

Al Yasmina Academy

Achievement Reporting & Recording Policy

Policy First Issued on	June 2020
Next Policy Review Date	July 2021
Policy Amended	March 2023
Lead Professional	Samantha Pyper

Rationale

With the growth of the school community, covid restrictions and the cancellation of the summer 2019 and 2020 summer examination series there is a renewed emphasis on the accuracy and reliability of data which is collected within schools. This policy aims to clarify a consistent approach to the collection and use of assessment data across the secondary phase. It identifies and defines the various sources of data collected across KS3-KS5 and outlines the expectations of how this data is communicated with the Academy's various stakeholders.

This policy provides middle leaders and their staff the information they need to ensure that the scope of their assessments across all subjects is fair and moderated accordingly. It ensures that assessment data is fair, reliable, informative and provides context for future planning and intervention, at departmental and whole-school level.

We aim to be a data-driven school, and this policy demonstrates how we use assessment data to continuously and meticulously drive progress and attainment of all students at Al Yasmina Academy.

Sources of Student Data:

A wide variety of achievement data is recorded cross the school at different stages of the academic year. The table below outlines the main sources used by the school to track and monitor the progress of students so that provision can be adapted accordingly.

<u>Year group</u>	<u>Data Source</u>	<u>Recorded</u>	<u>Reported Internally</u>	<u>Reported Externally</u>	<u>Audience</u>
7-11	CATs 4 raw scores (SAS)	GL	✓	x	Admission, APs, SENCO, HOY, HOD, Teachers
7-11	CATS4 indicators (9-1)	Engage	✓	✓	Parents, students, teachers
7 – 10	GL PTs	GL	✓	✓	*Parents /students *subject to ADEK requirements teachers
7-13	Current attainment grades	Class teachers	✓	✓	Parents, students, teachers
7-13	AYA Targets aspirational teacher targets	Engage / departmental trackers	✓	✓	Parents, students, teachers
12 - 13	ALPS	Engage	✓	✓	Parents, students, teachers
7-13	Prior attainment	Engage / departmental spreadsheets	✓	x	Teachers
7-13	CEFR scores	EAL register	✓	x	Teachers
7-13	Epoch scores	HoY group mark sheets	✓	X	Tutors/teachers

Indicators / Targets

The table below outlines how we use indicators for attainment and how we set challenging targets for our students.

ALPS	Based on a student's performance in their GCSEs.	Internationally recognized and aspirational. Allows for reliable comparisons
CATs	Based on CAT (Cognitive Ability Test) scores which are an internationally recognised measure of a student's innate ability. These are the minimum grades a student is expected to achieve.	Internationally recognized. Allows for reliable comparisons
AYA targets	Aspirational targets based on students' performance in a subject. A teacher's professional judgement. AYA targets are the same or higher than the CATS/ALPS indicators. Set for EoY for Y7-9 and for the end of KS4/5 for Y10-13.	Aspirational . Allows for students to meet their highest potential.

UCAS predictions	Aspirational projections of grades students are likely to achieve by the end of KS5.	Motivational. Ensures students aim high & access to the higher education establishments of their choice
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Data and Assessment Policy

- All staff are required to assess and record data from students at regular intervals during the academic year as set out in this policy.
- Assessment data is recorded on departmental data trackers and is consistent across year groups.
- Assessments are standardised and moderated internally to ensure reliability and consistency.
- Heads of Department instruct staff in terms of tasks/assessments to be graded and used to **holistically** provide an accurate **current grade** across each half-term.
- All staff are required to record current grades, grade modifiers and progress tracking using the progress maps provided, on Engage. *See below for examples of progress maps.*
- This data is then analysed at whole-school level and used by Heads of Year and Heads of Department to measure attainment and progress and identify trends and patterns in achievement. These patterns form our **Intervention Policy**.

Reporting

- Reports to parents are generated at the end of each term.
- Students in year 11 and 13 have written comments on all report.
- Students in years 7 – 10 & 12 have written comments on their end of term reports.
- Tutor comments are present on every report across all year groups.
- Students in year 10 – 11 who sit mock examinations have a mock exam report published home.

Definitions of attainment and progress on reports:

- **Current Attainment** – *reflects the work a student has done over the course of the year. It is holistic and is made up of more than one assessed piece. It also takes into account effort, homework and engagement. It aims to answer the question - ‘overall, how are they performing in this subject?’*
- **Teacher Prediction** – *reflects an educated guess of what grade a student will achieve by the end of the academic year. This prediction was made at the start of the academic year.*
- **Expected Target** – *the minimum grade a student should be able to achieve by the end of the academic year. This target was set at the start of the academic year.*
- **Characteristics for Learning** – reflects the effort, dedication and commitment a student shows in a particular subject.
- **Aspirational Target** – *reflects an educated guess, by a teacher, of what grade a student may achieve by the end of the year, should they work to their full potential.*
- **(Years 7 – 9) Stages of Progress** - *the level of confidence students are displaying within that grade.*

Stages of Progress:

- **Working towards** – in their classwork / homework students are occasionally displaying the skills required of a grade 1.
- **Emerging** - in their classwork / homework students are beginning to display the skills required of a grade 1
- **Secure** - in their classwork / homework students are frequently displaying the skills required of their current attainment grade
- **Developed**- in their classwork / homework students are confidently displaying the skills required of their current attainment grade.

