Assessment and Reporting Policy

Creation Date	**14th September 2018**
Implementation Date	**1st September 2017**
Review Frequency	**Annually**
Last Reviewed	**November 2021**
Approval	**Full Academy Council**
DfE Status	**Non-Statutory**

Contents

1. History of most recent policy changes

Date	Page	Change	Origin of Change (e.g. TU request, Change in legislation)	Actioned By
December 2018	Whole Document	Amendment of policy to House style		Ian Garforth Vice Principal
June 2020	Whole document	Review of document and amended to the house style Changes from a 3 to 2 year KS4		Simon Jones Assistant Principal Victoria Boynton Vice Principal
July 2021	Whole document	Review of document Changes to KS3 assessment	CLF change in process	Simon Jones Assistant Principal
September 2021	Whole document	Review of full document Introduction of the equalities screening element.		Simon Jones Assistant Principal
October 2022	Whole document	Review of full document		Jen Cusack Vice Principal

Equalities Impact Screening

	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
Date of screening: 20th October 2022						
Name of person completing screening: Jen Cusack						
	Yes	No	Positive	Neutral	Negative	
Age		x		x		
Disability		x		x		
Gender Reassignment		x		x		
Race or Ethnicity		x		x		
Religion or Belief		x		x		
Marriage		x		x		
Pregnancy/ Maternity		x		x		
Sex		x		x		
Sexual Orientation		x		x		
Carers / in-care		x		x		

Should the policy have a Full Equalities Impact Assessment? No

If no – please state reasons:

There are no identified potential impact issues on any groups as identified by this equalities screening.

Whilst there are no identified challenges within the equalities screening, we do have to consider the following:

- Ensuring that families that do not have access to I.T. can access reports and assessment
- Ensuring that families that do not speak English are able to interpret the report.
- Ensuring that students with additional needs can access examinations and assessment.
- Ensuring that students with additional needs can access feedback
- Ensuring that students with English as an Additional Language can access feedback.

2. Legislative compliance

None required

3. Aims and Objectives of this Policy

3.2 Introduction

This policy outlines the assessment structures across the Academy. It has been regularly reviewed to ensure that our practices remain in line with local and national developments and impact on our wider community. The policy is underpinned with guidance from the DfE National Curriculum in conjunction with curriculum and assessment development across the Cabot Learning Federation. The policy reflects our vision of 'improving life chances for the whole community'.

The purpose of the policy is to set out the approach to assessment across the Academy.

3.2 Aims

This policy details how assessment and reporting works at Bristol Brunel Academy (BBA). It documents who is responsible, the frequency of assessments and reports, and the general principles underpinning marking.

4. An overview of assessment

Assessment can take several forms. All are made use of in the Academy at relevant times.

4.1 Formative

1. To identify gaps in student knowledge which informs teaching.
2. To recognise and reward the achievement and progress of all students.
3. To help develop self-esteem and improve motivation.
4. To help the teacher in planning the next stage in the student's learning.
5. To give students feedback about their achievements and help them set targets for future work.
6. To diagnose learning difficulties so that appropriate help and guidance can be given.
7. To give students the opportunity and responsibility to assess and monitor their work.
8. To help raise future performance.
9. To monitor the progress of different groups of students within the Academy.

4.2 Informative

1. To provide evidence for the record of a student's achievement.
2. To provide parents with useful information concerning their child's achievement and progress.

3. To provide parents, students and others with a complete record of progress and achievement.

4.3 Evaluative

1. To help the Academy evaluate teaching and the effectiveness of curriculum delivery.
2. To help the teacher (and subject department) reflect upon their work as a basis for improvement and development.
3. To help track progress (individual, class, subject, academy and other groups) and set targets.

5. Curriculum Planning

Subject Leaders should ensure that:

- The Cabot Learning Federation Key Stage 3 is embedded within lessons.
- Schemes of Work[1] exist within the department that reflect continuity through Key Stages 3 and 4.
- Schemes are divided into modules which provide all students, through differentiation, with attainable short-term targets.
- Medium term plans reflect the statutory and exam board programmes of study, including ICT, literacy, numeracy, SMSC (Spiritual, Moral, Social and Cultural) and British Values and Careers.
- Medium term plans identify key opportunities for assessment to be made using a range of methods.
- Internal moderation takes place to ensure common departmental understanding of the criteria for student attainment.

6. Assessment

6.1   Teacher Assessment

The frequency and nature of assessment will vary according to the subject, but all subject areas must have a coherent system for record keeping. This will help to ensure informed progression for each student throughout the course.

Informal assessment will occur frequently with whole class, groups or individuals as an on-going dialogue of progress. This assessment will be used to inform future planning.

6.2   Formal Examinations

Students in Key Stage 4 will sit formal internal or external examinations at least once per year. Students in Key Stage 3 are assessed in class formatively, at least twice per year.

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[1] A scheme of work provides an outline of the structure and content of an academic course.

