

EAST LONDON ARTS & MUSIC



THE INDUSTRY ACADEMY

ASSESSMENT RECORDING AND REPORTING

Author:	Charlie Kennard
Approval Date (Programme Committee):	12 December 2018
Approval Date (Governing Body):	12 December 2018
Review Date:	31 December 2019

Signed by Chair of Governors:

A handwritten signature in black ink, appearing to read 'Mary Baker', written over a light blue horizontal line.

Signed by Principal:

A handwritten signature in black ink, appearing to read 'Charlie Kennard', written over a light blue horizontal line.

INTRODUCTION

This policy encapsulates East London Arts and Music (ELAM) approach to the assessment, recording and reporting of the educational attainment and progress of its Trainees.

The policy describes the assessment, recording and reporting and tracking system used in ELAM to monitor the levels of progress made by Trainees 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

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

2) TARGET SETTING

"ELAM sets clear targets for each Trainee based on all available data"

Upon entry into ELAM, each Trainee 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 ELAM.

Table 1.

Available Data	Music	Media	Maths	English
KS4 Music (If Applicable)	X			
KS4 Music Baseline*	X			
KS4 Actual	X	X	X	X
ELAM Admissions Assessment*	X	X	X	X
Reading Age*	X			X
Cognitive Ability Testing*	X	X	X	X
Teacher Reference*	X	X	X	X

** Assessments conducted by ELAM internally.*

Once all the data has been collected, personalised targets will be set for each Trainee by tutors using national data for expected progress using the Level 3 Value Added Ready Reckoner tool, ELAM will

revise targets upwards based on discussion between HoD and SLT to ensure Trainees are able to realise the ELAM vision of becoming industry level learners.

3) TRACKING TRAINEE PROGRESS

“ELAM is constantly tracking Trainee progress towards goals”

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

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

How do we do it?

All Trainees will be given a ‘Target Grade’, a projected ‘Working Towards Grade’ and ‘Attitude to Learning Grade’

1. Target Grade: We will use the Ready Reckoner ensuring we are setting expectations within the top 25% nationals. Heads of departments can put forward an argument to revise these upwards or downwards based on ELAMs internal baseline testing.

2. Projected: Denotes what grade a Trainee 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 Music/Games or Film & TV trainee 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 Trainees approach to their learning:

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

b) Below Expectations – The Trainee 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:

4. Maximum Achievable Grade: This will outline what the maximum achievable grade the Trainee can still achieve

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

Trainees will not be given a working towards grade in Term 1a (October) 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

“ELAM utilise timely interventions to ensure Trainees cannot fall behind expected levels of progress”

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

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

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

Individual: 20%< Trainees fall into any one category

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

Subject: >50% of Trainees 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 Trainee/s
- Additional time outside of core hours to support the Trainee/s
- Conversations with the Trainee/s and parent/s support

Group interventions will be the responsibility of the Subject Leader to decide on the appropriate strategy to ensure the Trainees 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

“ELAM regularly communicates Trainee progress with all key stakeholders”

ELAM 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, forecast and target grades. It will also include a graded effort level, attendance data, commendations received and any causes for concern recorded centrally

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

SCHOOL EVALUATION FORM: 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

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

More information on ELAMs 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