



Assessment & Reporting Policy

Author: Lucy Gambier
Adopted by (body): CELT Trustees

ORGANISATION
 OBJECTIVITY
 SELFLESSNESS
 GOVERNANCE
 LEADERSHIP
 STRENGTHEN IMPROVE
 VALUES
 INTEGRITY MANAGEMENT
 OVERSIGHT

- Collaborate** Ability to work effectively as a team
- Empower** Ability to take initiative and problem solve in order to improve performance
- Lead** To lead by example and achieve shared goals
- Transformation** Ability to recognise a need for change and adapt accordingly

Contents

Rationale	4
Aims	4
Guidelines	5
Target Setting	5
Reporting	6
Monitoring & Intervention	6
APPENDIX	7
History of Changes	8



CELT Vision

Our vision is for our trust to be a learning organisation in the truest sense.

At the heart of our vision for education is a self-improving school-led system which has the best evidence-led practice and in which every child fulfils their potential. This is a learning community in which:

- Our leaders are driven by moral purpose. They are outwards focused and not afraid to take risks to achieve system transformation. The focus of policy is on continually improving the quality of teaching.
- Our teachers strive to be outstanding. They work across organisational boundaries to promote a collective sharing of knowledge, skills, expertise and experience in order to deepen pupil learning.
- The individual talents and strengths of our pupils are recognised and nurtured. A passion and curiosity for learning is sustained in every child from the moment they join us. A CELT pupil leaves our family of academies with a purpose, and the confidence to fulfil that purpose.
- Our parents are engaged in our learning community and actively work in partnership with us to raise the level of attainment and aspiration of every child.

CELT Mission

“Learning together to help every child achieve more.”

We believe there is no limit to what every child can achieve, and that every child deserves the chance to fulfil their potential.

As a learning community we are on an ambitious journey. We want to deliver a model for education in the 21st century which instils curiosity and a love for learning in every child so that they develop into young adults who contribute to humanity, follow their passions, and think for themselves.

By learning and improving together – as part of a global learning community – we create much richer and more sustainable opportunities for rigorous transformation than can be provided by any one of our academies alone.

**COLLABORATE
EMPOWER
LEAD
TRANSFORM**

Should you require further information, please contact
The Governance Officer.

Cornwall Education Learning Trust (CELT), Atlantic Centre,
Trenance Leisure Park, Newquay, Cornwall TR7 2LZ

Telephone: 01637 800293
www.celtrust.org

Email: ccarter@gov.celtrust.org

1

Rationale

Our Assessment, Recording and Reporting policy is designed to provide a framework for monitoring and supporting the progress of individual pupils throughout their school career. It also underlines each school's commitment to regular, meaningful feedback as a means of motivating pupils and keeping them and their parents/carers informed of progress.

2

Aims

- To raise levels of progress and achievement for all pupils
- To keep pupils, parents/carers and teachers informed about progress and actively involved in its promotion
- To provide a framework which encourages pupils to be actively involved in discussions about achievement, future learning and development
- To inform future curriculum, teaching and learning strategies
- To facilitate meaningful curriculum development and adaptive teaching and learning.

3

Guidelines

- Pupils are provided with regular and accurate feedback on their progress and attainment (through a combination of verbal comments, next step observations, dialogic marking and feedback, test results and teacher assessments)
- Across schools and across CELT, staff have the opportunity to share/moderate assessments to allow accurate benchmarking
- Within year groups, phases and subjects, teachers moderate their assessments together wherever possible to provide greater accuracy and consistency
- National rates of progression are monitored to ensure pupils are making strong progress within school.

4

Target Setting

Each school within the trust has an element of autonomy on how they set targets and how they are used. Where they are used, pupils are set aspirational targets in each of their subjects. Targets are based on the idea of national estimates of what the pupil is likely to achieve based on current national rates of progress. Professional knowledge is then often used to adjust appropriately for individual pupils and then challenge is added and monitored to aid each pupil in achieving their potential.

All primary schools within the trust use estimates from a company called Fischer Family Trust (FFT) which help identify subject areas, groups of pupils, or individuals who are not progressing as quickly as some of their peers. This information aids professional discussions at all levels within the schools and the trust. Secondary schools also use FFT in a similar way but also look at other similar companies and methodologies to triangulate information about how well their pupils should be performing. For further details on assessments within the trust, see Appendix A.

5

Reporting

Pupils and their parents are kept informed of progress throughout year; using either full reports or interim progress reports. Progress reports consist of information showing how pupils are performing, including their Attitude/Engagement with Learning (ATL/EWL) as well as their latest rate of school attendance.

In addition to the reports, Parents Evenings for each year group are calendared. All parents are invited into school or via online meeting to meet with teachers to discuss their child's progress, achievements and areas for improvement. Schools also often hold academic support /Information evenings where parents can find out more about supporting their children.

Secondary schools have Options Evenings where parents/carers can discuss with subject staff the suitability of the courses on offer for their child. Parents are invited to attend these evening events.

The successes achieved by our students are recognised and celebrated by verbal and written comments, postcards, reports, merits, certificates and trophies – in both a personal and a public domain, where appropriate.

6

Monitoring & Intervention

Systems containing assessments are maintained within schools, these enable us to monitor and analyse progress over a period of time and for teachers to easily access crucial information on the pupils in their care. Data collections, which occur no more than 3 times per year, from the teachers, show us how pupils are performing.

Following each data collection, schools and the trust analyse student progress at a whole year group, department and individual pupil level. Meetings are then held between key members of staff, to discuss possible interventions for any areas of concern.

The Trust and each individual school has a responsibility for monitoring the quality of the assessment procedures in place.

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APPENDIX

Assessment Timeline

National curriculum levels at Key Stages 1 to 3 are now no longer in existence. In Key Stages 1 and 2 (Years 1 to 6) a **Grade** is attributed to each pupil based on the national age expectations of their year group and are as follows: **Below; Working Towards; Expected, Greater Depth.**

In Key Stage 3 each school monitor the attainment and progress of each pupil using a variety of robust tests and assessments.

In Key Stages 4 and 5, a combination of test outcomes, practical work, teacher assessments and coursework are used (depending on the subject and the school) to create a current working at grade or a most likely grade (sometimes referred to as a predicted or forecasted grade).

Assessment Data Terminology

Attitude to Learning (ATL)/ Engagement with Learning (EWL) – the grade that represents the pupil's attitude to learning. The grade summarises the pupil's thirst for learning and their behaviour and effort both in class and with their homework.

Target Grade – An aspirational grade for students to aim for and are often based on national rates of progress or above.

Current Grade – This grade relates to where a pupil is working currently, taking into account all aspects of the students' work. This will include all or some of the following: their attitude to learning, completion of classwork and homework, coursework, exam and test performance.

Most Likely Grade – This grade is based on subject specific skills and content mapping and historic rates of progress, and demonstrates, based on the pupil's current learning, the most likely grade they will achieve at the end of the Key Stage.

Split Grades – All of the above Grades are normally split into three Sub-Grades, e.g. a Grade 5 can be split into:

- 5+ represents performance at the top end of a Grade 5
- 5 represents performance in the middle of a Grade 5
- 5- represents performance at the bottom end of a Grade 5

History of Changes

Version	Date	Page	Change	Origin of Change
1	26/04/2022		Original approved document	
2	19/10/2023		Review	L Gambier