



Outcomes and Reporting

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Trustees	Policy folder on GovernorHub
Staff	Policy folders on staff shared drive
Parents	Academy website
Students	Student planners

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1. **PRINCIPLES**

1.1 Reporting of outcomes and assessment is an integral part of the learning process and is a vital aspect of teaching and learning in the classroom.

1.2 This policy aims to give a clear overview of how the academy reports outcomes to students, parents and stakeholders.

1.3 Summative assessment is practised in all subject areas of the academy.

1.4 At Clapton Girls' Academy, we are committed to ensuring the best possible outcomes for all students. Academy leaders at all levels are responsible for having a clear understanding of unconscious bias, providing regular training for all staff and maintaining vigilance to ensure that unconscious bias does not impact the accuracy of assessment and reporting at Clapton Girls' Academy.

2. **MANAGEMENT ROLES**

2.1 The Leadership Team are responsible for the implementation of all assessment and reporting arrangements and work closely with Heads of Faculty and Heads of Year to enable them to carry out those parts of their role concerned with Assessment, Recording and Reporting.

2.2 Heads of Faculty/Subject are responsible for curriculum content and monitoring the assessment of students by classroom teachers. Validation of all summative assessment data is required before this can be sent home to parents. Each faculty/subject is responsible for identifying the criteria for assessment, within the statutory framework for subjects.

2.3 Heads of Year have a key role in retaining a curriculum overview of their year group and ensuring that procedures for reporting to parents run efficiently and effectively. Heads of Year validate all learning behaviour data prior to reporting to parents in order to ensure accuracy. Heads of Year will also use tracking and attainment data to monitor students in their year and to consider intervention when needed.

2.4 All subject teachers are responsible for the assessment of students in their assigned classes. In making assessments, teachers will be informed by Clapton Girls' Academy learning statements, GCSE criteria grade, BTEC and A level grade criteria, schemes of work and faculty/subject policies and whole school guidelines.

3. **CURRICULAR PLANNING**

3.1 **Assessment and Curriculum**

Assessment cannot be seen in isolation from the curriculum. Its detail rests in the planning of the curriculum carried out by faculty/subject. All schemes of learning and curriculum maps will refer to assessment items and/or opportunities, determined at the planning stage, which all faculty members will follow. Heads of Faculty/Subject are responsible for ensuring that schemes of learning contain assessment strategies which are carefully planned and explained. Students need to be aware of the criteria against which they are being assessed over a programme of study, and, where appropriate, in individual pieces of work.



Assessment should reinforce positive achievement and show what students know, understand and can do.

3.2 Key Stage 3 assessment criteria

At Key Stage 3, faculties use a standardised reporting system to allow students to monitor their development, without creating a 'tick-box' culture of meeting certain criteria in order to progress (See Appendix 1). Heads of Faculty have created their own assessment criteria for their subjects to ensure assessments are fit for purpose and allow for in-depth learning of their curriculum area, rather than meeting a standardised success criterion. It is important that **depth** and **breadth** are focused points in **understanding** rather than pace throughout all subjects' curriculum. A key feature of the KS3 assessment system is that all summative assessments are holistic. This means teachers assess a students' understanding by considering not just a single test but also work completed in class, as homework, group presentations and verbal responses.

Every subject area has created its own learning statements for each progress descriptor, alongside banks of model answers to ensure staff can moderate work effectively and feel confident when assessing KS3 work. Heads of Faculty have embedded formative and summative assessment points at appropriate points into their curriculum maps in order to assess learning effectively.

4. AGREED PRACTICE IN ASSESSMENT

4.1 The Assessment Process

1. Mark sheets are added to SIMS.
2. A briefing notice is placed to make expectations of staff clear and inform of deadline.
3. Staff complete class level data on SIMS mark sheet.
4. Data Leader uploads provisional data to 4matrix.
5. Head of Faculty/Subject validates assessment data, comparing to previous assessment and target grades using SIMS
6. Head of Year validates learning behaviour data – Data Leader provides rank order of learning behaviour averages for Head of Year to pick out anomalous data.
7. Edits are made on SIMS where appropriate.
8. Internal tracking spreadsheets and 4matrix updated with final version of assessment data.
9. Profile summary reported printed and uploaded to SIMS linked documents.
10. Profiles are sent via SIMS Intouch to parents or reserved for collection at Parents Evening.
11. Monitoring and Tracking meeting occurs between Headteacher, Achievement team, and the Data Leader to discuss achievement gaps for key focus groups and flag areas of concern in faculties. Gaps flagged up in this meeting forms the basis of the initial wave of intervention.

