Open Academy

Assessment, Feedback and Reporting Policy

Policy Type:	**Academy Policy**
Approved By:	**Local Governing Body**
Date Approved by LGB:	**21 March 2024**
Review Date:	**April 2027**
Person Responsible:	**Principal**

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change
1		Change of policy title: Assessment and Reporting policy to Assessment, Feedback, and Reporting Policy	08/11/20
5		Change of frequency in examination assessments	08/11/20
7		Removed reference to feedback via marked books	08/11/20
7		Changes to parent reporting – section moved from page 6	08/11/20
5/6		From AFL section – new elements added to reflect new approach to homework and use of in-class assessments/progress folders	08/11/20
7		Included Progress folders	14/09/21
5		Added 1st 2 paragraphs of the 'How formal assessment takes place' section	May 23
6		Additional detail in the 'Homework' section	May 23
5		How formal assessment is carried out: clarifying that GL assessments will happen if available.	March 24
6		Addition to Assessment arrangements to support SEND students	April 24

General Policy Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Principal. The Principal of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

ASSESSMENT, & REPORTING POLICY

Vision

The assessment approach at Open Academy is designed to effectively motivate learning. At Open Academy students will experience a variety of assessment strategies informed by their progress through our curriculum driven by Open Academy values, and every student will have a personalised journey through intervention strategies that will focus on raising achievement for all. An examination assessment and modular reporting system, in conjunction with the Open Way to Teaching and Learning, impacts positively on learning and progress. All our students will learn to reflect positively on peer, self, and teacher examination assessments and targets for improvement. Assessment for Learning is at the heart of the teaching and learning process as it centralises the students' ownership of their progress and attainment.

AIMS:

At the Open Academy, assessment, reporting and marking facilitates:
- All students to realise their potential
- All students to be successful and to be challenged to exceed their potential
- An accessible progress dialogue for staff, students, and parents that identifies and supports targeted intervention
- Students in understanding each subject what they know, and what they do not know and supporting them through feedback to fill the learning gap
- Parents in understanding the progress of their child and what their child needs to do to improve
- Effective self, peer, and teacher feedback

SUMMARY:

- The Academy provides opportunities and an environment for students to understand and use assessment, marking feedback, and reporting to make the next steps in their learning journey.
- Students at the Academy take responsibility for knowing, understanding, and working towards their next steps.
- The Academy supports and involves parents to help their children in conversations about learning.
- The new National Curriculum is based on the principle of learning things in greater depth, mastering key concepts, and gaining deep learning. The new examination assessment procedures reflect this, ensuring we are assessing whether students have understood these key concepts and are capable of expressing their learning appropriately, unique to their key stage and starting point.
- The Academy will also identify needs for extra time or other strategies allowed to support SEND students during the assessment / PPE window

KS3 EXAMINATION ASSESSMENT:

This approach allows students to become familiar with the proportionate knowledge, skills, and literacy demands of each subject at the end of Key Stage Four. Each assessment is designed with consistency; tasks stay the same but the content changes as students progress through the curriculum. Examination assessments are calendared and staff report on the progress students make in each session.

Principles:

To provide an accurate understanding of where students are falling behind in their learning and why
To understand how successfully students are acquiring and retaining the knowledge and content of their courses to provide students with opportunities to experience formal examination conditions where they must express their understanding and skills coherently

Impact:

- Appropriate interventions are implemented via the classroom and extra-curricular learning through homework and learning hubs
- The 'Open Way for Teaching and Learning', schemes of learning and planning for literacy improvements are accurately informed
- Students are empowered in a greater understanding of how to improve their own progress
- Progress for all students is supported and understood

How formal assessment is carried out:

Year 7, 8, and 9 students complete two series of examination assessments. Both are Automated assessments designed by their subject teachers. Automated Examination Assessments will take place in Computer rooms and teacher classrooms. Teachers invigilate examination assessments for Years 7,8 and 9. Following each examination assessment session, time is given to Faculties to standardise and moderate papers to ensure: that marking is accurate, that papers in all subjects are equally challenging and that grade boundaries are awarded proportionately.

Examination Assessment results are given to students as a percentage. Internally and for staff use only, the percentage will equate to a grade that is compared with the target grade (see Target Setting). The gap between the two grades is used to indicate progress.

Open Academy ensures that students understand their progress in KS3. There are a variety of tools available within the Academy to support teachers and students in identifying the next steps through a PLC of their examination assessments. Teachers and Faculty Leaders facilitate students in understanding their progress by ensuring the next steps are recorded in a standard format and by discussing these with students; a record of this dialogue is kept in progress folders.

In Key Stage 3, we benchmark our students using GL Assessments if available. Progress tests in Maths and English will be taken by students annually. Science progress is measured at the beginning and end of the Key Stage. CAT4 tests will be used to measure potential and support the Academy target setting. Parents will be given reports following assessments.

KS4 and KS5 Formal Assessment

Years 10 and 11 sit two sessions of "PPEs" (Pre-Public Examinations) and all PPEs take place in the Academy hall with external invigilators.
In KS5, all mock and formal examinations take place in either classrooms or the Academy hall with external invigilators.

Following these examinations, students then enter a period of 'DTT' (Diagnosis, Therapy, Testing) with their teachers to identify, understand and act on their next steps in learning.

By the end of year 9 we will identify students with assessment adjustments such as extra time/ scribe etc to support all KS4 students who require support with exams.

