



LWS Academy Trust

Montefiore Drive, Sarisbury Green, Southampton, SO31 7NL. Tel: 01489 582684
www.lordwilson.org.uk

WHOLE ACADEMY POLICY FOR ASSESSMENT, RECORDING AND REPORTING OF STUDENT PROGRESS AND ATTAINMENT

This policy outlines the principles, which are the foundation of assessment, recording, reporting and planning for student's progress and attainment at Lord Wilson Academy.

Assessment, recording and reporting need to be done effectively and sensitively with an appreciation of the special needs exhibited by individual students; in line with the aims and ethos of the Academy.

Targets are set at a challenging and achievable level, personalised to the student (including students on inclusive support packages). Accurate assessments and high expectations for progress and attainment ensure this. Prior rates of learning are taken into account when setting target levels.

This policy has been formulated in consultation with staff, students and Governors. The implementation of the policy is the responsibility of all staff.

The Academy Management Team aims to:

- ensure that all teachers know what is expected of them as regards assessing students;
- support teachers in sharing this process with colleagues;
- help teachers make well-founded judgements about students' attainments and progress;
- track the attainments and progress of individual students and student groups over time;
- provide parents with accurate information about their child's attainments and progress;
- monitor practice in assessment and the use made of assessment information;
- collate information that enables the Governing Body to evaluate practice across the Academy;
- use assessment information when planning training and the deployment of resources;
- compare the progress made by different groups of students to ensure that no group is disadvantaged.

Teacher responsibilities

Long term planning will take into account the needs of the student and identify the programme of study and attainment targets to be covered in each term. Activities will be planned to cover the programmes of study and provide appropriate assessment opportunities with sensitivity to the interest and relevance of content to the students.



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The New National Curriculum identifies programmes of study, attainment targets and level descriptors. The Department of Education has identified three linked aspects of assessment, which we record and monitor appropriately;

- Day to day – Collated through the points database every 40mins for each lesson for Behaviour, specific learning objectives and IEP targets.
- Periodic – Progress records (termly), Curriculum Target setting (termly), IEP reviews (termly) and the annual report.
- Transitional – end of KS3 and KS4

Assessing Pupil Progress (APP) is a national approach to teacher assessment. It assists teachers in making reliable, periodic judgements on students' performance related to national standards, drawing on a wide range of evidence from day-to-day teaching and learning. The purpose of assessment can be found in Annex 1.

Personal Learning and Thinking Skills (PLTS) are also recorded as part of the assessment process.

KS2 data is collated for use with target setting. Baseline assessment will be collected from new students in English, Science and Mathematics as part of the transition process.

Assessment will be considered at the planning stage of all schemes of work in order to ensure that the correct 'match' is achieved between work presented and the levels achieved by students. Departmental policy statements and schemes of work will make clear how the necessary differentiation will be achieved within that subject.

Assessments methods used may include:

- planning assessment opportunities systematically for the benefit of all students;
- using a variety of assessment techniques - product, ICT, Video, observation, dialogue, etc. in order to allow students to demonstrate what they know, understand and can do;
- using formal and informal assessment opportunities;
- using carefully considered written and practical tests.
- using external accreditation systems.
- Using on-line assessment schemes

In National Curriculum subjects, students' achievements are assessed against the statements of attainment in each subject.



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Teachers must establish their own baseline data and realistic targets for each student in every subject.

A statement of attainment or target is regarded as achieved when the teacher is reasonably confident that the student can repeat that performance on the majority of subsequent occasions.

As KS3 tests are no longer statutory, the tests are offered to subject leaders if they wish to use them as a source of assessment. Subject leaders are expected to predict end of Key Stage results from the end of the first term in Year 7, then throughout the recording and reporting processes.

The assessment of progress in subjects not included in the National Curriculum is also considered vital to the overall education of our students. When devising assessment schemes for other subjects, teachers regard the principles underlying National Curriculum assessments which are that

- targets are clearly stated;
- major components of the subject are identified;
- achievements and progress are easily identifiable.

Teachers are to comment meaningfully on the personal, social, cultural, moral and spiritual development of all students. Teachers allow time for students to summarise their interests and activities and to discuss these.

Teachers are responsible for ensuring that assessment is planned for and takes place, but all members of the classroom team are involved in assessment during lessons and in sharing the information with teachers. Other professionals may make separate assessments of students' progress in their specialist areas, as well as observing progress during the lessons. This information is shared with teachers, so that they can use it to inform future lessons and to set future learning objectives.

Teachers will record progress on a termly basis on the Academy Database. Two progress records are submitted to the system with one annual report within the year. The progress records and reports will provide a series of levels that the student is functioning at. The progress records and reports provide these levels as; what the student is 'working towards', 'achieved' and only in the annual report a 'predicted level' for the end of Key Stage. The levels are broken into sub-levels to allow more accurate levelling and measurement of progress.

