



Policy adopted on: 1st September 2020

Date of review: Reviewed monthly during the Pandemic.

Notice to revert to typical Assessment, Recording and Reporting Policy: Half Term

Responsible person: Assistant Principal

Pandemic Assessment, Recording and Reporting Policy 2020

Rationale

Assessment, recording and reporting is fundamental to effective learning and the raising of students' achievement. Assessment has the power to increase motivation and provide meaningful feedback to students. It should be informative to parents and teachers and support future teaching and learning.

Due to the current pandemic, the following changes have been made to our usual Assessment, Recording and Reporting Policy to ensure that the Social Distancing Policy and, when needed, the Remote Learning Policy, is utilised effectively to keep staff and students safe while ensuring that students catch up through the recovery curriculums in place.

Assessment –

Due to reduced ICT in school, GL Assessments to be set through Remote Learning where possible. All Exam Hall sittings will be sat in the classrooms assigned to a group within their bubble. All class examinations can be set in accordance with the recovery curriculum and can be sat within the year group bubbles.

All test papers must be stored for 48 hours prior to marking. Once marked, the papers will again be stored for 48 hours prior to handing back to students. Moderation will take place for Year 11 students but will be limited for other year groups. When moderation of papers does take place, teachers will wear gloves to protect themselves and others.

Google Classroom/ Zoom will be used, along with visualisers, to go through exam papers with students and intervene as necessary. Walking Talking Mocks can be used via the same forums as a teaching point for students. This will be reviewed as more information is released by the DFE, OFQUAL and the exam boards.

The Boulevard Academy Summative Assessment Procedure

Data will only be entered onto SIMS at the following points:

Year Group	Number of Assessment Points Per Year	Location of Assessment
7	1 – Core GL Baseline and subject baseline testing (AUT 1) 2 – GL Core Exams (SUM 1)	Class Class
8	1 – GL Core Exams (AUT 1) 2 – GL Core Exams (SUM 2)	Class Class
9	1 – Assessments (AUT 1) 2 – Assessment (SUM 1)	Class Class
10	1 – Assessments (AUT 2) 2 – Assessment (SPR 1) 3 – Paper 1 Mock (SUM 2)	Class Class Class
11	1 – Mock 1 (AUT 1) 2 – Mock 2 – for subjects with a P3 (SPR 1) 3 – Mock 3 (SPR 2)	Class Class

*Exact dates will be issued through the yearly academic calendar.

Assessments in Class	Assessments at Home
<ul style="list-style-type: none"> A simplified version of Assessment Schedule 2020-21 will be devised for the duration of the pandemic and will be reviewed monthly 	Students in Year 7 & 8 will be set progress tests to complete at home as long as they have access to a laptop and the internet.
Data onto SIMS Data will only be entered onto SIMS if the year group is listed as having a summative assessment. All books must have progress sheets on the front cover and these must be updated after each progress point –	
KS3	KS4
The data required at each assessment point is as follows: <ul style="list-style-type: none"> Attainment <ul style="list-style-type: none"> CORE- GL Assessment Score FOUNDATION – WAB, WAT, WTE, AWT by using learner profiles to determine progress Attitude to Learning – 1-4 scale Homework – 1-4 scale Behaviour for Learning – 1-4 scale 	The data required at each assessment point is as follows: <ul style="list-style-type: none"> Attainment – current attainment from Exam based on GCSE Grade Boundaries Attitude to Learning – 1-4 scale Homework – 1-4 scale Behaviour for Learning – 1-4 scale Professional Prediction – Holistic overview of everything in relation to end of KS4 Target (Y10 & 11)
GATEWAY YEAR – KS3 ELEMENTS PURPLE/ TEAL (TERM 1) will use WAB, WAT, WTE, AWT by using learner profiles to determine progress YELLOW (TERM 1 & 2) will use WAB, WAT, WTE, AWT by using learner profiles to determine progress	GATEWAY YEAR – KS4 ELEMENTS PURPLE/ TEAL (TERM 2 & 3) will use GCSE Grade Boundaries YELLOW (TERM 3) will use GCSE Grade Boundaries

The Boulevard Academy Formative Assessment Procedure

All Assessments must be identified through the 5-Year plan and the appropriate MTPS.

