go4Schools by the Class Teacher within two weeks of the Target Grade being published and then reviewed every assessment cycle. The Year 11 Target Grade should also be written on all the student subjects exercise books within the first available departmental marking policy and then in the Student Planner.

End of Year Waypoint

Subjects will provide pupils with a yearly target of the grade they should reach by the end of the academic year in order to be on track to reach their Year 11 Target Grade.

Whilst a comparison of prediction vs target will already provide this; students (especially those in lower year groups) will find it helpful to have shorter term goals.

A centrally calculated suggestion will be filled in once the Target Grade is set, however, to allow for individual subjects' personalisation staff may alter this Waypoint for individual students.

The End of Year Waypoint should be updated on Go4Schools by the Class Teacher within two weeks of the Data Manager publishing the centrally calculated suggestion and then reviewed every assessment cycle. This Waypoint Grade should also be written on all the student subjects exercise books within the first available departmental marking policy and then in the Student Planner.



Further Guidance

Baselines

Where available, all students will have their Year 7 Baseline set from their Key Stage 2 scores in line with DfE guidance. Until the DfE inform us of their intended methodology of using the new KS2 scaled scores in Progress 8 calculations, we have converted the scaled scores to fine point scores using ASCL's analysis and the DfE statements regarding the proportion of student attainment across both systems remaining constant.

Years 8 to 11 will also have a Baseline of their Current Grade from the end of the previous academic year.

Pupils joining the school without prior attainment data:

Pupils will sit an appropriate English and mathematics assessment upon entry and be given a current grade.

Through applying above expected progress from these starting points, pupils will be set end of Key Stage targets.

Non-centrally set baseline data will be calculated by the relevant departments and entered during the pupil's first assessment cycle.



Target Setting Guide & Information for Parents

Why do we set targets?

Every student should be able to answer the following three questions for every subject:

- What am I aiming for?
- How am I doing at the moment?
- What do I need to do to improve?

By setting ambitious, aspirational and achievable targets for all our students we help them stay motivated and help them to understand the progress they are making at school.

Students tell us that they value these targets, they love knowing how well they are doing, and they want to understand how to improve.

When is this target set for?

All targets are set for the End of Key Stage 4. This means the end of Year 11. Individual teachers will set an additional “waypoint” to give a student a target of where they should be at the end of each year, but the target grades are for the End of Key Stage 4.

What grades can I see and how?

Through formative and summative assessments, every student receives a **Current Grade** (a reflection of where they are currently working in a subject) and a **Year 11 Predicted Grade** (the grade that the teacher believes they will reach by the end of Year 11). Alongside these, the **Year 11 Target Grade** and **End of Year Waypoint** are displayed. These grades are reviewed and reported throughout the year, with Year 7 to 10 receiving the **Year 11 Predicted Grade** three times a year, at the end of each term and Year 11 receiving these grades each half term. Parents, carers and students can view their progress via Go4Schools.co.uk at any time to access:

- Marks and grades for assessments in all subjects updated throughout the year.
- Timetable – daily and weekly timetable.
- Attendance – Shown from the start of the academic year.
- Progress Reports – Academic and effort grades at each reporting cycle.
- Rewards and Behaviour information.
- Homework – what tasks have been set and the due dates.



Target Setting

Targets will be set as GCSE grades, however some specialist courses that can be chosen from Year 10 such as BTECs have an alternative system (for example; Pass, Merit, Distinction, Distinction*).

As you may be aware, the Office of Qualifications and Examinations Regulation (Ofqual) has introduced reformed GCSEs. These have more content, a higher focus on literacy and in most cases are assessed through examination only. In addition, the grades awarded are from Grade 9 to Grade 1, instead of A* to G.

