



Assessment and Recording Policy

Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

To be reviewed annually

Next review date: April 2022

Displayed on Website

Signed:

A handwritten signature in black ink, appearing to be 'D. Rollo'.

Date: 01/04/21

Principal and CEO

Dr Rollo

Signed:

A handwritten signature in black ink, appearing to be 'K. Salthouse'.

Date: 01/04/21

Head of School

Mrs Salthouse

Signed:

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Date: 01/04/2021

Examinations Officer

Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Current Context 2021

COVID-19 (coronavirus) has caused considerable distress, anxiety and concern for both staff, students and their families. The spread of COVID-19 has posed serious challenges to schools, colleges, childcare and social care providers.

During the academic years of 2019-2020 and 2020-2021, CAEA assessments have been impacted by Covid and consequently assessments both internal and externally have been impacted. Teacher Assessed Grades have been adopted for GCSE examinations, however in 2021, UAL and RSL are being completed as normal. For the academic year 2021-22 GCSE examinations are returning, with concessions being put in place for most subjects. CAEA are following guidance from the awarding bodies regarding these changes.

CAEA adopted GL assessments in core subjects English, Maths, Science, as a baseline assessment in the Autumn term 2020, to aid teacher planning and to identify required interventions. In addition, GL assessments are planned for the Summer term 2021 per policy.

The Management Team at CAEA have created an assessment policy that embraces the national curriculum: one which takes us from a system that was too dominated by the requirements of the national assessment framework and testing regime, to one where the focus is on high quality, in-depth teaching, providing a clearer pattern of progress. Formative assessment is carried out termly and whole school summative assessment is carried out annually.

School Aims

- To monitor pupil progress and inform provision plans, individual targets and teacher planning
- To provide accountability measures for school
- To regulate the effectiveness of teaching on learning in order to ensure efficient future planning
- To nurture pupil learning (see Teaching and Learning Policy) and professional development
- To ensure appropriate planning in line with educational advice contained in pupil profiles
- To challenge all students and to provide differentiation appropriately for their differing needs.

Expectations

On joining Centre Academy East Anglia it is helpful if pupils have an Educational Psychologist's report outlining the nature of their difficulties. However, in many cases students will already have an Education, Health and Care Plan (EHCP) in place which states how a child's needs will need to be met by a school. In some cases, a Speech & Language report and an Occupational Therapy Assessment are also recommended.

Previous schools are contacted for additional information via termly reports.

Assessments

The role of assessment at the school is to monitor the pupils/young person's progress; to ensure that all students are encouraged to achieve their individual potential and to enable the teachers to work in addressing their weaknesses and strengths.

Assessment must be consistent throughout the school and records must be accurately maintained and prove useful for future planning and curriculum development. Assessment occurs on several different levels and is recorded in various ways. It is important that the assessment procedures are efficient and fully understood by staff, parents, and children.

A **Baseline Assessment** (GL Assessment) is carried out when a pupil/young person joins the school to establish starting points for teaching and learning. This is externally marked and moderated providing an objective view of a student's capabilities in the core subject areas.

Summative assessment, GL Progress Test Series are carried out at the end of each academic year to establish the progress made by individual students and to identify any themes or trends in subject areas. These summative assessments are used to measure progress reliably in Maths, English and Science and provide a detailed, accurate and clear picture of each student's attainment and progress. The assessments are then used to assist in writing the final report of the year and to inform and assist with planning for the next academic term.

Although the school does not undertake S.A.Ts, measurements against the school attainment framework are made on a regular basis with end of year assessment to establish standardised scores (through GL progress assessment)

At the senior levels **GCSE examinations** are used as the summative assessment for young people who are taking the examinations.

Where children move between groups the available information is passed on to the receiving member of staff. Parents are kept aware of students progress through termly written reports which reflect the grades achieved.

Assessment made in children's workbooks should be positive and aid pupils' future progress by providing information on how to improve. (See Curriculum Policy/ Teaching and Learning Policy and Marking Policy for further guidelines on marking.)