Data Collection

There are five data collection points throughout the year. For each data collection point, the minimum assessment requirement for all year groups is as below.

Collection Point	Minimum assessment requirement	Data	Purpose / Audience
Half term 1	Baseline assessments. End of previous year assessment (Year 8, 9, 10, 11 and 13 only).	Current grades and modifiers AYA targets Progress against target	Internal analysis by AP, HODs, HOYs, Early identification of students at risk of not achieving targets and those not meeting equivalency.
Term 1	Formative and summative assessments. Current grades based on at least 3 pieces of evidence across the term.	Current grades and modifiers AYA targets Progress against target Characteristics for Learning Written comments and strategies to enable progress for Y11 and Y13 only.	Parents and students Identification of students at risk of not achieving targets and those not meeting equivalency. Parental engagement and support.
Half term 2	Data from term 1. Additional formative and summative assessment as per departmental assessment policy.	Current grades and modifiers AYA targets Progress against target	Internal analysis by AP, HODs, HOYs Identification of students at risk of not achieving targets and those not meeting equivalency.
Term 2	Data from term 1. Formative and summative assessments. Current grades based on at least 3 pieces of additional evidence across the term.	Current grades and modifiers AYA targets Progress against target Characteristics for Learning Written comments and strategies to enable progress for Y11 and Y13.	Parents and students Identification of students at risk of not achieving targets and those not meeting equivalency. Parental engagement and support.
Term 3	Data from term 1 and term 2. Formative and summative assessment throughout the term. End of Year summative assessment/exam.	Current grades and modifiers AYA targets Progress against target Characteristics for Learning Written comments and strategies to enable progress for Y7-Y10 and Y12.	Parents and students

Sources of evidence which are used to generate current grades are as follows:

- Book work / folders / homework / report comments / departmental spreadsheets which track a student's achievement over time / moderation reports (from exams boards and/or departmental moderation)
- **If you have serious concerns over a very high target, discuss it with your HOD, collate any of the evidence sources above and meet with the AAP for Curriculum and Assessment.*

Please note that the 5 collection points are for the school's central data collection system. Department, you may do more than the minimum assessments required throughout an academic year and maintain departmental trackers.

Departmental trackers feed into the whole school collection points to provide a holistic view of students' performance in a subject.

For Years 10 – 13

Collection Point	Minimum assessment requirement
Mock exam - Year 11 & 13 January	Mock examinations following exam board requirements. The grade recorded is a stand-alone grade based on the examination only.
Mock exam - Year 10 & 12 May/June	Mock examination following exam board requirements. The grade recorded is a stand-alone grade based on the examination only.

Analysis of Data

Migration and analysis of recorded data from Engage:

- Once teachers report onto the school's data collection system, it is the responsibility the Lead Data Coordinator, Learning Resource Assistant for Data to update the each year groups dashboard and data presentation. This is overseen by the Assistant Principal for Curriculum and Achievement.
- The time frame for the migration and analysis of this data is no later than week from when reports close.

Acting on Data - internal data captures:

- It is the responsibility of the Head of Department to update the Departmental Review (in December, March and June) well as participating in the whole school intervention policy.
- It is the responsibility of every class teacher to use Data for Impact sheet and update their seating plans to inform their planning to ensure differentiated lessons that ensure progress for all groups of students.
- It is the responsibility of every Head of Department to use the data analysis following each data capture, to discuss attainment and progress during line management meetings.
- It is the responsibility of the Heads of Key Stage to lead on the intervention practices and discussion on the performance of their year group at SLT meetings and ask questions and investigate any trends and patters against the EPOC data for their year groups.
- It is the collective responsibility of the Heads of Key stage and member of SLT, including the SENCO and Director or Post 16, led by the Assistant Principal for Curriculum and Achievement, to ensure that all teachers and Heads of Department are held to account for the performance of all students.

Acting on external data captures:

- It is the responsibility of the Head of Department to complete a Departmental Self Evaluation Form and a Departmental Development Plan that addresses the trends and patterns of achievement for their subjects, in line with the Academy's improvement plan and SEF.
- Through the LM system, every HOD and HOKS is investigates and analyses patterns of achievement in their subjects and completes an evaluation on the performance at external exams. These evaluations lead into amending their Development plans, completing any FADE on initiatives they may have put in place as well as any measures to alter the scope and sequence of their curriculums.