To maintain a system that works across all year groups, in Year 7 to 9 we use the Ormiston Denes Academy Grade structure. This allows for Grades F3, F2 and F1 for students working below a Grade 1. To support with this process, the equivalences are seen in the table below:

Ormiston Denes Academy Grading Structure	9	8	7	6	5	4	3	2	1	F3	F2	F1
Old GCSE Grades	A*		A	B	C	D	E	F	G	U		
Old National Curriculum Levels				8	7	6	5	4	3	2	B	N
Key Stage 2 Standardised Scores						120	110	100	90	80		

Our aim is for every student to be making progress that is in line with the best schools in the country and at a minimum achieving a “Good Pass” at GCSE. Grade 5 is the “Good Pass” for the new GCSE grades.

To help the process of target setting, we use estimates from the Fischer Family Trust to look at grade estimates. Each student’s teacher will then use their expertise to ensure that each student has a meaningful and aspirational target both for the end of Year 11 and the end of each year in every subject.

Will the targets change?

It is quite likely that student’s targets change. Each target is set by the teacher for the individual student so, if the student is working at or above their target, the teacher or Head of Department will look at the target grade and make adjustments where necessary, whilst keeping the student informed.



Guidance on Reports

Attitude to Learning (ATL)

- 5 Consistently works hard and has an outstanding attitude to learning.
- 4 Usually works hard and has a positive attitude to learning.
- 3 Sometimes works hard but has an inconsistent attitude to learning
- 2 Rarely works hard and has a poor attitude to learning.
- 1 Been absent for long periods so difficult to judge attitude to learning.

Current Grade – The grade your child **is currently working at**. This is based on their current level of work.

End of Year Waypoint – The grade your child should be attempting to achieve by the end of this year.

Year 11 Predicted Grade – The grade your child **is predicted to gain** at the end of their course.

- This is based on their current level of work and their teacher's professional judgement as to their likely progression and them continuing their current level of effort.
- For Year 7 to 10 this is reported three times a year, after each term.

Year 11 Target Grade – The grade your child should be **attempting to achieve** by the end of their course.

- All targets should be challenging.

Detailed Feedback

In order to share detailed feedback from staff, it is recommended that students take their books or marked assessments home on a regular basis. This allows both the quality of students completed work and staff's written feedback, including points for development, to be seen.

Next Steps

Where there is a gap between **Current and Waypoint**, or **Predicted and Target**, discussions should focus on action points to support students in reducing that gap.

Where this is the case in several subjects, it is suggested that action points should be limited to a few areas at a time.

Acknowledgement should be given to progression; if a student is not yet on target but they have made progress this is positive.

Possible action points for students could be:

- Subject specific (from feedback in student's books):
 - Mathematics; practice expanding and factorising algebraic expressions.
 - Geography; within a long answer question on flooding, ensure you give 3 developed points explaining the causes.
- General:
 - Achieve a higher attitude to learning score in English on the next report.
 - Attend after school mathematics revision on Thursdays, until the end of term.



Ormiston Denes Academy Grading Structure

The Office of Qualifications and Examinations Regulation (Ofqual) has introduced reformed GCSEs. These have more content; a higher focus on literacy; and in most cases are assessed through examination only. In addition, the grades awarded are from Grade 9 to Grade 1, instead of A* to G.

To maintain a system that works across all year groups, in Year 7 to 9 we use the Ormiston Denes Academy Grade structure. This allows for Grades F3, F2 and F1 for students working below a Grade 1.

As a result, you will see that these new grading structures on the report. To support with this process, the equivalences are seen in the table below:

Ormiston Denes Academy Grading Structure	9	8	7	6	5	4	3	2	1	F3	F2	F1
Old GCSE Grades	A* A		B		C		D E F G		U			
Old National Curriculum Levels			8		7		6 5 4 3		2		B N	
Key Stage 2 Standardised Scores					120		110		100 90		80	

Vocational Equivalent Grades

Where a student in Year 10 or Year 11 is taking a vocational qualification, these are graded slightly differently to GCSEs. Their equivalence is shown in this table:

Vocational Qualification Grading	GCSE Grade Equivalence
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Pass	1.75



Data Quality Assurance Process

Across all aspects of the academy, it is essential that all staff monitor and evaluate the assessment data.