All staff need to give written feedback in **purple** pen and pupils will write in **black** pen, using a **green** pen for responding to feedback/ self-assessment (all year groups) and a **blue** pen for peer-assessment (In Year 7-10 only). This policy does not include tutor times or PSHE.

All departments must have an assessment book and a subject drafting book as part of the students ongoing assessment.

Formative Assessment will have the minimum expectation of:

Book	1-2 lessons per week	3+ lessons per week	Pandemic												
Subject Drafting Books - can be done in any order and you need to wear PPE- gloves and your visor (clean pair of gloves for each set of books)	1-Peer Assessment and 1-Self-Assessment per half-term	2-Peer Assessments and 2-Self-Assessment per half-term	<p>Week 1 – Self – assessment (green pen) use the power point and subject example to show students how to do this</p> <p>Week 2 – Peer assessment (blue pen) (year 11 should do a second self-assessment not a peer) use the power point and subject example to show students how to do this</p> <p>Week 3 – Light mark A light mark is as follows: Checks on the following aspects and identified via a code (see table below), you might put in the odd comment such as Excellent etc</p> <table border="1" data-bbox="676 622 1528 752"> <thead> <tr> <th>Spelling</th> <th>Punctuation</th> <th>Grammar</th> <th>Presentation</th> <th>Misconception</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>S Incorrect letters circled in the word = incorrect spelling</td> <td>P Faulty punctuation CL Capital letters</td> <td>G Grammar ^ Missing words ? Unclear meaning</td> <td>P Presentation // In the student's work, means start a new paragraph</td> <td>M Misconception</td> <td>N Numerical issue</td> </tr> </tbody> </table> <p>This should not be an onerous task.</p>	Spelling	Punctuation	Grammar	Presentation	Misconception	Numeracy	S Incorrect letters circled in the word = incorrect spelling	P Faulty punctuation CL Capital letters	G Grammar ^ Missing words ? Unclear meaning	P Presentation // In the student's work, means start a new paragraph	M Misconception	N Numerical issue
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Assessment Books Collect in, leave for 48 hours before marking, mark with no PPE and leave 48 hours after marking before handing them back to students If there isn't time to leave them for this long you need to wear PPE- gloves and your visor (clean pair of gloves for each set of books)	1 diagnostically marked task per half-term	2 diagnostically marked tasks per half-term	<p>KS3</p> <ul style="list-style-type: none"> - 1-3 LESSONS - 1 diagnostically marked task per half-term - 4+ LESSONS - 2 diagnostically marked tasks per half-term <p>KS4</p> <ul style="list-style-type: none"> - 1-2 LESSONS - 1 diagnostically marked task per half-term - 3+ LESSONS - 2 diagnostically marked tasks per half-term 												
BTEC	Marked BTEC Assignments in line with their assessment schedule		<p>During new knowledge and exam-based lessons</p> <p>Week 1 – Self – assessment (green pen) use the power point and subject example to show students how to do this</p> <p>Week 2 – Peer assessment (blue pen) (year 11 should do a second self-assessment not a peer) use the power point and subject example to show students how to do this</p> <p>Week 3 – Light mark A light mark is as follows: Checks on the following aspects and identified via a code (see table below), you might put in the odd comment such as Excellent etc</p> <table border="1" data-bbox="676 1653 1528 1783"> <thead> <tr> <th>Spelling</th> <th>Punctuation</th> <th>Grammar</th> <th>Presentation</th> <th>Misconception</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>S Incorrect letters circled in the word = incorrect spelling</td> <td>P Faulty punctuation CL Capital letters</td> <td>G Grammar ^ Missing words ? Unclear meaning</td> <td>P Presentation // In the student's work, means start a new paragraph</td> <td>M Misconception</td> <td>N Numerical issue</td> </tr> </tbody> </table> <p>This should not be an onerous task.</p> <p>During Assignment lessons, it is exam conditions only. Staff will give Verbal Feedback (students to write VF in margin when this happens) Y10 can have stamp monitors</p>	Spelling	Punctuation	Grammar	Presentation	Misconception	Numeracy	S Incorrect letters circled in the word = incorrect spelling	P Faulty punctuation CL Capital letters	G Grammar ^ Missing words ? Unclear meaning	P Presentation // In the student's work, means start a new paragraph	M Misconception	N Numerical issue
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WILL NOT BE STUCK IN TO LIMIT CONTACT – SLIDE PRODUCED/ POSTER IN CLASSROOM
Presentation in all books