Appendix

Progress maps are used to track progress across the secondary school.
See the maps below:

KS3

OVER 1 ACADEMIC YEAR				
Oct	End of term 1	Feb	End of term 2	Term 3
1B	1WT	1WT	1ME	1MA
1ME	1MA	1MA	2WT	2ME
1MA	2WT	2WT	2ME	2MA
2ME	2MA	2MA	3WT	3ME
2MA	3WT	3WT	3ME	3MA
3ME	3MA	3MA	4WT	4ME
3MA	4WT	4WT	4ME	4MA
4ME	4MA	4MA	5WT	5ME
4MA	5WT	5WT	5ME	5MA
5ME	5MA	5MA	6WT	6ME
5MA	6WT	6WT	6ME	6MA
6ME	6MA	6MA	7WT	7ME
6MA	7WT	7WT	7ME	7MA
7ME	7MA	7MA	8WT	8ME
7MA	8WT	8WT	8ME	8MA
8ME	8MA	8MA	9WT	9ME
8MA	9WT	9WT	9ME	9MA

How to use the map with year 7 – 9

Starting at the column marked Term 3 find the AYA Target you awarded a student.

Next, identify the data entry point (i.e. end of term 1 or term 2)

- if the student's current grade matches the grade at the entry point, they are **on target**.
- if they are **1 sub level below** where they should be at that point, they are **below target**.
- if they are **more than 1 sub level below**, they are **significantly below target**.
- if they are already meeting the AYA EDT Target, increase the target - unless it is in term 3

AYA target – this replaces the previous 'teacher predictor' and 'supervisory target' columns. The AYA target can be the same as or higher than the CEJSA/PS indicator.

Current grade – derived from at least 3 significant pieces of evidence and an informed judgement about how a student is performing at the stage of their learning journey rather than in relation to the overall demands of a GCSE/A level course.

Grade Modifier – this is the stage of progress within a grade (looking towards (WT), meeting (ME) and meeting (MA)).

Progress tracking – teacher judgement about whether a student is currently on-track to meet their AYA target. See guidance on how to judge on/below/significantly below target.

Evidence is key – over a term you must have at least 3 pieces of evidence. This could be 3 standalone assessment or 3 multiple drafts of coursework.

Assessments should be standardized and moderated within your department.

KS4

KS4 OVER 2 ACADEMIC YEARS									
Oct Y10	End of term 1 Y10	Feb Y10	End of term 2 Y10	Term 3 Y10	OCT Y11	End of term 1 Y11	Feb Y11	End of term 2 Y11	AYA target
1WT	1WT	1ME	1ME	1MA	2WT	2ME	2MA	2MA	2
2WT	2WT	2ME	2ME	2MA	3WT	3ME	3MA	3MA	3
3WT	3WT	3ME	3ME	3MA	4WT	4ME	4MA	4MA	4
4WT	4WT	4ME	4ME	4MA	5WT	5ME	5MA	5MA	5
5WT	5WT	5ME	5ME	5MA	6WT	6ME	6MA	6MA	6
6WT	6WT	6ME	6ME	6MA	7WT	7ME	7MA	7MA	7
7WT	7WT	7ME	7ME	7MA	8WT	8ME	8MA	8MA	8
8WT	8WT	8ME	8ME	8MA	9WT	9ME	9MA	9MA	9

How to use the map with year 10 – 11

Starting at the column marked GCSE result find the AYA Target you awarded a student.

Next, identify the data entry point (i.e. end of term 1 or term 2 in Y10 or Y11)

- if the student's current grade matches the grade at the entry point, they are **on target**.
- if they are **1 sub level below** where they should be at that point, they are **below target**.
- if they are **more than 1 sub level below**, they are **significantly below target**.
- if they are already meeting the AYA Target, increase the target - unless it is in term 2 of Y11.

Evidence is key – over a term you must have at least 3 pieces of evidence. This could be 3 standalone assessment or 3 multiple drafts of coursework.

Assessment should be standardized and moderated within your department. When using past papers ensure that mark schemes and grade boundaries are weighted and adapted to fit the purpose. It should be the same across the subject in that year group if it counts towards reports.

KS5

KS5 OVER 2 ACADEMIC YEARS									
Oct Y12	End of term 1 Y12	Feb Y12	End of term 2 Y12	Term 3 Y12	OCT Y13	End of term 1 Y13	Feb Y13	End of term 2 Y13	AYA target
E	E	E-WT	E-WT	E-ME	E-MA	E-MA	E-MA	D-WT	E
E-WT	E-WT	E-ME	E-ME	E-MA	D-WT	D-ME	D-ME	D-MA	D
D-WT	D-WT	D-ME	D-ME	D-MA	C-WT	C-ME	C-ME	C-MA	C
C-WT	C-WT	C-ME	C-ME	C-MA	B-WT	B-ME	B-ME	B-MA	B
B-WT	B-WT	B-ME	B-ME	B-MA	A-WT	A-ME	A-ME	A-MA	A
A-WT	A-WT	A-ME	A-ME	A-MA	A*-WT	A*-ME	A*-ME	A*-MA	A*

How to use the map with year 12 – 13

Starting at the column marked ALPS indicator/ AYA Target result find the AYA Target you awarded a student.