4.2 Assessment Timeline by Year Group

- Year 12 and 13
 - Assessment data is recorded on a half termly basis as **predicted grades**. Learning behaviours are also recorded for all subjects.
- Year 11
 - Assessment data is recorded on a half termly basis as **predicted grades**. Effort grades are also recorded for all subjects.



- Year 10
 - Assessment data is recorded on a termly basis as **predicted grades**. Effort grades are also recorded for all subjects.
- Year 7,8 and 9
 - Assessment data is recorded on a termly basis. Learning behaviours for behaviour, effort and homework are also recorded for all subjects.

The following assessment takes place:

- i) Formally in the Nightingale Hall:
 - A Level and BTEC Level 3 examinations.
 - GCSE and BTEC Level 2 examinations.
 - Pre-Public examinations - A Level, BTEC and GCSE.
 - Year 10 examinations.
- ii) Formally in teaching spaces:
 - Year 7 baseline tests.
 - Years 7, 8 and 9 teacher assessments.
 - End of year exams for some KS3 subjects.
 - End of unit assessments, coursework/controlled assessments.
 - Formal externally assessed on-screen tests where appropriate.
- iii) Diagnostic tests:
 - Reading tests – annually for years 7-11.
 - Admissions tests for universities.
 - Access arrangements tests

All assessment points in 4.1 are indicated in the academy calendar & the data collection calendar.

4.3 KS5 and 4 Predicted Grades – Fine Grading Definitions

Assessment data at Key Stage 4 and 5 is recorded in the form of a predicted grade. This grade is subdivided into fine grades to demonstrate how secure the student is within the grade boundary for each subject.

At Key Stage 5 this fine grade takes the format of a number 1, 2 or 3 next to the predicted grade. The below example illustrates fine grading within grade B.

- B1 – A secure B that with intervention may reach grade A.
- B2 – A secure B.
- B3 – An insecure B that may require intervention in order to achieve grade B.

At Key Stage 4 this fine grade takes the format of a letter a, b, c next to the predicted grade. The below example illustrates fine grading within grade 5.

- 5a – A secure grade 5 that with intervention may reach grade 6.
- 5b – A secure grade 5.
- 5c – An insecure grade 5 that may require intervention in order to achieve grade 5.



4.4 Target Setting & Tracking

Student data is held on SIMS and exported to excel tracking systems, 4matrix and Alps Connect.

Student data is used for:

- Setting A-Level and BTEC targets using Alps.
- Setting an end of Key Stage 4, GCSE or BTEC Target Grade.
- Setting an end of Key Stage 3 Target.
- Internal tracking (academy and subject specific) to record student attainment and monitor student progress.
- Academy wide tracking – to monitor gaps in attainment and progress for focus groups of students.
- Identification of key students for intervention

4.5 Learning behaviours and Effort grades

At Key Stage 3 and 5 learning behaviours are recorded for the following criteria – Behaviour in lessons, effort in lessons, and Quality of Homework.

These are recorded on the scale:

Scale	Meaning
1	Outstanding
2	Very good
3	Needs Improving
4	Unsatisfactory

At Key Stage 4, effort grades on a scale of 1-10 are used (See Appendix 4) with 1 being very low effort and 10 being outstanding.

4.6 It is essential that teachers are aware of and can use all assessment strategies whilst recognising that not all learning needs to be assessed.

4.7 Available assessments and records from Key Stage 2 are provided by the Hackney Education or are obtained from the DfE database prior to the entry of the new Year 7 intake. This data is complemented by the results of CAT's taken in year 6 and reading age test results taken at the start of year 7. Internal baseline testing occurs in the first 2 weeks of term; together this data will assist Faculty planning, inform target setting for the year group and alert staff to the additional support some students will need in order to access the curriculum.

