

# **ACADEMIC ASSESSMENTS**

## **WHY TO WE HAVE THIS POLICY?**

In accordance with our School Mission Statement, we believe that by implementing a whole school Academic Assessment system, we are involving pupils in their own learning and self review, thus increasing achievement and motivation. We also believe strongly in the importance of regular attendance to support student progress. The information and data also allows the school to tackle underperformance at an early stage in order to ensure that as many pupils as possible achieve their academic potential.

## **PURPOSES:**

- ❖ To encourage pupils to realise the values of their achievements and to strive for excellence in every sphere of academic, pastoral, social, moral, physical and spiritual activity;
- ❖ to ensure that all pupils leave Notre Dame Catholic College with a comprehensive document, reflecting all their achievements;
- ❖ to ensure parents understand how the school sets targets for their child based on previous attainment at KS2 or KS4
- ❖ to keep parents and pupils aware, at timely intervals, of their progress in all subjects;
- ❖ to allow the school to track and monitor pupil progress and, where necessary, apply early interventions to address lower than expected progress.

## **HOW DOES THE SCHOOL RESPOND?**

### **For all Year 7-10 Pupils:**

- ❖ Targets are set using the Fischer Family Trust (FFT) database to create an end of Year 11 target based upon prior attainment and contextual factors. A flightpath is then used to work backwards and establish end of year target grades (these grades are in the form of the new GCSE numerical grading system 1-9 (with the exception of some legacy GCSEs in Year 10). These are then shared with pupils and parents along with a clear explanation as to how they have been set and what they mean (see attached guidance). Parental issues are directed towards the Assistant Heads of Year in the first instance

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### **For all Year 11 Pupils:**

- ❖ Target grades for the current Year 11 students are carried forward from Year 10 and based upon prior attainment in KS2 these are a mix of legacy GCSE alphabetical grades and new GCSE numerical grades.

### **For all Year 12 and 13 Pupils:**

- ❖ Target grades are set based upon prior attainment at the end of Key Stage 4. These will be appropriate to the nature of the qualification eg A\*-U for A Levels, Pass / Merit / Distinction / Distinction \* for Applied General qualifications.

### **All Students:**

- ❖ Assessment sheets are completed and distributed to parents in October, January, February, April and June. These assessment sheets include target grades, operating grades and concerns as well as information regarding pupil attendance and punctuality. At Key Stage 3 non-Ebacc subjects are only reported on every other assessment sheet.
- ❖ Pupils are tracked by each department and, where a pupil is off target, the cause is identified by the subject teacher and intervention put in place as part of the directed time cycle.
- ❖ Following each data collection, the progress of each year group is analysed by the Senior Leadership Team and issues, trends and themes are identified and addressed.
- ❖ In July pupils in Years 7, 8, 9, 10 and Lower Sixth will receive their summative report. This is a more comprehensive report which includes comments on effort and statements on academic progress and future targets.
- ❖ 6<sup>th</sup> Form pupils receive their assessment sheets at the same times as those in Years 7-11 but these contain opportunities for more detailed comments throughout the school year.

## **MONITORING AND EVALUATION**

Miss Carson is the Academic Assessment lead responsible for monitoring and reviewing the process. Owing to the ongoing nature of Academic Assessments, it is a necessity that the implementation of the policy is evaluated annually by:

- ❖ Feedback from subject teachers, Heads of Department and Pastoral staff;

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- ❖ Discussion with pupils and parents;

Appropriate recommendations will be made to the Governing Body as policy and practice evolves.

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