



Garstang Community Academy

Assessment and Reporting Policy 2015/16

Principles

Target setting, assessment and reporting are an integral part of effective and efficient teaching and learning, monitoring and student progress.

We embrace the principle that students make progress through understanding the criteria against which they are being assessed, and by being set, and assessed against, challenging, shared learning outcomes in each lesson and at least top quartile targets at both key stages.

Policy

We will ensure that:

- Students understand the methodology of target setting and assessment, and the criteria against which their work will be assessed.
- Targets are set which will enable students to make outstanding progress.
- Assessment contributes to the raising of achievement and attainment of all students.
- Assessment is an integral element of teaching and learning.
- Assessment is objective and consistent.
- Assessment strategies are varied and accessible to meet the needs of all students.
- Assessment provides constructive and grade/level-specific 'even better if' feedback to students in order to improve their learning.
- Time is given over in the same/next lesson to address the 'even better if' (ebi) comments and this 'Gap Fill' is subsequently marked.
- Assessment information is used to inform planning for future learning.
- Assessment information is monitored and analysed, and appropriate intervention strategies are devised as a result of this analysis.
- Assessment and reporting processes are efficient for all users.
- Reporting systems are transparent, clear and unambiguous for all users.

Target Setting Rationale

Y7

Y7 students will be given English, Maths and Science Milestone targets in the first half term in Y7. Milestone targets are the grade which should be achieved by January of Year 8. Y7 targets will be based on prior attainment from KS2 together with benchmark on entry data. Targets will be GCSE grade equivalent on the 9 to 1 numerical grade scale.

Following a summative assessment in January of Year 8 students will be informed as to whether they have achieved their Milestone target. End of Y9 targets will then be given to continue their progress towards GCSE grades in those subjects.

Pupil Premium (PP) students' targets will be looked at individually to ensure prior under-performance is not being perpetuated by setting targets which are too low.

Y8 & Y9

Targets are set which, in general, add two levels progress to KS2 levels resulting in most of our students having a minimum level 6 target. Exceptions to this are students who have learning/skills difficulties which would make this wholly unachievable.

Students in all subjects will have been given a 'Milestone' target before half term in the Autumn term of Year 7. 'Milestone' targets are the level which should be achieved by January of Year 8.

For the majority of students, this will be at least a whole level progress from KS2. Following a summative assessment in January of Year 8 students will be informed as to whether they have achieved their Milestone target. End of Y9 targets will then be given which in the vast majority of cases will be a further whole level of progress.

For the majority of students, end of Y9 targets will be based on two levels progress from the KS2 Level for English and Maths and the decimal mean of KS2 English and Maths for all other students.

Pupil Premium (PP) students' targets will be looked at individually to ensure prior under-performance is not being perpetuated by setting targets which are too low – as such, PP students *could* have end of Y9 targets which add three levels of progress.

Y10 & 11

Students will be set targets using FFT data which will enable students to make outstanding progress– these targets will be at least top quintile targets.

'Expected – 3 Levels Progress' and 'Better than Expected – 4 Levels Progress' grades will be communicated to SLs. These will be calculated from the aggregated mean of KS2 English and Maths. The Expected and Better than Expected grades will be used in Teacher Appraisal from September 2015.

PP students' targets will be looked at individually to ensure prior under-performance is not being perpetuated by setting targets which are too low.

Targets will be given to Subject Leaders to enable them and their teams to set appropriate targets using their professional judgement and knowledge in line with the school's expectations – Target Grades will not be reduced below 3 levels of progress.

From September 2015, English and Maths targets will be 9 to 1 numerical grade targets.

Responsibilities

• Teachers

- To implement the policy in line with agreed structures (see below).
- To ensure that the students they teach are clear about assessment procedures.
- To contribute to discussions relating to setting of individual targets.
- To ensure that students they teach know their target, and how they can improve on their current position to gain their target which will enable students to make outstanding progress.
- To use assessment information to inform the planning of future work.
- To maintain accurate records for assessment and reporting purposes.
- To give grade/level-specific 'even better if' guidance in line with the requirements set out in this policy and to mark the resulting Gap Fill work.
- To write reports in line with the school calendar in accordance with the school's reporting structure.
- To set challenging and shared learning outcomes for all lessons for all students.

- To identify students who are not meeting targets and to adopt appropriate intervention strategies including communicating with parents outside normal reporting windows.
- To track and support students from specific student groups including Pupil Premium Students, Middle Boys and HAS in gaining their targets.
- To reward students who are regularly achieving against their targets using the school's rewards system.
- To maintain accurate self-evaluation data and report on progress and attainment against targets to Subject Leader in line with the self-evaluation calendar through Professional Reviews.
- To set challenging homework in line with the policy (appendix A).

