



# BOA Stage & Screen Production Academy

## Assessment, Reporting and Recording Policy

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|--------------------------|----------------|--------------------------|---------------|
| <b>Last review date:</b> | September 2023 |                          |               |
| <b>Next review date:</b> | September 2024 |                          |               |
| <b>Statutory Policy:</b> | Yes            |                          |               |
| <b>Date</b>              | <b>Version</b> | <b>Reason for change</b> | <b>Review</b> |
|                          |                |                          | Annually      |

## Purpose

At the BOA Group we want students to 'learn to achieve'. The purpose of this policy is to:

- Help teachers to help students to take the next steps in their learning.
- Help students to help each other to take the next steps in their learning.
- Help students help themselves to take the next steps in their learning.
- Help inform parents of students' progress.
- Help facilitate accurate grades and levels for the reporting process.
- Help teachers to review teaching methods, content and student understanding.
- Help to acknowledge and celebrate student achievement and efforts.

## Standards

BOA Group teachers agree to:

- Identify assessment success criteria in learning objectives.
- Have high expectations and value each student.
- Be responsive to the needs of their learners.
- Identify performance levels / grades according to departmental marking policies.
- Provide feedback which allows students to recognise what they need to do to reach the next level/higher grade at BTEC, GCSE or A Level (where appropriate).
- Mark work in line with departmental and the Academy's policy, including but not limited to, formative marking of at least 2 pieces of assessed work half termly and a review of class notes.
- Provide parents with a number of progress reports including one written summative report each academic year.
- Mark all written work adhering to the BOA Group marking policy contained within this document.
- Provide students with an accurate record of their learning.
- Encourage neat and well-ordered presentation.

## Monitoring, Evaluation and Review

- Monitoring of this policy document will be conducted annually by SLT and the Board of Directors to ensure compliance with the above. Monitoring of practice against this policy will be completed by Directors who will sample marking across their departments regularly and at least once every six weeks, as outlined on the academic calendar. Results should be briefly reported to the senior leadership team.
- This policy and its operation will be reviewed annually.

## Formative Assessment

At the BOA Group we make use of three forms of assessment:

- **Diagnostic:** to identify students' starting points by using prior attainment data in conjunction with baseline tests to set or challenge grades / levels at the start of a programme of study.
- **Formative (Dynamic and Synoptic):** to provide information that will assist in the planning of the next steps of a student's education. Dynamic assessment refers to the tools which a teacher may use of a day-to-day basis to measure progress and understanding. Synoptic assessments are designed to more formally measure a student's retention of the knowledge

encountered to date and their ability to apply that knowledge to new challenges - to focus on what is known, understood and can be done.

- **Summative:** to summarise the progress and attainment of an individual at the end of a programme of study. (For example, official examinations and unit/module assessments)

***For BTEC courses formative assessment should be used extensively during the teaching and learning phase. However once students have been placed under assessment teachers need to be careful about the content of formative comments provided and ensure they adhere to BTEC rules and regulations at all times. For example formative comments must not take the form of instructions as to how students should improve their assessed work, instead the teacher should use formative feedback to prompt and guide students in developing the knowledge, understanding and skills required to be successful in their assignment. Formative feedback should also be used to support students in understanding and interpreting the assignment brief and unit grading criteria. Formative comments should not appear on final submission work.***

***Summative assessment can only take place when the unit work has been submitted.***

Assessment will be used by **students** to enable them to:

- Be aware of the bigger picture of learning.
- Identify performance levels/grades.
- Identify assessment success criteria in learning objectives, which will be shared in partnership between teachers and students.
- Be informed of achievement and be involved in setting future targets for improvement.
- Be included in a culture of high expectations where each child is valued.
- Reinforce literacy and numeracy targets.
- Know and recognise the standards they are aiming for.
- Be provided with feedback which will allow students to recognise what they need to do to reach the next level/higher grade in their qualification.
- Reflect with their teacher on assessment data that is available such as reading/spelling ages, KS4 results and previous benchmarking activities.
- Be involved in peer and self-assessment.