4.8 Academy PPEs prepare students for the skills needed in exams and provide formal assessment opportunities. Each faculty is responsible for devising appropriate formal assessment opportunities at the time of the academy examinations, which fit within the statutory framework and the published schemes of learning and curriculum mapping documents. Some faculties will use PPEs provided by PiXL.

4.9 At the end of each Key Stage, teachers will make summative judgements in line with current statutory requirements. Teacher Assessments and GCSE Coursework/ Non-Examined Assessment (NEA) will be consistent with a shared understanding of standards



developed amongst colleagues through agreement, trialling and moderation, as well as following guidance from the examination boards.

4.10 An end of year expected learning statement is set in Years 7-9. This target is reviewed throughout the year; the target can be increased but not decreased.

4.11 At the end of Key Stage 3, students are set a GCSE target grade in each subject. This target is set using Alps. It is both a realistic and challenging target and is shared with the student. Future assessments show the positive or negative residual between a student's current performance and her target grade.

4.12 In the Sixth Form, targets are set using Alps. A student's GCSE results will form the prior attainment data used to calculate the Alps target grades. Alps targets are aspirational and if met will give results equal to the top 25% of results nationally. Some subjects will be set targets equivalent to "Alps +1".

5. RECORD-KEEPING AND EVIDENCE

5.1 All teachers use SIMS assessment manager to record attainment and learning behaviours.

5.2 The Examination Officer and the Data Leader will update the tracking data for the Leadership Team.

5.3 Individual student assessment data is available on SIMS through the "linked documents" section.

5.4 Student tracking data is available on Sims mark sheets.

6. ARRANGEMENTS FOR REPORTING TO PARENTS

6.1 Individual student profiles are prepared termly. Two profiles are sent via Sims Intouch to parents (4 in the case of Year 11 and 13) and the remaining profile is provided at Parents Evening.

The profile gives parents information about how their child is progressing in terms of both attainment and learning behaviours. For KS5 and 4, teachers report using the fine grading described in section 4.3 of this policy and the learning behaviour scale described in section 4.5 of this policy. These profiles also contain specific information regarding attendance and behaviour data.

7. USING ASSESSMENT FOR SCHOOL IMPROVEMENT

7.1 All teams in the school use assessment data to evaluate provision and ensure that our expectations are high for all students. Variations in performance – by groups of students, by ethnicity, by subjects, by SEND– will continue to be areas for close attention. Any attainment gaps and progress gaps between disadvantaged and other students are closely monitored by all staff. Key Stage 2 data is used to examine our cohorts year by year and to look at Attainment 8 and Progress 8 projections in relation to student baseline. Newly



released benchmark data will allow a finer comparison to be made between our students with those in similar *schools elsewhere both nationally and locally*. *Year on year trends will also be considered closely*. Where Key Stage 2 data is unavailable Cognitive Abilities Test (CAT) tests and internal learning statements are used as a start point for the target setting process.

7.2 In June/July, a Key Stage 3 Subject Quality Review takes place for every Key Stage 3 subject. At the start of the Autumn term Subject Quality Review meetings for Key Stage 4 and 5 will be held with each Head of Faculty/Subject. These meetings focus on examination results and analysis documents as well as assessment information. Faculty/subject and teacher strengths and areas for development are discussed, and actions to address the areas identified for improvement are agreed. In the Autumn Term an Achievement Meeting is held with the Head of Faculty/Subject, the Headteacher and the Line Manager. During the Spring term, mid-year SQR meetings take place with each Head of Faculty/Subject to analyse PPE data and to raise any emerging concerns.