Formative Assessment (AfL)

AFL is used in conjunction with formal examination assessments in every lesson and all planning to assess and plan for students' progress. AFL also creates opportunities for students to become confident in the processes of self and peer assessment. Teachers work with students to establish appropriate success criteria and methods to apply to review practices so that students are empowered, independent learners.

Homework

After the COVID-19 pandemic and the requirements of our associated risk assessment, we have moved away from marking books. We have replaced this with a timetable of quality feedback using regular homework and in-class assessments. Homework is set, submitted, and marked using Microsoft Teams. All tasks are marked using rubrics that provide scaled feedback on the quality of learning demonstrated and the next steps for improvements.

Periodic in-class assessments

These are used to provide evidence of student learning and quality of literacy and written presentation skills. Tasks will vary from subject to subject, but all will consolidate recent learning. This work is kept in a progress folder and is always teacher-marked using DNA. Once students have completed the Action in a follow-up lesson, this could be self, or peer-assessed to help students become increasingly independent learners.

Monitoring progress in all key stages:

Student performance and progress are reviewed at KS3, KS4, and KS5 RAP by the SLT, Heads of Faculty, Deputy Heads of Faculty, and the relevant pastoral year team. This forum is used to ensure student progress is challenged and understood, allowing areas for best practice to be shared and for improvements in teaching and learning and pastoral support to be identified and monitored.

TARGET SETTING

Whole School Targets:

The Academy provides aspirational targets for each year group which provide high expectations for colleagues that drive students' progress. The Academy maintains aspirational targets by:

- A yearly target-setting meeting between the Assistant Principal (Student Progress) and the Principal.
- A yearly agenda item for SLT to discuss Whole School Targets.
- Comparing and adjusting Whole School Targets against the most recent National Averages.

Student Targets:

9-1 targets for students in KS3 are allocated using FFT Aspire targets (based on KS2 attainment). These targets can and will be amended upwards based on progress tracking.

At KS3, FFT Aspire target grades are kept for internal use only, this allows analysis of progress to take place amongst the staff team. Grades will not be shared with parents or students to keep a pedagogical focus on areas for improvement. Parents will be told if students are working above, on, or below their potential and

the specific areas where improvements are needed. Parents will also be advised on how they can support their child in making these improvements.

By avoiding grading (9-1) student progress we aim to develop a growth mindset amongst students where all aspire to achieve their best work, engaging with our feedback on how to improve rather than focusing on grades awarded.

FFT Aspire grades are shared with students in KS4 in order to support understanding of subject specifications, exam and mark scheme criteria, next steps for learning and post-16 planning.

Tracking Student Progress:

The Academy tracks the progress of all students by:

1. The use of 4Matrix data system which analyses students' attainment against progress targets (Expected Progress). This analysis is done for individual students, all students in a year group, and groups of students. For Key Stage Four, the analysis also focuses on whether students are achieving 9-1 in English and maths and their Progress and Attainment 8 scores.

2. The use of a Student Progress Folder to track progress outside of the PPE cycle. The evidence can be in the form of work related to the specific subject, but it aims to show students' understanding and progress. A feedback cycle takes place with teachers marking this work for understanding and literacy and then students to feedback. All evidence is neatly shown in a student's progress folder.

3. Making the analysis available following each assessment cycle for all staff to use. This includes the Year teams to ensure Form Tutors are facilitating students to understand their next steps and to address barriers influencing progress.

4. Identifying underachieving students (at an individual and/or group level) at SLT, RAP meetings, Learning Forum, Progress meetings, and Faculty meetings and planning action.

5. Using RAP meetings to drive all colleagues to use intervention to raise attainment. This involves gathering and sharing information including the creation of the war-board diagram.

6. Maintaining and facilitating the Progress Meeting Cycle to ensure support is provided for those students identified as not making their Expected Progress.

7. Maintaining and facilitating the RAP meeting Cycle to ensure support is provided for those students not making (but capable of making) the key measures.

Quality Assurance:

Open Academy works with students to take pride in their work and ensure they understand how to access feedback and how to improve. The Academy carries out calendared Faculty Review processes whereby the SLT in combination with governors and the faculty leadership team, carries out an intensive review of teaching and student work. The Academy also involves students in the quality assurance process and conducts regular student voice across the whole school. Findings, including areas of best practice and areas for improvement, are shared with faculties and monitored by the leadership teams. Faculty leads also carry out their own, regular, quality assurance processes to ensure student progress is understood and improvements are informed.

REPORTING:

  The Academy assists parents with understanding and using the examination assessment information by:

1. Providing detailed explanations in letters and at Parents' Evenings.
2. Providing opportunities for parents to contact staff.
3. Providing colour-coded Progress Review sheets.

The Academy aims for reporting to be insightful, current, accurate, regular and impact on student progress through:

1. Providing for all staff and parents an assessment calendar that is tailored to coordinate with key events for each year group.
2. Providing a management system for staff to efficiently enter reports and grades/levels and providing training on this process.
3. Ensuring all students receive a Progress Report following each formal assessment session and at least 1 parent evening per year.
4. Training staff in providing assessment information for Progress Report sheets.
5. Provide detailed letters with Progress Report sheets that explain the content.
6. Providing an opportunity for parents to contact staff to discuss any queries or concerns with Progress Reports.
7. Training staff in entering appropriate data that accurately reflects:
   o Engagement in homework
   o Progress indication (Above, On, Below)
   o Literacy capability (Average combined score encompassing Oracy, Communication, Handwriting)
   o Attitude to learning
8. Reviewing the content and format of Progress Reports regularly
9. Checking and proofreading all grades/levels and reports before they are issued