



Garstang Community Academy

Assessment and Reporting Policy 2017/18

Principles

Target setting, marking and feedback, 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 appropriately challenging targets across all school years.

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.
- Marking, feedback and assessment contributes to the raising of achievement and attainment of all students.
- Marking, feedback and assessment is an integral element of teaching and learning.
- Marking, feedback and assessment is objective and consistent.
- Marking, feedback and assessment strategies are varied and accessible to meet the needs of all students.
- Marking, feedback and 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

All students will be issued with at least top quintile GCSE equivalent 9-1 targets in all subjects other than PSE/Care. These will be based on their performance at the end of KS2 with other factors including their Special Educational Needs being factored in. 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.

This target setting rationale will be reflected in a 'Progression to GCSE' curriculum across the school in years 7-9.

Y7/8

Y7 students will be given Milestone targets in the first half term in Y7. Milestone targets are the grade which should be achieved by January of Year 8.

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.

Y8/9

End of Y9 targets will then be given in the first half of Y8 Spring Term. End of Y9 targets will be summatively assessed in the summer term to give an end of Year 9 9-1 grade.

Y10 & 11

All Subject Leaders will be given the targets for their following year's Y10 in the summer term preceding in order to prepare and set students for the following September.

Students will be given the targets for the subjects they are doing at the beginning of September in Y10 and in most cases these will not change throughout Y10/11. Changes to targets will be made only in exceptional circumstances.

Responsibilities

• Teachers

- To implement the policy in line with agreed structures (see below).
- To ensure that the students they teach are clear about marking, feedback and 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 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.
- To set challenging homework in line with the policy (appendix A).

Subject Leaders

- To ensure that members of the subject team collaborate and engage with targets for individual students given by SLT.
- To monitor the implementation of the policy and take action as required to ensure its implementation.
- To specifically monitor that grade 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 marking, feedback and assessment data produced across their area and feed back to teachers on their marking, feedback and 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 Appraisal 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 via e.g. Lesson Observations, Learning Walks and Appraisal Reviews. Take action as required to ensure the implementation of this policy, including that grade-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 and to report on this data as required to SLT and Governors.
- 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.

Principal & Vice Principals

- To ensure efficient systems are in place and monitored to enable the implementation of this policy.
- To hold Middle Leaders to account for the implementation and impact of this policy.

Assistant Principal (MARR)

- To ensure efficient systems are in place to set individual 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 Principal (Teaching & Learning)

- To ensure systems are in place to monitor Subject Leaders' management of marking, feedback and 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 Principal (Inclusion)

- To liaise with Assistant Principal (MARR) to ensure appropriate targets are set for Statemented/SA+ & HAS.
- To advise colleagues on appropriate marking, feedback and 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 'Show My Homework' data to ensure homework is being recorded regularly and accurately.

Progress Leader – Pupil Premium

- To liaise with the Principal 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 'Show My Homework' data to ensure homework is being recorded regularly and accurately.

Governors

- Via Learning Walks/Work Scrutinies and attendance at SL-SLT Appraisal Reviews, to question the impact of the policy on progress and attainment.
- Via Learning Walks/Work Scrutinies and attendance at SL-SLT Appraisal Reviews, 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.

Assessment Structure

The **minimum** teacher marking and assessment requirements are:

	Each Half Term
Y7 - Y9	
Maths, Science & MfL (other than Y7 set 3)	2 x Target/Assessment Grade/WWW/EBI/Gap Fill/Gap Fill marked/Literacy*
All other	1 x Target/Assessment Grade/WWW/EBI/Gap Fill/Gap Fill marked/Literacy*
Y10 – Y11	
All GCSE	2 x Target/Assessment Grade/WWW/EBI/Gap Fill/Gap Fill marked/Literacy*
BTEC	To follow Exam Board Guidance

* See appendix b

Exceptions:

- **Years 7-9 English:**

Students will complete a minimum of 10 assessments across the year, comprising of both Literature and Language pieces not necessarily following the half-term plan at all times.

- **Years 10-11 GCSE English Language and English Literature:**

Students will complete a minimum of 15 assessments across the year, comprising of a range of both Literature and Language pieces not necessarily following the half-term plan at all times.

- Graded 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 grading against target should be on-going and recorded with students knowing their progress, WWWs and EBIs.



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Homework Policy 2017-18

Rationale

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

Homework should:

- Reflect the individual progress of a student and be appropriately challenging.
- Be relevant/supportive/preparative with other work done in the subject.
- Be followed up – e.g. teacher marked, peer/self-marked or through a starter/plenary.
- Be effectively communicated by the teacher on 'Show My Homework'.

Schedule

The minimum expectation is:

Y7 - Y9

EBACC – 1 assignment per week.

All other subjects may set homework.

Y10 – Y11

Every subject which leads to a qualification – 1 assignment per week.

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:

- Work Scrutiny.
- Learning Walks.
- SLT/SL monitoring of 'Show My Homework'.
- PL/Form Tutor monitoring of 'Show My Homework'.
- Governors via STAR meetings.

Appendix (b)



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Marking for Literacy 2017/2018

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 Geography: environment; 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 part of a 'gap-fill' exercise.

Punctuation

- 1) Teachers should check and highlight errors in full stops and capital letters at the beginning of sentences and on names/places/people for example and correct as appropriate.

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 part of a 'gap-fill' exercise.

Monitoring & Evaluation

- 1) SL / PL's 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) SLT will validate the judgements of SL / PL's 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.