Assessment will be used by **teachers** to enable responsive teaching in all its forms. I.e. Assessment plays a key role in evaluating the success of the teaching and learning which has previously taken place, and identifying the needs of the learners. Formative assessments enable the teacher to be targeted in addressing gaps in knowledge, misconceptions, providing individual support, and plan lessons which will accelerate all learners' progress:

- Teachers should identify assessment success criteria in learning objectives, which will be shared in partnership between teachers and students.
- Teachers must continually assess students' progress using dynamic assessment tools and respond to their needs responsively.
- Teachers should use synoptic formal assessments (measuring retention and application of knowledge encountered so far) to inform their future planning so that appropriate teaching and learning tools are used to meet the needs of the learners, thus enabling all students to maximise their potential.
- Teachers should use the outcomes of all assessments to provide learners with a range of formative feedback, explaining how to improve and accelerate their learning.
- Teachers will use assessment include students in a culture of high expectations.

- Teachers will use assessment to measure student progress against literacy, numeracy and communication targets across the whole academy.
- Teachers will use the outcomes of assessments to inform the writing of a summative report each academic year.
- Teachers will use the outcomes of summative and synoptic assessments in particular to inform the interim reporting of predicted outcomes, achieved grades, and work ethic.
- Teachers will use the outcomes of assessments to inform the use of IAPs.

Through marking and the academic tutoring process, formative assessment (including the results of dynamic and synoptic assessments) will inform communications with parents and carers regarding:

- The progress made by their son/daughter throughout the academic year.
- The strengths of their child and their targets for improvement.
- The information needed to enable them to engage in meaningful discussions with their child about their academic progress, thus involving them in the learning process.

#### **Standardisation:**

Standardisation should be undertaken in line with departmental policy. In each pathway or department the Director must be responsible for ensuring that work has been marked to the same standard and records of standardisation should be kept.

#### **Internal standardisation may involve:**

- All teachers marking some sample pieces of work and preparing feedback (on a regular basis) and identifying differences in marking and feedback standards.
- Discussing any differences in marking and feedback at a training meeting for all teachers involved in the assessment.
- Referring to reference and archive material, such as previous work or examples from our teacher standardising meetings.
- For certain qualifications, keeping up-to-date records and samples of work.

#### **Marking/Feedback**

As part of BOA Stage and Screen Production Academy's Assessment Policy, the Academy is committed to a high standard of marking and feedback thus informing the future progress of students and the planning of teachers.

The following criteria are set out regarding effective marking and feedback:

#### **Students can expect:**

- Written feedback to be provided at least twice per half term, praising students on how they have addressed assessment criteria and to set targets. This will familiarise students with both the standards they are aiming for and the next steps in their learning
- Class work/notes to be reviewed regularly every half term.
- Assessed work that contributes to qualifications (e.g. BTEC assignments) will be marked and summative feedback provided in line with exam board policy.

- To use feedback in exercise books / folders / assessment sheets to inform their academic tutoring discussion and to enable students to inform any visitor to a lesson of what level/grade they are working at and what level they are working towards.
- To be informed of success criteria for tasks and to be involved in sharing learning objectives with teachers.
- All teachers will, where appropriate, indicate on students' work where subject specific terminology has been incorrectly spelt and will refer, where appropriate, to the whole Academy literacy policy for example use of capital letters, paragraphing etc.
- Students will receive an assessment level or grade at least once each term.

***N.B. each department should absorb these principles and practices into their own marking policies as set out in their department handbooks.***

#### **What parents can expect:**

- Written feedback to be provided to their child at least once per half term
- Indications in their child's book / folders / digital portfolio of the levels the child is working at and informed comments about targets for improvement.
- Students to actively engage in a discussion with their parents about their academic progress.

#### **Reporting to Parents**

As part of our assessment policy parents can expect to review a short progress report about the academic achievements of their son/daughter a minimum of three times a year. One full written report is also sent home to parents each year.

