



Assessment Recording and Reporting

Author: C.Kennard

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INTRODUCTION

This policy encapsulates The London Screen Academy's (LSA) approach to the assessment, recording and reporting of the educational attainment and progress of its students.

The policy describes the assessment, recording, reporting and tracking system used in LSA to monitor the levels of progress made by students in all subjects. Strategies for marking students' work, setting targets for achievement and reviewing progress and reporting to parents and others are set out. The responsibilities of directors/governors and staff are shown.

1) PRINCIPLES

- LSA sets clear **targets** for each student based on all available data in all aspects
- LSA is constantly **tracking** student progress towards goals
- LSA utilise timely **interventions** to ensure students cannot fall behind expected levels of progress
- LSA regularly **communicates** student progress with all key stakeholders.
- LSA takes a **consistent** approach to ARR across subject disciplines
- LSA consistently reviews **best practice** for ARR

2) TARGET SETTING

"LSA sets clear targets for each student based on all available data"

In the first half term at LSA, each student will be set targets using all the available data.

Student data will be taken from both previous attainment records and baseline tests taken upon entry to LSA.

Table 1.

Available Data	Film and TV	Maths	English
KS4 Actual	X	X	X
Dept baselining		X	X

** Assessments conducted by LSA internally.*

Once all the data has been collected, personalised targets will be set for each student by using national data for expected progress using the Level 3 Value Added Ready Reckoner tool and/or ALPS depending on the qualification, LSA will revise targets based on discussion between HoD and SLT to ensure students are able to realise the LSA vision of becoming industry level learners.

3) TRACKING STUDENT PROGRESS

“LSA is constantly tracking student progress towards goals”

Progress for each student will be measured termly by subject leads and SLT (see responsibilities Appendix 2). In each subject, students will each be RAG rated based on their current progress and predicted expected progress.

Student progress should also be reviewed and flagged earlier if a subject teacher has concerns about the progress of any student.

How do we do it?

All students will be given a ‘Target Grade’, a projected ‘Predicted Grade’ and ‘Attitude to Learning Grade’

1. Target Grade: We will use the target setting protocol outlined above to ensure we are setting expectations within the top 25% nationally. Secure and Insecure

2. Predicted: Denotes what grade a student is likely to get should they continue to work at the level they currently are, not the grade they would get if they were to be assessed at that point.

As a Film & TV student may not have completed many units, this will be based on a teacher’s knowledge of the cohort, their attendance and punctuality, any grades available from completed assignments and, most significantly, the teacher’s professional judgement.

3. Attitude to Learning : Outlines the students approach to their learning:

a) Meeting Expectations – The student is meeting the staffs expectations with regards to work completion and attitude in lessons.

b) Below Expectations – The student is not meeting expectations of work completion and conduct during lessons which will likely result in missing their target grade

In addition to following will be reported for certain Subjects:

5. Exam: This will give the most recent assessment grade or mock examination grade for the student.

Students will not be given a predicted grade in Term 1a (October of Yr12) as they will have just had their target grades set. The first working towards grades will be published in December.

At terms 1B, 2B and 3B evidence is required to support the grade or level given to that pupil. Internal and external moderation will happen at these points within departments and across schools.

4) INTERVENTIONS

“LSA utilise timely interventions to ensure students cannot fall behind expected levels of progress”

Following the analysis of individual student progress at half term, interventions will be made where:

- students are missing expected targets
- students are highlighted as being at risk for missing expected targets.
- students are regularly exceeding expected targets

Interventions strategy will fall into one of three categories for any one teaching group:

Individual: 20%< students fall into any one category

Group: 20%-50% fall into the same category

Subject: >50% of students fall into the category.

The strategy for intervention will therefore vary depending on which category it falls into:

Individual interventions will be the responsibility of the subject teacher to decide on the strategy. The subject teacher should have consulted with the subject leader and/or the Learning Mentor for support in designing the appropriate intervention strategy. Strategies may include but are not limited to:

- Individualised differentiation tools for the student/s
- Additional time outside of core hours to support the student/s
- Conversations with the student/s and parent/s support

Group interventions will be the responsibility of the Subject Leader to decide on the appropriate strategy to ensure the students are meeting expected progress and sufficiently challenged. The Subject Leader will work with the subject teacher and should have consulted with the Learning Mentor for support in designing the appropriate intervention strategy. Strategies may include but are not limited to:

- Additional Classes
- Additional Teaching observations to identify root causes
- Review of the curriculum and medium and long term plans
- Specialist support within the class internally or externally depending on the need of the group

Subject Interventions will be the responsibility of the SLT Lead for that specific subject to work with the subject lead to diagnose and plan the necessary interventions. Subject interventions will go on the org wide issues and risks chart and any leading indicators of falling into this category should be brought to the attention of the governors as soon as possible. Strategies may include but are not limited to:

- Adjustment of teaching staff in timetable
- Performance Management Plans for staff

- Review of planning and curriculum
- Addition/Replacement of key units
- Additional support from teaching staff

5) RECORDING AND COMMUNICATING PROGRESS

“LSA regularly communicates student progress with all key stakeholders”

LSA will report student progress and attainment through a variety of ways and to a range of stakeholders. These include but are not limited to:

TERMLY PROGRESS REPORTS: Every student will receive a report each full term. These reports will include assessment data, including current attainment, predicted and target grades. It will also include a effort level, attendance data, commendations received and any causes for concern recorded centrally.

STUDENT PROGRESS SESSIONS: Will be held yearly and will give parents and carers the opportunity to get face-to-face feedback from tutors on student progress.

SCHOOL EVALUATION FORM AND DEVELOPMENT PLAN: Will include details on key areas of school's strengths and weaknesses as well as development plans to address these identified areas.

6) WHOLE SCHOOL APPROACH TO ARR

“LSA takes a consistent approach to ARR across subject disciplines”

More information on LSAs approach to assessment and feedback can be found in the T&L policy but there are three aims the academy has for assessment, recording and reporting across all subjects

- Every student knows how well he/she is doing, understands what he/she needs to do to improve and how to get there.
- All students receive the support they need to be motivated, independent learners on an ambitious trajectory of improvement.
- Every teacher is equipped to make well-founded judgements about students' attainment, understands the concepts and principles of progression, and knows how to use his/her assessment judgements to forward-plan, particularly for students who are not fulfilling their potential.
- Every parent and carer knows how their son/daughter is doing, what they need to do to improve and how they can support him/her and their teachers.

ASSESSMENT PRINCIPLES

FREQUENCY OF ASSESSMENT

There are three, linked, aspects of assessment:

- **Day-to-day assessment**, which provides a wide range of evidence of learning in specific contexts in order to shape the immediate next steps.
- **Periodic assessment**, which gives a clear profile of students' achievements across each subject and informs and shapes future planning and improvement targets.
- **Transitional assessment**, where these judgements and insights can be more formally shared between students, parents and teachers at transitional points between years.

DAY-TO-DAY ACTIVITIES

- Differentiated learning objectives made explicit and shared with students
- Peer and self-assessment in use
- Students engaged in their learning and given immediate feedback

PERIODIC ACTIVITIES

- Broader view of progress across the subject for teacher and learner
- Benchmarking against national standards Refining medium-term curriculum planning in light of previous outcomes.

TRANSITIONAL ACTIVITIES

- Formal recognition of students' achievement
- Reported to parents/carers and next teacher(s) Uses external tests or tasks
- Students receive constructive guidance on how they can progress to the next level