Teachers Assessment procedures

Teacher assessment is an on-going process (formative assessment) based on observations and analysis of the pupils' written work, their involvement in class discussions and response to specific tasks. As such it has the following purposes;

- 1) It acts as a quality control –
 - Has each lesson achieved the curriculum and lesson objectives?
 - As a teacher have you used previous knowledge from each of the pupils/young people?
 - Which areas of study were/were not successful?
 - Were some pupils disadvantaged due to the presentation of the information and/or due to insufficient differentiation?

2) It provides valuable information for future lesson planning, delivery & presentation, plus identification of differentiated levels for the grouping of children and target setting.

3) It provides evidence of an individual child's progress and is a means by which evidence can be gathered to support teacher opinion.

Students have half-termly formal assessments within each subject. These results provide the school with the means to track attainment, progress, and analysis of assessment. Teachers additionally keep a record of assessment data to help inform planning. This data is used to determine the grade point average for each student.

Teachers grade the children's effort on a half term basis for formative assessment to observe the progress of the students learning.

Parents receive written reports at the end of each term with grades for each subject. There are also formal Parents' Meetings at the conclusion of the Autumn, Spring and Summer terms. Parents additionally have the opportunity to see their child's work during Prize Day and to discuss this with the appropriate member of staff.

In addition, parents can make appointments to meet with any teacher at a mutually convenient time, either to see a child's work or to discuss any matter of concern. The Head of School is also available to meet with parents at their request.

Pupil Assessments

Pupils are encouraged to develop skills in self-evaluation. Where appropriate, pupils are involved in setting their specific targets for Provision Plans. All pupils, either independently or with the assistance of their class teacher, determine personal learning goals each term. These are evaluated for the half-term and end of term reports. Continuous self-assessment is promoted in class work.

Formal Assessments

Placement in a class on arrival is based on various reports and information, including Educational Psychologist's Reports, reports from other schools, information from parents and from interview. Ideally children/young people spend two or three taster days at the school prior to admittance (however currently due to Covid restrictions this practice is restricted) and this information is used to supplement the written reports. Other children/young people will be accepted by an informal assessment carried out by a senior teacher. Children can be moved after a short period if it is felt by staff they would be better placed in another set. (See admissions policy)

New students are assessed in English, Maths and Science (using GL assessment) to ascertain a baseline level for all students. These results include analysis against the national average and give an indication of whether a student is working at, above or below the expected level. Further standardised

assessments are carried out in the summer term of all students below GCSE level to gauge the progress of individual students over the course of the academic year. These results are kept in a data base and used to inform teaching and learning.

The school may also request a Speech & Language Assessment and/or an Occupational Therapy Assessment to be carried out on a particular child if it is felt difficulties, not previously identified, lie in these directions.

Sharing Good Practice

It is the policy of the school to share good practice and as such staff are requested to attend CPD sessions before the start of each term. Sessions can include 'Assessment for Learning', 'Effective Questioning' and 'Ideas to Raise Achievement in Lessons'; all of which directly relate to providing practical ideas and strategies for effective assessment for learning in lessons. Teaching and Learning is a regular item on faculty meeting agendas, particularly when an individual student experiences difficulty in class. At CAEA the staff are all aware that we need to individualise and differentiate for our students.

The Teaching and Learning coordinator researches, develops and experiments with new ideas and resources, with the SMT encouraged to get involved in this work. Teachers are encouraged to keep a Teaching and Learning folder containing all the resources mentioned above.

Assessment for Learning (Afl)

The AfL opportunities that should be planned into every lesson have the potential to ensure that in every lesson, students are equipped to achieve at their very best. Students can be empowered to take control of their own learning and work in partnership with others and the teacher to ensure that the needs of all are met.

Some strategies that can be used provide a clear distinction between 'assessment of' and 'assessment for' learning can be seen in the selection used below:

Ideas & good practice

Sharing learning objectives / learning journey with students.

All learners need to understand what they are being asked to learn and more importantly, why.

Good feedback depends on the above.

Peer and self-assessment is impossible if students don't know what is expected of them.

All students need to understand the big picture.

Understanding how a particular activity fits into long term aims is important in connecting learning.