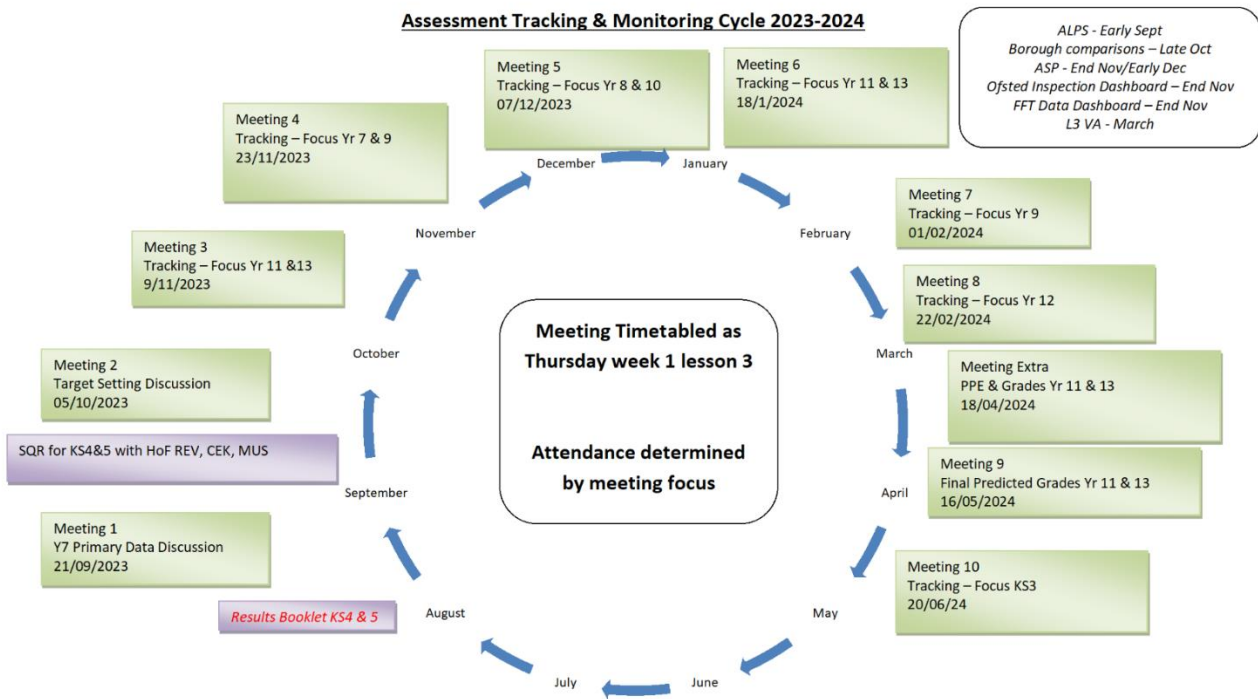
Appendix 1- Mastering-Developing statements

Statement	Description
Mastering	Demonstrating a deep understanding of the subject knowledge, concepts and skills. Ability to teach or demonstrate to others.
Extending	Applying subject knowledge, main concepts and skills confidently to new contexts.
Secure	Securing understanding of almost all of the subject knowledge, main concepts and skills when applied to familiar contexts.
Approaching	Grasping most of the main concepts and skills and is starting to apply them.
Developing	Developing understanding of some of the subject knowledge, main ideas and skills, but others still require development.

Appendix 2 - Example profile to parents

Subject	Learning Statement	Learning Behaviours		
		Behaviour	Effort	Homework
Maths Ms B. Williams	Developing	C	B	C
English Mr D. Fyles	Developing	C	C	C
Science Mr S. Atkinson	Approaching	B	A	A
Spanish Ms C. Donkin	Developing	B	B	B
Geography Mr D. Barrow	Developing	C	C	C
History Ms K. McLeod	Approaching	B	B	A
RE Ms J. Hope	Developing	C	C	C
Art Ms S. Hewett	Secure	B	B	C
Drama Ms C. Bhardwaj	Secure	A	B	B
Music Ms F. Murray	Approaching	C	C	B
ICT Ms C. Daly	Developing	B	B	A
D&T Ms C. Anderson	Developing	B	C	B

Appendix 3 – Example monitoring and tracking cycle



Appendix 4- Key Stage 4 effort grade descriptors

Grade	Descriptor
9-10 Excellent effort	I take an enthusiastic, active part in lessons I try my very best; learning is completed to my highest standard I contribute enthusiastically in lessons I take responsibility for my own learning
7-8 Good effort	I contribute good ideas and answers in lessons I work well with others and ask for help when I need it I complete my learning to the best of my ability I take responsibility for my learning
5-6 Needs improvement effort	I complete what is asked of me I take part in the lesson I am able to do work without distraction I work well with others
3-4 Poor effort	I do not try to the level I am capable of I need the teacher to prompt me to complete what was expected of me I distract other learners I am not cooperative with the teacher
1-2 Unacceptable effort	My work is well below the standard I am capable of I am uncooperative and negative in lessons I do not engage in lessons I do not contribute to the lessons