Subject Leaders

- To ensure that members of the subject team collaborate to set targets for individual students in line with guidance and proportions given by SLT.
- To monitor the implementation of the policy and take action as required to ensure its implementation.
- To specifically monitor that grade/level-specific 'even better if' guidance is being given in line with the requirements set out in this policy and that the resulting Gap Fill work is being marked.
- To monitor assessment data produced across their area and feed back to teachers on their assessment practices.
- To lead on appropriate intervention strategies in their areas when students are not achieving their targets to enable students to make outstanding progress and the school to move to outstanding.
- To track and support students from specific student groups including Pupil Premium Students, Middle Boys and HAS in gaining their targets.
- To maintain accurate self-evaluation data and report on progress and attainment against targets to SLT in line with the self-evaluation calendar through Interim/Snap-shot and Summative Reviews.
- To advise on policy development.
- To ensure sufficient challenging homework is set and marked by members of the subject team in line with this policy.

Senior Leadership Team

- To monitor the implementation of the policy by Subject Leaders and take action as required to ensure its implementation, including that grade/level-specific 'even better if' guidance is being given in line with the requirements set out in this policy and that the resulting Gap Fill work is being marked, and setting of challenging homework, in line with the policy (appendix A).
- To monitor assessment data in the Subject Areas which they line manage.
- To support Subject Leaders in constructing and implementing appropriate intervention strategies to enable all students including students from specific student groups including Pupil Premium Students, Middle Boys and HAS, to make outstanding progress.
- To take appropriate action when targets are not being met and or strategies are not effective.

Deputy Headteacher (Curriculum and Assessment)

- To ensure efficient systems are in place to set individual and subsequently class and subject targets which will enable students to make outstanding progress.
- To maintain efficient systems for the collection of assessment data.
- To construct and manage the reporting cycle.
- To facilitate CPD for all staff on assessment and reporting issues.

- To take the whole school lead on assessment.
- To keep abreast of national developments in reporting and assessment.
- To ensure high quality procedures are in place to implement the policy.
- To review the impact of the policy on practice.
- To lead on policy amendments.
- To maintain accurate data to support self evaluation.

Assistant Headteacher (Teaching)

- To ensure systems are in place to monitor Subject Leaders' management of assessment within the department in line with this policy.
- To ensure systems are in place to monitor Subject Leaders' management of in-lesson challenge, differentiation and progress within the department in line with this policy.
- To ensure systems are in place to monitor Subject Leaders' management of challenge, differentiation and progress in books within the department in line with this policy.

Assistant Head (Inclusion)

- To liaise with Deputy Headteacher (Curriculum and Assessment) to ensure appropriate targets are set for Statemented/SA+ & HAS.
- To advise colleagues on appropriate assessment strategies for Statemented/SA+ & HAS.
- To support Statemented/SA+ & HAS students in gaining their targets.
- To keep accurate records of additional diagnostic assessments which have taken place.
- To use appropriate assessment tools to identify students who are entitled to supplementary examination access arrangements.

Progress Leaders – Year Groups

- To maintain an overview of their year group's achievement through monitoring data.
- To report on progress and attainment against targets as appropriate to SLT.
- To initiate and support, where appropriate, intervention strategies to enable students to make outstanding progress and the school to move to outstanding.
- To monitor progress and attainment of students from specific student groups including Middle Boys and HAS.
- To share information with Progress Leader – Pupil Premium as appropriate.
- To monitor use of planners to ensure homework is being recorded regularly and accurately.

Progress Leader – Pupil Premium

- To liaise with Deputy Headteacher (Curriculum and Assessment) to ensure targets set are appropriate for specific PPS.
- To maintain an overview of PPS achievement across the school through monitoring data.
- To report on progress and attainment of PPS against targets as appropriate to SLT.
- To initiate and support, where appropriate, intervention strategies to enable PPS to make progress in line with non-PPS and the school to move to outstanding.
- To monitor use of PPS planners to ensure homework is being recorded regularly and accurately.

Governors (Achievement Committee)

- To question the impact of the policy on progress and attainment.
- To question the impact of the policy on progress and attainment with specific reference to students from specific student groups including Pupil Premium Students, Middle Boys and HAS.
- To ratify policy.