#### **Expectations of students**

We expect students to adhere to the following guidelines:

#### **Planning:**

Assignment briefs and controlled assessment guidelines should provide students with clear details of the following:

- Assessment dates, submission dates, resubmission dates.
- Assessments objectives to be covered.
- Supporting evidence required.
- Tracking of assessment.
- Planning records.

In some cases, students will be allowed to plan in groups. Clear records must be kept and submitted with the final assessment / assignment.

In some cases, where teachers have provided additional support during the planning stages, records must be submitted along with the centre declaration forms.

#### **Submission of work:**

**All BTEC work must be submitted via the online submissions portal or physically to class teachers. Students must receive a receipt or acknowledgement that the work has been handed in.**

For all BTEC courses, assignment briefs outline assessment dates and the final submission dates.

Prior to the submission date, if a student provides a plausible reason for work being late, an alternative date can be arranged. The alternative date must be recorded on the assessment feedback form, along with a brief outline of the reasons for late submission (where appropriate).

Where work is submitted late and the student does not have a plausible reason, a resubmission cannot be granted. It is essential that teachers make students aware that the grade achieved is final except when a pass has not been achieved. In these cases, a retake assignment will be arranged but the work can only be awarded a PASS level.

The following steps must be taken:

1. A meeting with the student should take place to discuss the reasons for failure to hand in the work.
2. A letter of warning must be issued to the student and a copy should be sent to parents / guardians (parental notification letters).
3. The letter of warning must be placed on the student's file (electronic copies can be attached to a student's file on SIMS).
4. Repeat incidences of late work should be reported to the Senior Leadership Team (the Assistant Principal with responsibility for the pathway / specialism); late work and repeat incidences will be coded 1 (first non-submission), 2 (second non-submission) or 3 (Multiple non-submissions) in order to fully inform the Director of Pathway / Senior Leadership Team

#### **Resubmission Process:**

For all BTEC courses students are allowed up to 15 working days to resubmit work, subject to the approval of the lead internal verifier. Teachers must ensure that following points are considered:

- The Lead Internal Verifier for the course has authorised the resubmission
- The student's work ethic is not in question
- The work was submitted on time
- The student will be able to achieve a higher level /grade without intervention or further instruction

NB: It is also important to consider the amount of time granted for resubmission.

Teachers should consider:

1. Whether the full 15 days is required (especially when students may only need to resubmit work for partial units or specific grading criteria)
2. Whether a student will meet the deadline for resubmission and how to intervene to avoid a student achieving a U Grade / Not Achieved Grade (please speak to the QN about BOA's standard practice regarding resubmission time frames)

#### **Malpractice:**

Candidates should be informed about the malpractice regulations set out by each relevant exam board.

As a general rule, candidates must **not**:

- Submit work that is not their own.
- Lend work to other candidates.
- Give other candidates access to, or the use of, their own independently-sourced research material (this does not mean that candidates cannot lend their books to another candidate, but that candidates should be stopped from copying other candidates' research).
- Include work copied directly from books, the Internet or other sources without acknowledgement of the source.
- Hand in work typed or word processed by someone else without acknowledgement.

These actions are considered malpractice, for which a penalty (for example, being disqualified from the exam or qualification) will be applied. If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where malpractice is suspected in any aspect of the courses delivered, especially after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to the exam board at the earliest opportunity.

When issues of malpractice are discovered prior to the candidate signing the declaration of authentication, these cases need not be reported to exam boards but should be dealt with in accordance with the academy's internal procedures. Such cases should be treated very seriously and the Director of Pathway/Head of Department should:

1. Assess the extent of malpractice that has taken place and discuss the centre's / exam board's expectations with the candidate/student.
2. Inform parents of the incident of malpractice and place a letter of warning on the candidate's/student's file.
3. Organise for work to be resubmitted, where possible, and ensure that the resubmitted work complies with the exam board's expectations.
4. Serious cases of malpractice (repeat occurrences, for example) should be referred to the Senior Leadership Team (the Assistant Principal with responsibility for the pathway/specialism), who will then decide the next course of action.