



CORNWALL EDUCATION
LEARNING TRUST

Assessment & Reporting Policy

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Adopted by (body): CELT Trustees

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1. Rationale

Our Assessment, Recording and Reporting policy is designed to provide a framework for monitoring and supporting the progress of individual pupils throughout their school career. It also underlines each school's commitment to regular, meaningful feedback as a means of motivating pupils and keeping them and their parents/carers informed of progress.

2. Aims

- ❖ To raise levels of achievement throughout each pupil's schooling.
- ❖ To keep pupils, parents/carers and teachers informed about progress and actively involved in its promotion.
- ❖ To provide a framework which encourages pupils to be actively involved in discussions about achievement, future learning and development.
- ❖ To inform future teaching and learning strategies.
- ❖ To facilitate meaningful curriculum development and differentiation in the learning process.

3. Guidelines

- ❖ Pupils are provided with regular and accurate feedback on their progress (through a combination of verbal comments, next step observations, dialogic marking and feedback, test results and teacher assessments).
- ❖ Staff are encouraged to share/moderate their assessments and to adopt a variety of assessment strategies for their tasks.
- ❖ Within year groups, phases and subjects, teachers moderate their assessments together wherever possible to provide greater consistency.
- ❖ National rates of progression are monitored to ensure pupils are making strong progress within school.

4. Target Setting

Each school within the trust has an element of autonomy on how they set targets and how they are used. Where they are used, pupils are set aspirational targets in each of their subjects. Targets are based on the idea of national estimates of what the pupil is likely to achieve based on current national rates of progress. Professional knowledge is then often used to adjust appropriately for individual pupils and then challenge is added and monitored to aid each pupil in achieving their potential.

All primary schools within the trust use estimates from a company called Fischer Family Trust (FFT¹) which help identify subject areas, groups of pupils, or individuals who are not progressing as quickly as some of their peers. This information aids professional discussions at all levels within the schools and the trust. Secondary schools also use FFT in a similar way but also look at other similar companies and methodologies to triangulate information about how well their pupils should be performing. *For further details on assessments within the trust, see Appendix A.*

5. Reporting

5.1 Pupils and their parents are kept informed of progress throughout year; including full reports and interim progress reports. Progress reports consist of information showing how pupils are performing, including their Attitude to Learning (ATL) as well as their latest rate of school attendance. Full reports often include written commentary from their teachers. The comments celebrate their achievements and detail how the student can further improve.

5.2 In addition to the reports, Parents Evenings for each year group are calendared. All parents are invited into school to meet with subject teachers to discuss their child's progress, achievements and areas for improvement. Schools also often hold academic support evenings where parents can find out more about the progress their children are making and the support available to them.

5.3 Secondary schools have Options Evenings where parents/carers can discuss with subject staff the suitability of the courses on offer for their child. Parents are invited to attend these evening events.

5.4 The successes achieved by our students are recognised and celebrated by verbal and written comments, postcards, reports, merits, certificates and trophies – in both a personal and a public domain, where appropriate.

6. Monitoring & Intervention

6.1 Systems containing assessments are maintained within schools which enable us to monitor and analyse progress over a period of time and for teachers to easily access crucial information on the pupils in their care. Data collections, which occur no more than 3 times per year, from the teachers, show us how pupils are performing.

6.2 Following each data collection, schools and the trust analyse student progress at a whole year group, department and individual pupil level. Meetings are then held between key members of staff, to discuss possible interventions for any areas of concern.

6.3 The Trust and each individual school has a responsibility for monitoring the quality of the assessment procedures in place.

¹ FFT is a not-for-profit organisation providing education data, analyses and research to schools and trusts.

APPENDIX A

Assessment Timeline

National curriculum levels at key stages 1 to 3 are now no longer in existence.

In Key Stages 1 and 2 (Years 1 to 6) a **Grade** is attributed to each pupil based on the national age expectations of their year group and are as follows: **Below**; **Working Towards**; **Expected**, **Greater Depth**.

In Key Stage 3 each school monitor the attainment and progress of each pupil using a variety of robust tests and assessments.

In Key Stages 4 and 5, a combination of test outcomes, practical work, teacher assessments and coursework are used (depending on the subject and the school) to create a current working at grade or a most likely grade (sometimes referred to as a predicted or forecasted grade).

Assessment Data Terminology

Attitude to Learning (ATL) – the grade that represents the pupil's attitude to learning. The grade summarises the pupil's thirst for learning and their behaviour and effort both in class and with their homework.

Target Grade – An aspirational grade for students to aim for and are often based on national rates of progress or above.

Current Grade – This grade relates to where a pupil is working currently, taking into account all aspects of the students' work. This will include all or some of the following: their attitude to learning, completion of classwork and homework, coursework, exam and test performance.

Most Likely Grade – This grade is based on subject specific skills and content mapping and historic rates of progress, and demonstrates, based on the pupil's current learning, the most likely grade they will achieve at the end of the Key Stage.

Split Grades – All of the above Grades are normally split into three Sub-Grades, e.g. a Grade 5 can be split into:

- ❖ 5+ represents performance at the top end of a Grade 5
- ❖ 5 represents performance in the middle of a Grade 5
- ❖ 5- represents performance at the bottom end of a Grade 5

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