Using Go4Schools, staff have access to the most up to date information about their students as the data is updated continually, however in preparation for each full data capture, each Curriculum Leader will be provided with a **Data Capture XX Grade Entry** sheet. The Data Manager will provide an overview of the Current Grade for each department and class, detailing their Attainment and Progress data broken down into the key vulnerable groups. Class Teachers will then update their Attitude to Learning (AtL) grade and Year 11 Predicted Grade before returning to their Curriculum Leader. The Curriculum Leader will quality assure the data before returning to the Data Manager.

For each data capture, the following documents will be provided:

- Data Capture XX Grade Entry
- Quixote Spreadsheet, which includes:
 - Class Forensics Report
 - Subject Progress Headlines
 - Detailed Subject Report
 - Detailed Classes Report
- Summary Dashboard, which includes:
 - Tutor Group Overview
 - Year Group Overview

Data Capture Assessment Flow Chart

For each Data Capture, staff have the following responsibility:

Role	Week	Timescale	Responsibility
Data Manger	-3	3 weeks prior to each Assessment Date	Provide Curriculum Leader with Data Capture XX Grade Entry sheets
Curriculum Leader			Curriculum Leader distributes the Data Capture XX Grade Entry sheets to the relevant Class Teachers
Class Teachers	-2 to -3	2-3 weeks prior to each Assessment Date	Enter Attitude to Learning (AtL) grade and Year 11 Predicted Grade into the Data Capture XX Grade Entry sheet. Return to Curriculum Leader
Curriculum Leader	-1	Week prior to each Assessment Date	Quality Assure the class and departmental data before returning all departmental data to the Data Manager.
Data Manager	0	Assessment Week	Upload departmental data to Go4School, Quixote Spreadsheet and Summary Dashboard and publish Student Reports.



Role	Week	Timescale	Responsibility
Class Teacher	1 to 2	Within 2 weeks following each Data Capture	Identify underachieving students from Go4Schools and Class Forensics Report .
			Record (electronically) on Class Forensics Report strategies to make a positive impact on individual underachieving students.
			Print & File with detailed Seating Plan .
Curriculum Leaders	1 to 3	In week following return of data from Class Teacher	Discuss and develop with class teacher the individual, vulnerable group and whole class strategies.
			Record (written) on Subject Progress Headlines whole department and vulnerable group strategies.
Head of Year	1	In week following each Data Capture	Use House Overview Report to identify underachievement across Tutor Groups. Use Year Group Report (Broadsheet) to investigate patterns or individuals who are underachieving.
	1 to 2	Within 2 weeks following each Data Capture	Categorise findings to: <ol style="list-style-type: none"> 1. Pass to individual Form Tutors to have curriculum and pastoral conversations about underachievement with students. 2. Pass to Pastoral Support Officers to have curriculum and pastoral conversations about underachievement with students. 3. Hold curriculum and pastoral conversations about underachievement with students.
Senior Leadership Team (Department Links)	3	In week following return of data from Curriculum Leader	Discuss Subject Progress Report with Curriculum Leader highlighting trends.
			Hold "critical friend" conversations to ensure strategies to combat underachievement in the department are robust.
			Develop and discuss updates to the Departmental Action Plan following this data conversation.
Senior Leadership Team (Year Link)	1 to 3	In week following return of data from Head of Year	Discuss Tutor Group Overview Document with Head of Year highlighting trends
			Hold "critical friend" conversations to ensure strategies to combat underachievement in the tutor groups are robust.
			Develop and discuss updates to the Year Group Action Plan following this data conversation.



Role	Week	Timescale	Responsibility
Senior Leadership Team	4	In week following Curriculums Leader and Head of Year meetings	Summarise and report on Departmental Progress, Accuracy of Predictions and next steps.
			Summarise and report on Year Group Progress and next steps.