UTC Leeds

Assessment Policy

Adopted by the Governing Board on: June 2018

To be reviewed by Governors on: June 2019

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Governor Link: Ken Hall

Statement of principles

The purpose of this policy is to enable UTC Leeds to:

- Ensure all students will have equal opportunities to be involved in their own learning, progress and performance.
- Emphasise achievement and progress rather than failure, and enable students to improve upon personal best.
- Improve the quality of teaching and learning.
- Raise expectations and standards.
- Realise our vision and aims.
- Use data in an intelligent way, ensuring that we provide teachers and students with information which allows them to progress rather that data which overwhelms.
- Collect summative data on the progress of students but understand that collection of data itself will not aid progress. We believe that an important principle is to use assessment as an intrinsic part of the teaching and learning process.

1. Policy aims

To make full and effective use of all data collected on students in order to set challenging targets for their performance at all levels.

- To involve students actively in their own learning and progress.
- To ensure that students have a clear idea of how all learning (in lessons, project time and enrichment) contributes to their overall achievement in building knowledge, skills and behaviour.
- To guide students on what they should do to improve their performance and celebrate what they have achieved.
- To give teachers a range of information which will help them know if particular lessons, topics or subjects have been properly understood by all students, and to plan work best suited to each individual.
- To enable PTLs to support and understand students' development.
- To inform parents about their child's progress and encourage their support of the learning process.
- To enable heads of department to evaluate areas of strength and weakness within the department delivery of the curriculum, aiding further development.
- To ensure that School Leaders can monitor progress effectively within the school.
- To provide appropriate information for prospective employers and other external agencies.

1.1. Guidelines

- We will use coherent and consistent methods of internal assessment and marking to enable students to understand what needs to be done in order to make outstanding progress.

- Classroom assessment will be formal on a regular basis and informal on a continuous basis. It is an expectation that common assessment tasks in schemes of work will be used for moderation and standardisation, and that this portfolio of assessed work will be kept as a faculty assessment tool, exemplifying work at a particular level. Marking will follow the principles set out in the Teaching and Learning Policy and will be adapted by faculties to fit their specific needs.
- Teachers will provide constructive feedback for students enabling them to close any gap between current performance and target grades, or to progress further. Assessment within the faculty will relate to target grades on a regular basis, indicating to students the skills, knowledge and understanding which is typical at a certain level or grade. This information will be accessible to students, for example in wall display.
- An agreed set of assessment data will be centrally recorded.
- Data collection and distribution will be done according to a published timetable which will allow staff to plan their work effectively.
- Data from external examinations, tests and commercial systems will be collected and collated centrally and made available throughout the school as required.
- Class teachers will have data relating to prior performance and target grades. This data will inform the process of planning for lessons and expectations placed upon students.
- Department heads and class teachers will access SMID and use the tools there to analyse their data. Analysis of team performance will be carried out as directed by the Leadership of the college.
- Class teachers will complete a review of their teaching groups in accordance with the assessment schedule. Whole class, group and individual trends will be identified and action plans compiled for each teaching group.
- Students and parents will be actively involved in the assessment process and kept properly informed through effective reports.
- Students will be able to assess themselves against assessment criteria and will know what they have to do to improve.
- The reporting system will give students the opportunity to comment on their progress.
- Students' achievements will not be limited to performance in national tests and examinations but more broadly defined. Full recognition will be given to achievement in all its forms.
- Opportunities and encouragement will be given to participate in a wide range of activities both within departments and in the extra-curricular and enrichment dimensions of the school.
- Records of such participation and the development of skills and behaviours will be kept by pastoral teams and included in formal reporting to parents.
- Criteria for grades and levels will be made explicit to students in language that they can easily understand.
- Feedback to students, for example in marking, will place emphasis upon steps towards future progress rather than merely recording levels attained. We recognise that if comments are always juxtaposed with levels and grades they may not be read or heeded.

