

**Doncaster UTC: Assessment and Reporting Policy**

**Effective Date:** September 2020

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<b>Status</b>	<b>Statutory</b>
<b>Responsible Committee</b>	<b>Local Governing Body</b>
<b>Author</b>	<b>Principal: Reviewer Vice Principal</b>
<b>Target Audience</b>	<b>All Stakeholders</b>
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# Doncaster UTC POLICY FOR ASSESSMENT AND REPORTING

## The Principles and Aims of Assessment

Assessment should support teaching and learning by identifying what students already know and can do and how they might move on and improve their knowledge, understanding and skills.

Assessment for Learning (AFL) and responsive teaching, therefore, should be evident in all lessons.

1. For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress further in their knowledge understanding and skills.
2. For teachers, continual assessment should develop a detailed and precise understanding of the individual needs of students and their strengths and areas for development. Assessment for Learning should feed into meaningful target setting and formative feedback to students.
3. For other staff and governors, assessment information will support an understanding of the current and potential student outcomes in terms of attainment and progress.
4. For parents/carers, assessment information will support an understanding of their child's progress and provide specific advice on how best to support their child in order to make the best progress.

## The Assessment Process

The assessing of students' progress is an ongoing process and gathers evidence from a variety of sources. **Formative assessment** is used daily in every lesson to evaluate student's knowledge and understanding and to tailor teaching accordingly. Good formative assessment ranges from the probing question put to a student as they think something through; quick recap questions at the opening of a lesson; scrutiny of the work of students; right through to formal tests. Formative assessment is intended to inform teaching and learning. **Summative assessment** is the use of standardised tasks or tests which enables teachers and teams to evaluate how much a student has learned at the end of a teaching period. All subjects use standardised summative assessment once a term with all year groups, for example: end of term/year exams, short end of topic or unit tests, reviews for students with SEN and disabilities.

Curriculum Directors are responsible for leading their teaching teams to define the knowledge and skills that are characteristic of each progress flight path. Each term the specific curriculum will be mapped out so that standardised summative assessment tasks are used to support judgements on the progress pathways that each student is working on, at each progress check. This data will be entered into SIMS for each Progress Check for every year group once a term. When the Current Assessment is below the Progress flight path the student has been assessed as underachieving. Current assessment in line with the progress flight path indicates average progress and we are aiming for the majority of students to make more than expected progress or in line with FFT 20 targets.



### **How are the outcomes (the data) from the Assessment and Tracking Process used?**

The primary use of all the knowledge gained from assessment is for class teachers and subject leaders to modify and adapt their teaching and curriculum design to ensure the needs of present and future cohorts of students are met.

The tracking of student progress requires one data input per student per term across Key Stage 4 and Key Stage 5. This data allows us to track student progress across the curriculum and intervene when we see significant underachievement across a range of subjects.

This data also alerts us to underachievement in specific cohorts such as disadvantaged students and prior attainment groups.

### **This data is also reported to Parents/Carers**

Results of the above mentioned 'Progress Checks' are reported to parents/carers three times a year. The Progress Check Report shows the current assessment as a pathway or a GCSE/A level grade in each subject; as well as their attendance and their attitude to learning. Parents/carers have the opportunity to discuss their child's progress on the learning and progress days that will run sooner after each assessment point.

### **The Roles and Responsibilities of the Senior Leadership Team and Data Manager**

1. To undertake whole school analysis of school improvement in order to inform and guide curriculum planning, resourcing and whole school intervention programmes.
2. To lead deeper analysis of attainment and progress of cohorts across the school through regular line management meetings.
3. To provide accurate predicted/forecast GCSE grades and A level results for all external audiences.
4. To ensure that reports go out to parents/carers on time and contain accurate and informative details.
5. To monitor the quality of progress trackers in terms of the quality of the data entered within the agreed timeframe published in the school calendar.
6. To maintain and update the SIMS mark sheets in line with the published assessment schedule in the school calendar.
7. Ensure SISRA is accurately updated with Attainment and Progress data to support the overall judgement of the Quality of Education.



## **The Roles and Responsibilities of Curriculum Directors**

1. To ensure there is a full understanding across teams of the standards required assessments for each year group and that there is a regular process for standardisation / moderation.
2. To support and prepare their teams for each progress check and data entry. This includes having a planned and standardised programme of assessment activities in the Schemes of Work and a robust moderation and standardisation process that ensures the quality of the progress tracking data.
3. To check the accuracy of each collection of progress data and respond to any anomalies before the Progress Check is reported home to parents/carers.
4. To identify students who are making good progress and acknowledge their achievements, as well as identify students who are experiencing difficulties and put the appropriate interventions and support in place.
5. To present an analysis of progress across all Key Stage 4 and 5 and build this into the Curriculum Development Plans.
6. To ensure that SIMS mark sheets are completed and kept up to date by each teacher in line with the assessment programme in the school calendar.
7. To engage with the SLT line manager and UTC RAG process to discuss the Action Plan for the students who have been identified as making less than expected progress or cause for concern in terms of attitude to learning or other issues.
8. To monitor the effectiveness of the Action Plan and the interventions at class level.
9. To monitor the quality of data entered into Progress Trackers and to support the teaching team to correct errors within the deadlines of the reporting schedule.

## **The Role and Responsibilities of Subject Teachers**

1. To use appropriate and effective AFL strategies in all lessons to build an accurate and precise description of each student's level of understanding, knowledge and skills.
2. To provide all students with clear and precise formative feedback on their strengths and areas for improvement in their knowledge, understanding and skills.
3. To ensure that SIMS mark sheets are completed and all deadlines for data entry are met in line with the assessment programme in the school calendar.
4. To participate fully in the work of the subject team in developing the assessment programme and activities for students.
5. To participate fully in the work of the teaching team in standardisation and moderation activities.
6. To provide accurate data for students in line with the whole school reporting schedule and to check for and correct errors.



## The Role and Responsibilities of Form Tutors

1. To share information about progress with members of the tutor group and to engage in mentoring that supports academic progress.

## Appendix 1

### The Assessment and Intervention Cycle