All teachers will keep records of progress for students in their teaching groups, in a standard format within a subject area as laid down in that department's statement of policy and scheme of work.



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Appropriate samples of students' work, suitably annotated and cross-referenced; will provide evidence to support teachers' records. Details of such evidence are set out in departmental policy.

Sharing information - Teachers can gather relevant information from their colleagues. The following documents on students progress and attainment can be found on the staff and database network drives:

- Schemes of Work
- Progress Records and Reports
- IEPs and IEP reviews
- Learning objective data
- SEAL behaviour in lesson
- Behaviour Support plans
- Student Profiles

Students

Students are informed participants in the assessment process. It is made clear to them how learning, social and behavioural objectives are to be achieved and assessed.

Students are involved in the assessment process by being encouraged to take a responsible attitude towards their own learning, by developing their ability to be self-critical and in sharing the setting of suitable targets for the subsequent work and behaviour.

Students are given the opportunity to achieve external accreditation through GCSE, Functional Skills, Entry Level, and the CoPE award. Work Related Learning courses at College and work experience, are provided for students at KS4 with an opportunity to achieve additional academic and vocational qualifications where appropriate.

Results of external examinations are forwarded to students upon receipt from the examinations boards, following the procedure of the Academy. Relevant information will also be collated and forwarded as required by statutory order.

Students performance in lesson is recorded by the Teacher and LSA every lesson via the Academy database, which allows comprehensive analysis of performance data in real-time for each individual student.

Target Setting



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LWS has high expectations for a student's level of progress and attainment and therefore targets are challenging. A student's prior rate of learning is also considered when setting subject level targets.

IEP targets are set and reviewed by the individual student's tutor/tutor LSA on a termly basis. These focus on behavioural, personal and social skill development and are linked to the Statement of Special Educational Needs.

The database will be used to assess and analyse previous targets and inform the structure of the new targets.

Individual curriculum targets are SMART targets which are set by teachers for each individual in the subjects delivered by them. These targets may span the whole academic year, however it may be more appropriate for a teacher to set short term goals depending on the individual and the subject covered. This enables the Academy to ensure that all students are working towards individual targets in all curriculum areas, and also have behavioural, personal and social skill targets working in parallel.

IEP's are set for each term in advance and evaluated at the end of that period. Targets are set as two individual focus points on the Academy database.

IEP targets will be displayed in the relevant tutor room.

Curriculum target setting will be completed on a termly basis. Students are fully involved in this process and made aware of their current targets in the relevant subject area. Targets will be displayed in subject rooms.

Annual Progress and Attainment Reports

Teachers are expected to provide a full written report on the progress and attainment of individual students for their subject areas annually. Reports are sent to parents/carers. The report must be personalised and will make reference to achievements, progress and attainment.

Annual Reviews

Annual reviews are conducted for each student, tutors are expected to provide a completed annual review in the required format. This is to be submitted 6-2 weeks prior to the Annual review meeting as indicated by the Annual review timetable.

Monitoring Teaching and Learning

Monitoring opportunities of teaching and learning include:-

- Data analysis of subject performance through the Academy database



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- Analysis of students progress and attainment
- Progress Records and Reports
- Performance Management
- Student feedback
- Teaching observations – formal and informal by SMT
- Outside agencies, eg other Academys.
- SMT work sampling
- Curriculum target setting and evaluation
- Governors monitoring and review
- Shared practice – peer teaching
- External monitoring
- Academy Self Evaluation methods

Adopted by Governing Body _____

Review Date: Nov 16	Reviewed: Nov 13	Signed:
Review Date:	Reviewed:	Signed:

Annex 1

THE PURPOSE OF ASSESSMENT

Assessment is an integral part of teaching and learning, with 4 main purposes:

- * formative - providing information about students' progress which teachers can use as a basis for decisions about the next steps in their learning;
- * diagnostic - providing information about student strengths and weaknesses, both academic and behavioural;
- * summative - providing information about levels of attainment reached at certain points in the year or key stage;
- * providing an opportunity to further develop teacher/student relationships, assist in building self-esteem and achieving success.

Assessment is an aid to teachers in:

- * planning work which is matched to students' ability, previous experience and interest;



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- * identifying where specific help is required;
- * helping students to make progress in all aspects of their education;
- * that it provides evidence for teachers to evaluate their own performance and influence on learning by students;
- * that it may provide information with regard to the successful nature of particular teaching strategies;
- * that it may highlight areas for professional development to enable or enrich student learning.
- * that it may provide evidence to help explain different rates of progress by monitoring, changes in patterns of behaviour, subject related success/difficulties, delivery & learning style preferences, time of day, medication dips and focus of demand etc.

Assessment is an encouragement to students to share in the planning of their own development and the setting of targets for their progress. It will also focus upon an individual's progress and act as a baseline for reviewing achievement.