Assessment, Recording and Reporting Policy

Review Date:

Mission, Vision, Values and Ethos

Our Vision Statement:

Leigh Academy Halley Academy is a place of opportunity where respect, resilience, integrity and collaboration matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are proud, articulate, confident, independent learners equipped to take our place in wider society. As lifelong learners we develop our international mindedness and intercultural understanding. This is so that we are in a position to pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

Our Mission:

"Together we inspire, learn and achieve"

Our Values and Ethos:

At Leigh Academy Halley, our values are the cornerstone of everything we do.

Respect

We expect everyone to take responsibility for their learning and be lifelong learners.

Achievement

We aspire to achieve our full potential in everything we do.

Collaboration

We enrich the experiences of all through our local, national and international partnerships. We do this by working together to achieve excellence.

Integrity

We embrace the opportunities we are presented with to show our strong moral principles, the IB learner profile and our respect and acceptance for others.

Resilience

We empower all to develop a 'can do' attitude and have confidence in their ability to progress in the face of challenges.

Policy Review Dates		
Date	**Description**	Academic Year
17.7.24	Removed Digital Assessment sections (2:3 and 5:3).	2024/25

The Leigh Academy Halley : Assessment, Recording and Reporting Policy

Sections:

1:1: Introduction

The Leigh Academy Halley's vision is to ensure that all students are; proud, articulate, confident and independent learners who leave the academy equipped to take their place in wider society. Assessment is a crucial tool in ensuring that all students understand the knowledge and skills that have been learnt, and where future practice is needed.

The academy's assessment policy and framework is interwoven around its approaches to teaching and learning. Assessment provides all stakeholders with the resources and mechanisms for students to make explicit links to the knowledge being taught, ensuring there is a depth and quality to all learning opportunities. Summative assessment methods may differ slightly depending on the student's curriculum, however, the principles of assessment are evident throughout. The type, frequency and quality of assessment feedback is crucial to a child's development. The frequency of assessments must be undertaken in line with the academy's feedback policy, found here.

2:1: Assessment principles and definitions

Assessment is underpinned by four main principles; purpose, validity, reliability and value. All assessments taken at the academy will have these principles rooted at their core, ensuring all students are able to access meaningful measurement of their current acquisition of knowledge and skills.

Purpose - Assessment should be undertaken as a deliberate, planned process. It should be planned as part of a sequential curriculum and used to assess the learning that is, or has, taken place. Assessment should support teaching and promote learning.

Validity - The ability of the assessment to measure what is required and appropriate for its intended purposes. All assessment should be explicit in its links and terminology associated with the students curriculum.

3

Reliability - The accuracy and consistency of information over different time periods. Assessments should be consistent in their application and produce information that can be accessed by all stakeholders.

Value - All assessments should be conducted to provide the tools to shape students' future learning. The information and feedback obtained from assessments should directly link back to the pedagogical approaches used in teaching to support student progress. It should raise aspirations and also encourage students to work harder.

Assessments are categorised into two distinct types with varying degrees of application:

Summative assessment is the assessment of learning that has taken place. It measures performance at the end of a programme of study, or sequenced period of learning and can include:

- External examinations (e.g. GCSE or IB examinations)
- Internal examinations (e.g. Mock Examinations, MYP interim assessments)
- Internal assessments (e.g. STAR assessments)

Formative assessment is the assessment for learning. This is ongoing and supports learning through the identifying of gaps in knowledge or misconceptions, providing feedback and diagnosing future learning priorities. Formative assessments are fluid in their timing, method and application. Some examples include:

- Questioning
- Live marking and feedback
- Retrieval practise, quizzes and other forms of low stakes testing

Grading is an important part of providing students and other stakeholders with a clear, quantifiable measure of current progress against a course specification. In line with Leigh Academies Trust assessment principles and definitions, the academy define's student grading as the following:

Current Grade - The grade achieved in assessing cumulative learning to date. The grade is awarded based only on the content covered so far in line with the course's specification.

Evidence can include: Cumulative assessment results, classwork and homework

Predicted Grade - The grade likely to be achieved at the end of the course as a result of the teacher's professional judgement.

Evidence can include: Current grade, teacher knowledge of the curriculum/syllabus and forthcoming course specification points

2:2: STAR Assessments

The feedback generated from assessment is crucial in accelerating student learning. All students at the academy will sit one summative 'STAR' assessment per module. This

assessment is designed by the department and mapped in accordance with the students curriculum model and explicitly linked to the courses assessment criteria.

Feedback from the STAR assessment will be provided in line with the academy's feedback policy, with all students also participating in a STAR lesson. This lesson is bespoke to the class and is designed by the class teacher to address the misconceptions identified through the assessment. Once taught, students will complete a detailed reflection of their learning, as well as be provided with further assessment opportunities, to assess the identified areas of improvement through further retrieval practice.

3:1: Middle Years Programme (MYP) Assessment

A link to the Leigh Academy Halley 's MYP Assessment policy can be found [here](#).

4:1: Key Stage 4 and 5 Assessment

Assessment in Key Stages 4 and 5 will be rooted in the academy's principles for assessment. All assessment undertaken must be explicit in its relevance to the course a student is undertaking. All students will be provided with a variety of assessment opportunities throughout the academic year.

Students in Year 11 and 13 studying GCSE, IB and A Level courses will be provided with two Mock Examination windows to assess their current learning. In Year 10, students will be provided with one Mock Examination window. Following these assessments, all students will be provided where applicable with detailed Question Level Analysis feedback to support future learning opportunities. Students studying vocational qualifications will be assessed in conjunction with their assessment plans.

5:1: Assessment and Reporting

The academy's assessment, recording and reporting cycle ensures that all students and their families are provided with a report on academic progress and contextual commitment to learning, in line with course specifications. The frequency of such information is dependent on the student's course specification and academic journey:

Year	Qualification	Academic Information	Contextual Information
7 - 9	Middle Years Programme	M3, M6	M1, M3, M6
10	GCSE and Vocational	M2, M4, M6	M1, M2, M4, M6
11	GCSE and Vocational	M1, M3, M5	M1, M3
12	International Baccalaureate, A Level and Vocational	M2, M4, M6	M1, M2, M4, M6
13	International Baccalaureate, A Level and Vocational	M1, M3, M5	M1, M3

M = Academic module

Students and their families will be provided with the following academic information via the students report:

- The students target grade
- The students current grade
- The students predicted grade (where applicable)

Students and their families will be provided with the following contextual information:

- Commitment to Learning grade - As calculated using the academy's [Commitment to Learning descriptors](#)
- Digital Engagement*
- Areas of Excellence
- Areas of Concern (where applicable)

Grade Descriptor categories can be found in the Grade Descriptors Appendix at the end of this document. *Digital Engagement will be captured twice in the academic year at the end of Modules 2 and 5.

5:2: Commitment to Learning

A students Commitment to Learning Grade is quantified through the review of the [THA Commitment to Learning Descriptors](#), with students holistically graded on each learner profile criteria.

Following this process, the class teacher provides a quantitative judgement on the students commitment to learning using a four pointed scale shown in the appendix.
5:3: Appendix

Commitment to Learning Grading Scale

Commitment to Learning	
4	Outstanding
3	Good
2	Requires Improvement
1	Poor