Teachers should:

- Consider implications of Assessment for Learning andedagogical matters relating to assessment (for learning).
- Share clear learning objectives with students and show students what is expected of them plus give clear feedback to students on their performance.
- Ensure that the lesson content is appropriate to the age and ability of the students, using, where appropriate, differentiated materials and resources.
- Demonstrate high expectations of students.
- Value students' contributions and make use of praise and reward to underline the value of achievement.
- Be competent in using a range of datasets for class, sub-group and individuals to inform planning / set challenging targets /provide pertinent feedback / contribute to school monitoring systems.

Heads of Department are to:

- Action plan, based on data collection.
- Be actively involved in parental consultations.
- Conduct lesson observations.
- Ensure that assessment and marking developments are included in faculty meeting agendas and CPD activities.
- Ensuring compliance with assessment schedule of the school.
- Formulate an action plan with the SLT member with responsibility for teaching and learning following any reviews.
- Manage progress checks.
- Monitor the impact of assessment and marking on student achievement.
- Monitor the quality of assessment and marking of all teachers in their faculty using the agreed self-evaluation process.
- Check the quality of reports/inclusion of extra-curricular achievements of students.
- Sample students' work.
- Support individual teachers where appropriate.

Assistant Principal for Data and Assessments is to:

- Line manage Exams and Data Manager.
- Oversee production of reports of whole school performance.
- Oversee production and management of assessment and reporting cycle.
- Manage a cycle of meetings with HoDs to interpret and understand performance data.
- Hold an overview of performance within year groups.
- Analyse the use of progress checks and data within the pastoral structure.
- Organise target setting interviews between staff and students group.

- Quality assure reports.

Governors are to:

- Support the use of appropriate assessment and marking strategies by allocating resources effectively.
- Seek to ensure that our staff development and our performance management both promote good quality assessment and marking.
- Monitor the effectiveness of the UTC's assessment and marking approaches through the UTC's self-review processes, which include reports from subject leaders, the Principal's termly report to governors, and a review of the in-service training sessions attended by staff.

2. **Monitoring and evaluation**

Monitoring and evaluation of assessment / marking is highly complex and far-reaching. It includes all matters relating to the collection and use of assessment data as well as teaching and learning issues in the classroom. It is the responsibility of all teaching staff to ensure this policy is adhered to. This will be supported by a programme of monitoring and evaluation directed by the link SLT and collated by thePrincipal ; involving all teaching staff in the process.

Monitoring and evaluation checklist below is intended to be illustrative, rather than exhaustive:

- Formal work sampling by SLT, HoDs and partners on half-termly basis to assess consistency / quality.
- Analysis of student progress and attainment data.
- Performance Management Systems.
- Student voice feedback as well as parental and other stakeholder feedback.
- Faculty SEF cycle as well as subject quality assurance e.g. subject reviews.
- Analysis of exam, controlled assessment and assignment data.
- Establishing an 'open-door' culture in order to encourage and develop the above processes.

Type and frequency of assessments:

- Knowledge tests are to be set as appropriate to test students' prior learning.
- In class assessments as deemed appropriate by the class teacher/subject leader.
- Formal assessments will be used to arrive at the data to be recorded on sims.

- Year 10 will sit the base line assessments on entry to the UTC and then sit two further formal assessments during the year.
- Year 12 will sit their first assessment after 5 weeks to ensure they are on the correct programme of study. They will then sit two further formal assessments.
- Year 11 and 13 will sit 3 formal assessments in preparation for their final exams.

Data entry and checking
1. Staff are given the deadlines
2. All assessments are to be written by or approved by the HoD OR exam board supplied.
3. HOD leads standardising meeting so data is robust and sets the grade boundaries.
4. Staff are reminded of the deadline in the week the data is due.
5. HOD checks staff have entered the data and chases any members of staff who haven't entered data, OR enter it themselves if the member of staff has left or is absent that entire week.
6. HOD then does a random sampling on the actual grades to ensure they are a true reflection of the students' ability.
7. Line manager checks all data is entered and does own sampling of the grades.
8. ABE and SWI do final check before sent to parents.
9. Data manager sends to parents via email.