- Learning objectives and the journey to achieve them, needs to be made clear in an imaginative and inspiring way.
- Provide a lesson title which could be in the form of a question or Learning Objective (LO).
- Make links with previous/future topics.
- Link learning objectives to assessments.
- Students guess and rate their confidence on lesson objectives to promote ownership of objectives.
- Use past work to demonstrate to students the standard of work expected through effective questioning and 'making links activities'.
- Teacher modelling/ICT modelling/visual modelling to demonstrate objective.
- Students identify key words in the learning objective. Teacher to support students in understanding of key words using glossaries, washing lines or key words on walls
- Encourage students to use language of learning objectives in their work.
- Return to aims / key questions in mini-reflections and progress points.

Questions ,peer work, group work and ideas

Developing students' capacity for thinking and independent learning can be promoted through asking more open-ended questions.

Wait time must be increased to allow students to think about the question and to make a considered response.

SOW could be question- led and include key questions which capture students' imagination

Involving students at the start of the lesson through open and closed question starters.

Different types of questioning ie open, closed, higher order, Blooms taxonomy.

Ground rules on listening to others.

Give students short discussion time in pairs/groups before discussing as a whole class. Time this to ensure pace.

Questions about new material at the beginning of a course/lesson to encourage a community of enquiry.

Hot seat questioning.

Students asked to extend the answers of their peers.

Try a traffic light system.

Give students an answer; can they think what the question was.

Questions on post-it notes.

Aim to include every child through peer questioning.

Students ask questions about each other's work.

Mini quiz/questioning games.

Ask students in pm tutor group time what they have learnt during the day.

Involving students in peer and self-assessment.

Done effectively, peer and self-assessment can be one of the more powerful strategies in AfL.

For students to engage in self-assessment, they have to be trained in peer assessment first. This will involve using appropriate assessment criteria. Peer assessment is valuable because students may more readily accept constructive criticism from each other.

Peer work is also valuable because the interchange will be in language that the students themselves naturally use.

Links to the learning objectives will form a significant part of the dialogue.

Feedback from a group to a teacher can command more attention than that of an individual and so peer assessment helps strengthen the student voice.

The precursor to all productive peer and self- assessment is that students have access to and understanding of learning objectives and level descriptors.

Level descriptors are displayed in classrooms or students books.

Teachers need to reflect carefully on groupings/pairing for peer assessment activities in the light of ability.

Teachers explain what they want from a piece of work, students then respond with examples of what they have done.

Students using smiley faces or traffic light colours to indicate what they think the student has understood/not understood.

Students use mark schemes to mark/level/grade other students' work.

Students use exemplars from previous years to mark/grade each other's work.

Peer proof reading of drafts in light of assessment criteria. Students could identify 2-3 positive areas about another person's work and one target to work on.

Peer observer of group work elected to assess and provide constructive feedback.

Develop self- assessment checklists or proformas with a scale, to illustrate how far student has met learning objectives or increased confidence levels.

Ideas & good practice

Formative use of summative tests – Teaching

Summative tests and assessments should be a positive part of the learning process and used as a snapshot of student progress, not to dominate the assessment picture.

Summative tests can be marked using AfL principles.

Active involvement of students in the assessment process can help students see that they can be the beneficiaries rather than the victims of assessment.

Students

Students should be engaged in a reflective review of the work they have done to enable them to plan their next steps effectively.

Students should be trained to ask appropriate questions and mark answers.

Students should be encouraged through peer and self-assessment to apply criteria to help them understand how their work might be improved.

Students 'traffic light' a topic for revision. Areas marked red are the focus for more in depth revision.

Students set and mark own exam questions or practical activities.

Students 'unpick' model answer.

Rewrite a particular section to improve a specific criteria.

Recap past assessments allowing students to fully realise how many skills they have learned..

Short snappy tests to assess shortfalls in learning and identify areas for revision.

Examine/discuss examination criteria.

Use pre mocks and mocks as key work for the formative use of summative assessment.

Students mark each other's work using exam mark criteria.

Use games/fun/more relaxed forms of assessment rather than 'silent' exams.

Use WWW ie 'What Works Well' and EBI 'Even Better If' when marking.

(See Marking Policy for further ideas explanation.)

Recording

The following assessments are stored centrally in the School office, or in the Senco's office or alternatively on Staff Documents.

Educational Psychologist Reports

Information from previous schools

Re-Assessment Reports by Educational Psychologist

Term Reports

GL analysis and assessment data (baseline data)

Standardised GL Progress Reports

Also centrally stored on staff documents are the Provision Plans for each child. The above ongoing assessments provide evidence for the evaluation and updating of Provision Plans which are done on a termly basis.