Assessment Structure

Homework will be given in line with the school's homework policy – see appendix (a) – some homeworks can be peer or self-marked or assessed using e.g. lesson starters/plenaries, but the **minimum** teacher marking and assessment requirements are:

	Each Half Term
Y7 - Y9	
EMS & MfL (other than Y8 sets below set 1)	2 x Target/Assessment Grade/Level/www/ebi/gap fill/gap fill marked/literacy* + 1 just Literacy*
All other	1 x Target/Assessment Grade/Level/www/ebi/gap fill/gap fill marked/literacy* + 1 just Literacy*
Y10 – Y11	
All GCSE (except English – see policy)	2 x Target/Assessment Grade/Level/www/ebi/gap fill/gap fill marked/literacy*+ 1 just Literacy*
BTEC	To follow Pearson/Edexcel Guidance P:BTECArea/BTECAdmin/2015-16/BTEC Centre Guide to Internal Verification

* See appendix b

Note: In Y7 and

Exceptions:

- Y7 – subjects other than EMS will still be expected to provide EBI/Gap Fill and Gap Fill marking but will not be expected to reference target information.
- Levelled formal summative exam in any term takes the place of one written assessment piece for that half term.
- Y7 – 9 PE & Creative Arts – excluded from compulsory written assessment but levelling against target should be on-going and recorded with students knowing their progress and ebis.

English:

- Y11 – Autumn term – All English students will sit a graded formal exam in November – done in the Hall/Gym. This will replace one class/homework based graded assessment for this half term but will still be followed immediately with a Gap-Fill lesson. Students will also complete 1 or 2 (depending on the group) written controlled assessments marked and graded within 2 weeks of completion, on-going weekly graded Language assessments, graded Literature test essays and mock Language and Literature exams marked and graded within 2 weeks of completion this could indicate how firmly they are within the grade by using '+' or '-'.
Y11 – Spring term – on-going weekly graded language assessments, graded Literature test essays as appropriate, mock Literature exams marked and graded within 2 weeks of completion and external Language exams (depending on group) this could indicate how firmly they are within the grade by using '+' or '-'.

BTEC Subjects

- BTEC Assessment should be completed using the guidance from Pearson/Edexcel:
[P:BTECArea/BTECAdmin/2015-16/ BTEC Centre Guide to Internal Verification](#)



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Homework Policy 2014/2015

Rationale

All students achieve high standards more easily if they improve their ability to work independently. This homework policy provides one aspect of this independence which, together with other strategies, will improve achievement, progress and individual motivation.

Homework should:

- be challenging.
- reflect the progress of a student and be appropriately differentiated.
- be relevant/supportive/preparative with other work done in the subject.
- be followed up with some form of assessment – e.g. teacher marked, peer/self marked or through a starter/plenary.
- be effectively communicated by the teacher and accurately recorded in the student planner.

Schedule

Y7 - Y9

English, Maths and Science – minimum 40 minutes per week/per subject.

Other Subjects (except PSHE and Games) – minimum 30 minutes per week per subject.

Y10 – Y11

English, Maths and Science – minimum 1 hour per week/per subject.

Other Subjects (except CARE and GAMES) – minimum 45 minutes per week per subject.

Monitoring/Evaluation

School Self Evaluation will audit **challenge**, **differentiation** and **progress** in homework as well as evidence of **attitude to learning** through the following processes:

- Subject Leader/SLT Work Scrutiny.
- Subject Leader Learning Walks.
- SLT Work Scrutiny and Learning Walks to verify SL feedback.
- PL/Form Tutor monitoring of student planners.
- Governors.



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Marking for Literacy 2015/2016

Please note that all marking should be done in a different colour from the original work, e.g. in a green pen.

Spelling

- 1) Subject-specific spelling errors (e.g. in PSHE: government; in History: emperor) should be corrected by the teacher (in a different colour to the original work).
- 2) These subject-specific spelling errors should then be re-written once correctly by the student as a gap-fill exercise.

Presentation

- 1) Teachers should ensure that every piece of work has an underlined title and date and is ruled off.
- 2) Students who have omitted to do this should re-visit and amend the piece of work as a gap-fill exercise.

Monitoring & Evaluation

- 1) Middle Leaders will check students' work books and folders in accordance with the whole-school self-evaluation schedule, e.g. as part of a lesson observation or year-group specific work scrutiny.
- 2) Senior Leaders will validate the judgements of Middle Leaders in accordance with the whole-school self-evaluation cycle, e.g. in joint observations or follow-up work scrutinies.
- 3) Governors will keep informed about the quality of Marking for Literacy at GCA in accordance with the whole-school self-evaluation cycle, e.g. via Governors' Learning Walks and SLT feedback to the Achievement and Full Governors' Committees.