Next, identify the data entry point (i.e. end of term 1 or term 2 in yr 12 or yr 13)

- if the student's current grade matches the grade at the entry point, they are **on target**.
- if they are **1 sub level below** where they should be at that point, they are **below target**.
- if they are **more than 1 sub level below**, they are **significantly below target**.
- if they are already meeting the AYA Target, increase the target unless it is in term 2 of year 13

Evidence is key – over a term you must have at least 3 pieces of evidence. This could be 3 standalone assessment or 3 multiple drafts of coursework.

Assessment should be standardized and moderated within your department. When using past papers ensure that mark schemes and grade boundaries are weighted and adapted to fit the purpose. It should be the same across the subject in that year group if it counts towards reports.

Attainment and Progress Trackers:

- For KS3 and KS4, **current grades 9-1** are awarded, as below.
- For KS5, a letter grade from A* - U is awarded.

Understanding Your Learning Progress

How well do you understand your subject?

SOLO Taxonomy

1. **Pre-structured**
2. **Structured**
3. **Relatively structured**
4. **Multi-structured**
5. **Extended**
6. **Relatively unstructured**
7. **Unstructured**

What type of learner are you?

Motivated

Are you a motivated learner? When I learn I:

1. take full responsibility for my learning
2. present myself as challenged and support others to learn
3. seek out learning opportunities in lessons, home or on-line
4. always try hard to accomplish the goals I set for myself
5. am enthusiastic and I look for ways to demonstrate my knowledge
6. always participate in lessons, and contribute to all of the tasks
7. am able to learn from my teacher and learn from my peers
8. understand the value of the activity for the future

Because of my learner abilities, I can make a big progress in my learning and my teacher can be sure

Resident

Are you a resident learner? When I learn I:

1. regularly compare my work with the best in the class or world
2. take my own responsibility for my learning
3. justify whether and where my work makes a positive contribution
4. regularly participate in lessons
5. provide feedback to a high standard
6. am confident of my achievement and regularly set high goals for my progress in my class
7. am able to set my own
8. regularly display my work around the classroom

Because of my learner abilities, I can make a big progress in my learning and my teacher can be sure

Active

Are you an active learner? When I learn I:

1. usually rely on my support to make progress in lessons
2. participate in discussion but try not to make it the end of the lesson
3. am good for myself but struggle to motivate others
4. am happy to try to help if something is troubling my class
5. prefer not to participate in most lessons and parties
6. sometimes complete the work because of the quality of my work or support from my teacher

Because of my learner abilities, I can make a big progress in my learning and my teacher can be sure

GCSE Standard

9
8
7
6
5
4
3
2
1

What grade would you like to achieve? You will get it! How?
What grade are you now? You will get it! How?

Writing towards GCSE Standard Foundation

- Students track their own progress in every lesson by keeping track of their grades:

KS3 PROGRESS MAP

To use this to understand the attainment of each of your classes, the number of children in the class is written in brackets.

How are you progressing?

You should know your progress by understanding how the target you set compares to your class or year target.

Start of year	October	Term 1 (December)	February	Term 2 (April)	Term 3 (June)	Class	Year
1.0	1.8	1.80	1.80	1.80	1.80	1	1
1.00	1.80	2.80	2.80	2.80	2.80	2	2
1.00	3.80	3.80	3.80	3.80	3.80	3	3
1.00	3.80	4.80	4.80	4.80	4.80	4	4
1.00	4.80	5.80	5.80	5.80	5.80	5	5
1.00	5.80	6.80	6.80	6.80	6.80	6	6
1.00	6.80	7.80	7.80	7.80	7.80	7	7
1.00	7.80	8.80	8.80	8.80	8.80	8	8
1.00	8.80	9.80	9.80	9.80	9.80	9	9

The Best Stage (the highest level) you progress to over a 6-month period

Did your class achieve a 1A target in the end of the year?

Highlight the class that is only just progressing.

Are there any class targets? No year 1A target? If you are already meeting your class target, work back to find your class target.

STEP 1

How are you on target now?

Start of year	October	Term 1 (December)	February	Term 2 (April)	Term 3 (June)
1.0					
1.00					
1.00					
1.00					
1.00					
1.00					
1.00					
1.00					
1.00					
1.00					

STEP 2: Add your current grade

STEP 3: How are you on the graph?

STEP 4: What specific actions will you take to make further progress?