All the above information is available to all staff.

Staff keep class and pupil specific records in their Tutor Files.

All above information forms part of the report writing process, meetings with parents and, where applicable, information for L.A. reviews. Annual Reviews are held for all pupils who have a Statement of S.E.N. and the appropriate records are maintained for the L. A. involved.

Assessment and Attainment at Centre Academy East Anglia

As many of you will be aware, previously in September 2014 the government outlined plans to phase out the use of National Curriculum Levels to determine students' progress and attainment. This was completed. As a result, the staff at CAEA have developed our own attainment framework. Our assessment of students' progress has remained the same, using a range of informal and formal assessments to track progress. Our attainment framework looks to give a greater level of clarity of progress within the different areas of a subject, rather than trying to average out students' attainment

across a variety of disciplines. As such, each subject is now divided into core strands and students will be assessed across all strands at varying times of the academic year, giving the staff far more specific data on the progress being made.

The attainment framework that we have set out is as follows’.

Key Stage 1- Key Stage 3

Across these three Key Stages we now have six levels of attainment, replacing the eight we have previously with the old National Curriculum levels. Our levels are:

- Foundation
- Progressing
- Developing
- Secure
- Mastered
- Excelling

Each of the levels is divided into a further three sub-levels; low, middle and high. This allows teachers to place a student more accurately on our attainment framework. You may find on reports that students receive more than one level. This is because they have been assessed on more than one of the core strands that subjects are divided into; thus in reporting both grades you can see the different levels of attainment for each strand, rather than an overview. We believe that this is important as it gives a better understanding of progress and attainment, as well as giving focus to staff when setting assessments and targets.

Key Stage 4

At Key Stage 4, students will be assessed and given attainment levels based on the grading criteria published by the exam boards. For GCSEs these currently range from 9-1 as passing grades, 9 will be the highest grade achievable. For vocational qualifications the grades range from Pass-Distinction. The exception to this is the non-examined subjects that we offer PE, PSHE and Citizenship. For these subjects students will again be levelled Foundation-Excelling, with the levels continuing from those in Key Stage 3.

Key Stage 5

Our Key Stage 5 curriculum is covered by our American Diploma programme. Students will be continually assessed throughout the academic year and will be graded from A-F. Each subject has their own grading criteria depending on the needs of the subject. The American Diploma group are assessed using teacher assessment and a variety of examination questions.

Unit Award Scheme (UAS)

The Unit Award Scheme contains over 10,000 units for students to access and gain accreditation for completing tasks. These units cover all areas of the curriculum, including life skills and cover a range of different levels from pre-entry through to Entry Level 3. All the units awarded are accredited through the AQA exam board and for every unit successfully completed students receive a certificate.

This policy should be read alongside the following:

- The school prospectus
- The Curriculum Policy
- The School Handbook
- Subject specific policies
- Teaching and Learning Policy
- Admissions Policy

Appendix 1 Example of Attainment Framework:

Core Strand	Causation	Continuity & Change	Interpreting Sources	Knowledge & Communication	Historical Enquiry
Attainment Level					
Foundation	Recognise why people did things and why events happened.	Understand the distinction between present and past. Show an emerging sense of chronology by placing a few events and objects in order.	Sources can be described as either primary or secondary.	Recall a range of historical vocabulary and be able to answer simple questions.	Students are beginning to identify some of the different ways in which the past has been represented.
Progressing	Identify and give reasons for, and results of, different historical events.	Show a developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that the modern day is different from the lives of people in the past.	Sources can be used to gather information about historical events.	Information about an event can be given in detail, using key vocabulary. Answers are longer in length, giving a greater level of information.	Describe the different ways in which the past is represented and make comments on these.
Developing	Causation is attributed to a single cause, usually short-term.	Seeing all changes as individual events with short term aspects. Understanding different periods of time.	Accounts of the past are either used uncritically or are seen as accurate versions of the past. Inferences can be made from the content of sources.	Longer answer questions are attempted. Answers are generally short. Information covers topic knowledge, but fails to address the specific question.	Understand that different versions of the past may exist and give some reasons why. Use evidence to support these ideas.
Secure	Causation is discussed in terms of multiple factors, but these are not explained in any detail.	Continuity and change are discussed over several periods of time. Long term factors are identified and tentatively discussed.	Sources can be commented on in terms of bias and purpose. Inferences and information can be gathered and linked to prior knowledge.	Answers are more developed and give a greater level of detail and depth. Knowledge used is relevant and specific to the question being asked.	Students can suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others.
Mastered	Causes are discussed in detail and tentative links are made between the different causes given.	Continuity and change are shown to be interwoven. Comments made on what has changed and what has stayed the same include reasons why.	Sources can be discussed in terms of type, and purpose and how this might affect their usefulness.	Work is analytical and based on generally relevant evidence which supports the question. Conclusions are tentatively made, but may lack clarity and a demonstration of weighing up all the evidence provided.	Evaluate and analyse sources based on their context and in regards to own knowledge. Link evidence to either support or disregard and enquiry question.
Excelling	Multiple short and long-term causes are identified and explained in detail. Relationships between causes are recognised. Students can rank causes based on significance.	Understanding that historical change can be described as a flow over a long period of time in terms of pace, extent, trends or specific turning points and that these flows might have a greater importance than the changes individually.	Sources can be analysed accurately based on context and inferences are made. Sources can be evaluated based on purpose and context. Sources are viewed critically and analytically.	Work is analytical and based on relevant and accurate evidence, which is used to back up points clearly and there are very clear links back to the question. Evidence is evaluated based on provenance. Conclusions come to a judgement about the question and weigh up the arguments.	Discern how and why contrasting arguments and interpretations of the past have been constructed. Be able to analyse and evaluate sources to come to a conclusion based on an enquiry question.

AMERICAN LITERATURE: ATTAINMENT LEVELS

American Diploma Class (6th Form)

GRADE A: Student virtually always demonstrates full and accurate knowledge of the literature under study; provides analysis that is frequently original and always factually accurate, insightful and supported by specific textual evidence; argumentation is compelling; essays proceed from a carefully worked thesis statement that governs fully developed paragraphs and logical organisation; writing follows all rules governing grammar, punctuation and spelling; careful proofreading is reflected in all submitted written work; student's participation during class discussions and debates is indicative of all of the above with the exception of written presentations.

Grade B: Student generally demonstrates an accurate knowledge of the literature under study; provides analysis that is generally factually accurate; insights are usually logical and there is an attempt to support points with some textual analysis; argumentation may be generally sound although not always entirely logical; essays show topics as generally well-conceived with a thesis statement that is fundamentally sound and that guides appropriate paragraphing and organisation; writing is generally clear and coherent, with most rules governing grammar, punctuation and spelling followed; an effort at proofreading is usually made; student's participation during class discussion and debates reflects interest in the subject but may not always be as incisive or as insightful as superior work.

Grade C: Student demonstrates a fundamental grasp of the events of the literature under study, although some gaps may be present; provides analysis that is largely synopsis-based; insights relatively few, lacking causality and only occasionally supported by textual reference; argumentation may be relatively limited to the factually obvious; essays have a degree of clarity but may lack development and fundamental rules governing punctuation, grammar and spelling may frequently be violated; proofreading often lacking; student's participation in class may be willing but focus will largely be on the factual level of the work in question.

Grade D: Student's comprehension of the facts of the literature under study is basic, with factual errors frequent and insights focused exclusively on the factual; causal analysis generally absent; argumentation virtually entirely subjective with very few efforts to support points through textual evidence; essays lack clarity, the result of fundamental violations of the rules governing punctuation, grammar and spelling, and sentence structure may at times make points unintelligible; little if any effort at proofreading; participation in class may be sporadic and the effort reluctant.

Grade F: This is attainment that falls below an acceptable standard. Student's comprehension of the facts is flawed and inaccurate, and student is frequently unprepared for the class; insights with regard to the literature are frequently non-existent; essays violate fundamental writing rules, with sentences at times incomprehensible and little acknowledgement made with regard to the conventions governing the written language; lack of preparation reflected in little effort to contribute to class discussion and participation highly reluctant.

Grades will be differentiated using + and – to indicate working at the higher or lower level of that grade.