1. All writing will be in black pen
2. All writing must be on the line and neat
3. All work must include a date and a title, which if underlined, a ruler must be used.
4. All diagrams, tables and graphs will be drawn in pencil and a ruler used for any straight line.
5. All labels will be written in black pen
6. Mistakes will be crossed out with a single line and not scribbled
7. Books will not have graffiti or pages ripped out
8. Felt tips must not be used in books – any colouring must be in pencil crayon
9. Highlighters are permitted but must be used correctly.
10. All calculations must show all working out clearly.

Assessment Books – This will stand during the pandemic

The pieces of work in assessment books must be substantial enough to demonstrate the students learning and progress, be marked thoroughly by teachers using the following **Next Step Task Protocol**:

- a) **Students have not understood the assessment** – A task to correct misconceptions/misunderstandings
- b) **Students have done well in the assessment** - Consolidate learning task
- c) **Students have excelled in the assessment** – Extend/Apply learning task

Books will be handed in and stored for 48 hours prior to a teacher marking them. Once completed the books must be stored again for 48 hours before the students can have them back. Students must respond to the NS Tasks set in green pen. Responses to marking must be checked by a teacher when the books are taken back in for the next assessment point. In year 7-10, responses to marking must be checked by Peer-Assessment prior to the next assessment point.

Subject Drafting Books

LO's should not be written down, as a suitable settler should be planned for.

These books need to be **self-assessed** and/or **peer-assessed** in Year 7-10 and only **self-assessed** by Year 11, during lessons for SPAG and misconceptions.

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incorrect spelling					
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Slides will be used for both peer and self-assessment

Year 11 will have access to ICT and so can submit work for marking through Show My Homework and Google Classroom.

Every **two or three weeks** (depending on number of lessons these books will need collecting for a light touch mark – staff must use gloves and ensure these are marked on site. Staff must wear a visor to prevent touching their face and a clean pair of gloves for each set of books they mark, these must be disposed of immediately after finishing and hand sanitiser used.

The canteen will be available during lesson times that are not over lunch, before school from 7am and after school until 5pm for marking. Social Distancing rules applies. If staff cannot do this on site then SLT must be informed for alternative arrangements.

QA

Books will still undergo Quality Assurance – Follow the QA Timetable

Middle leaders & leadership team will wear gloves and visors when carrying out QA

Department Meetings – All meetings will continue via Zoom where possible

a) Moderation Meetings

Moderation must be done in these meetings alongside colleagues so that meaningful discussions can take place about the students work. A consistent approach to moderation of work across year groups is imperative to ensure that learner profiles are interpreted correctly.

Moderation trackers must then be completed for records and potential CPD requests.

b) Progress Meetings

KS4

Teachers will use the SISRA data on their own classes (provided by the Assessment Team to the HOD) to determine students that require intervention at any level. The intervention plan will be completed and handed to the HOD by the end of the meeting to inform the department progress meeting the HOD will be having with SLT.