6.3   Feedback

Regular marking of students' work, as well as other means of formative feedback, is essential in providing systematic feedback which will inform future work. The expectations of 'regular marking' are once per 10 lessons for core subjects. All departments have local marking policies.

7. Reporting

7.1   Assessment at Key Stage 3 (Years 7-9)

At Bristol Brunel Academy we provide students with a grade based against age related expectations (ARE). Students will be given a grade based on the DOOYA model where D = Deepening, O = On track (01 = secure on track, O2 = on track insecure), Y = Yet to be on track and A = At an earlier stage in their learning journey. This is in line with the Cabot Learning Federation where we share best practice.

Students sit up to four in class assessments in each year across the curriculum. From these assessments teachers provide feedback to students on where they have gaps in their knowledge, supporting re-teach.

7.2   Reporting at Key Stage 4 (Years 10 - 11)

Bristol Brunel Academy will provide students and parents with a current grade and a predicted grade.

All students will be given a Target Grade to achieve by the end of Year 11. Targets will be based on prior attainment at KS2 (Primary School) and, in absence of these, our own internal baseline skills tests. These targets may change based upon national (Progress 8) progress patterns.

These targets are based on all students contributing positively to the Academy target of Progress 8 +1.

7.3   Habits for learning grade

In addition, students will receive a learning profile score which reflects their relative effort, behaviour and homework.

	Poor (4)	Requires Improvement (3)	Good (2)	Outstanding (1)
Effort	Rarely puts full effort into their studies	Sometimes puts full effort into their studies	Usually puts full effort into their studies	Always puts full effort into their studies
Behaviour	Engages with learning infrequently, does not participate in lessons even when prompted, often distracted, not able to work with peers, often negative about peers. Disrupts learning often.	Engages in learning with direct encouragement, participates in lesson infrequently when prompted, sometimes distracted, finds working with peers difficult, occasionally negative about peers. Disrupts learning sometimes.	Readily engages in learning, sometimes actively participates in lesson, manages distractions well, works well with a variety of peers.	Readily engages in learning, often actively participates in lesson, is never off task, works well with and is encouraging to a variety of peers.
Homework	Rarely or never completes homework	Often completes homework late and/or with little effort.	Homework regularly completed on time and to a good standard.	Homework always completed on time and to an excellent standard and with evidence of deeper thought around the task.

7.4   Types of reporting

Parent's and Carers Evenings

For each Year group, there is one Parents' and Carers Evening scheduled per year (two in Year 11)

Reports

Students receive two reports per year, including one at the end of the year. Our current report formats are shown below. Please note that these are subject to change with national developments.

Academy Report – Year 11
DATE

Students Name   Reg

Subject	Teacher Name	Target	Current	Predicted	Previously Predicted	Effort	Behaviour	Homework
Business								
English								
English Literature								
Geography								
Health and Social Care								
Mathematics								
Science								
Spanish								

Reading Age (years/months):   ??/??

Name's overall attendance is **93.5%**. Research suggests that attendance of below 94% throughout your time at school leads to achievement ONE grade lower than expected. Students are expected to catch up on work missed through absence.

Academy Report – Year 8
DATE

Students Name   Reg

Subject	Teacher Name	Age Related Expectation	Effort	Behaviour	Homework
Art					
Computing					
English					
Geography					
History					
Mathematics					
Music					
PE					
Science					
Spanish					
Technology					

Reading Age (Years/months):   ??/??

Name's overall attendance is ??%. Research suggests that attendance of below 94% throughout your time at school leads to achievement ONE grade lower than expected. Students are expected to catch up on work missed through absence.

8. Complaints Procedure

If parent or carer wishes to raise a complaint against an issue with regards to this policy, they should submit a complaint in writing as per the Academy's Complaints Procedure, as detailed on the Academy's website.

9. Roles and Responsibilities

Academy Council:
The Academy council are responsible for ensuring the Assessment, Recording and Reporting policy remains appropriate, robust and fit for purpose.

Principal:
The role of the Principal is to ensure that the policy reflects the Academy's priorities, and current best practice.

Vice Principal:
The Vice Principal is responsible for writing, editing and maintaining the policy. He or she will ensure that the policy is up-to-date, and reflects guidance and best practice.

Assistant Principals:
The Assistant Principals for Outcomes and for Teaching and Learning will maintain responsibility for both the operational and strategic enactment of the policy.

All Staff:
All teaching staff are responsible for ensuring the policy is enacted in a way that enables students to make maximum progress based on the content of the policy.

10. Monitoring

This policy will be reviewed annually by the Assistant Principal (outcomes) and verified by the Principal or Vice Principal and Academy Council. All reporting and assessment systems are owned and reviewed regularly by the Assistant Principal (outcomes).

The Assistant Principal for outcomes will be responsible for the monitoring the implementation of this policy.

The Council will review the Policy every year, unless there are any changes to legislation or guidance that require it to be altered in the interim.

11. Links with other Policies

- Complaints Policy
- Access arrangements policy
- Equality, diversity, and inclusion statement
- EAL statement of intent
- SEND policy