KS3

Core – GL Assessment

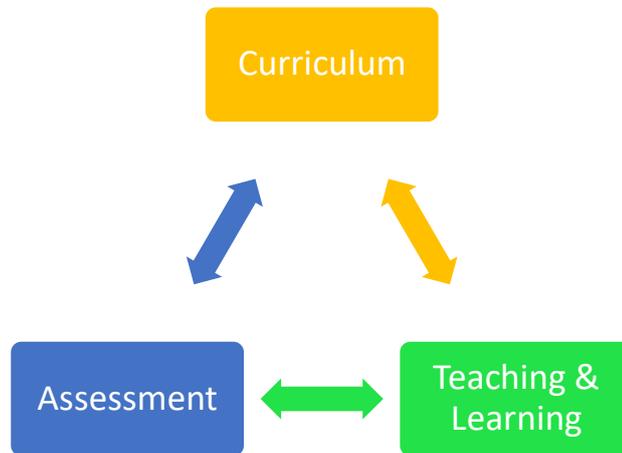
Foundation - WAB, WAT, WTE, AWT

The intervention plan will be completed and handed to the HOD by the end of the meeting to inform the department progress meeting the HOD will be having with SLT.

All teachers will complete a tick list for CPD, so that this can be personalised dependent on need.

Progress Meetings – All information will be available for remote QA through One Note and follow up via Zoom

Progress meetings will incorporate all aspects of monitoring and evaluation of the department. Progress documentation will include a holistic view of department performance. Data from Department QA, Assessments and Behaviour monitoring will be looked at. The curriculum will be viewed in terms of its intent and how it is being implemented. Books from different bandings will be requested to evidence the impact the curriculum is having on the performance of the subject. Books will need to be looked at alongside the MTPS to ensure that the learning journey is explicit and demonstrates the progress being made through the data. All information will be triangulated and used to determine how the department is doing:



48 hours before the Progress Meeting, the following documents must be made available to SLT via email and the department file given to SBA. When online files are used, these need to be updated and made available to SLT within the same time frame.

Area	Documents	Reason	Source
Curriculum	LTP	To check the progress of the actual learning journey against the planned learning journey	HOD - Department File
Curriculum	MTP		
Curriculum	Meeting Minutes (since previous progress meeting)	To see how NS are being driven within the department	HOD – Department File
Curriculum	2 exercise books per teacher that cover all 3 bands (at least 2 examples from each band)	To view the learning Journey of the child against the planning	HOD to request the books Must be left in Conference room for viewing during the week (can be collected for lessons and put back) of the progress meetings. Must be in the actual progress meeting.
T&L	QA Report	To look for concerns/ good practice, CPD need	T&L Team to provide QA report in time BST to provide behaviour report in time HOD to track issues with on call/ remove room etc Department File
T&L	Behaviour Report		
Assessment	Teacher and Department Progress Packs		Assessment team to provide class SISRA Data for teachers HOD to bring other information
Assessment	Moderation Records		HOD – Department File

Reporting to Parents – **This will continue as normal.**

Data reports will be sent out after all summative examinations and a written report will be provided to parents yearly (in the summer term) based on the holistic assessment of the child’s progress within that academic year.

Parents evenings, shorter term, will be carried out via zoom or phone.

SLT/ELT will review this before every parent evening that is due to see if the situation has improved enough to allow visitors on site.



Advice for teachers with assessment book procedure

When students have completed an assessment in their assessment book, the following procedure needs to occur:

1. Ask the student to place these in a bag (provide bags suitable for this).
2. Stick a label on with time and date, class group and teacher to be put on the bag.
3. Books will be stored in the classroom for 48 hours.
4. Teacher collects from this location 48 hours later (wearing gloves to take off the bag and disposing of gloves once removed).
5. When finished marking put in a new bag, label time and date, room to be returned to and class name and subject.
6. The Books will again be stored in the where they will remain untouched for 48 hours.
7. A student can then open the bag and hand out to the class.

Advice for teachers with light touch marking

- At the end of the lesson ask a student to place the books in a bag (provided).
- Put on gloves and carry these to the area that you will be marking them (if doing immediately. If doing later in the day place them, store in the classroom until you are ready).
- Wear gloves and visor while removing from bag and while marking.
- Replace these back in the classroom, then dispose of the gloves.