

Academic Monitoring Policy

Primary person responsible for updates to this policy: Nigel Walker

Job title: Assistant Principal (Academic)

Last review date: June 2021

Next review date: June 2022

Relevant ISI coding (if applicable)

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

‘Parents’ refers to parents, guardians and carers.

Academic Monitoring Policy

Aims

The key aims of the system are:

- To assess effectively a student's academic progress through appropriate testing, assessment and review
- To generate a report on academic progress for parents and student records.
- To communicate assessment test results and teacher comments
- To decide upon remedial action where necessary and to establish who is responsible for implementing that action.
- To ensure that monitoring is rigorous yet manageable.

The Academic Year Plan outlines the programme for each course. The structure is based on discussion between Teachers, HoDs, Tutors and Heads of House (HH) - and of course the student and their parents/guardians.

Assessment Tests

There are many valuable diverse teaching and learning strategies and teachers are encouraged to embrace a variety of approaches in their teaching. However, it is the college's philosophy that **Assessment Tests, Mocks** and **Feedback** are central to effective assessment, learning and ultimately examination performance. It is imperative therefore that they are implemented appropriately and the college's policy is that:

All students, where appropriate, should be regularly and rigorously exposed to appropriate examination material to provide i) a reliable indicator of their likely performance in the public exams and ii) a focused learning activity.

Therefore, teaching plans and schemes of work ensure that sufficient time is allocated to testing and feedback. The precise details of an effective test will obviously vary between subjects. However, it is the responsibility of the HoDs to set tests or assignments which most effectively assess their subject according to the statement above. Some essential requirements are outlined below:

Frequency: Students benefit from having smaller tests more frequently. Formal appraisal of a student's work is required every 3-4 weeks and is recorded on student reports. This normally comprises one Assessment Test every 3 or 4 week period **per subject**.

Duration: Between 30 to 90 minutes. Usually 30 to 45 minutes though it may be appropriate for a test to be up to 90 minutes to deliver a whole unit paper.

Composition: Exam-board questions not previously 'seen' by students (for GCSE or L6th it may be necessary for non exam questions to be used as appropriate). The intention is that the test will give the opportunity for assessing:

- Factual recall
- Conceptual understanding
- Interpretation / Application of theory
- Varied exam/question technique

Conditions: Assessment Tests are to be taken during lesson time under exam conditions. Where a test is thought to be inappropriate at any particular stage of delivering the curriculum, HoDs should seek guidance from the Directors of Faculty.

Marking: To be marked by the teacher, according to exam board mark schemes/guidelines.

Feedback: To be carried out within seven days. Feedback should offer a detailed breakdown of where/how marks are awarded and a rigorous analysis of where students are failing/losing marks. Effective feedback is likely to take the equivalent of the duration of the assessment test.

Missed Assessment Tests: It is the joint responsibility of the teacher and student to arrange an appropriate time for the test to be taken in the study under invigilation. If it is suspected that the student may already have had access to that test then it is the teacher's responsibility to ensure that a new test is set. Assessment Tests should not be done by students at home.

Failed Assessment Tests: If a test is failed it is the teacher's decision as to whether that student would benefit from retaking the same or a different test. This could also apply to a student who has passed but is underachieving significantly. In almost all cases a repeat test should be given.

Please remember that **assessment test results do form the basis of important decisions which affect the student's future and therefore they must be reliable.** In particular, assessment test results are used for

- Grade Predictions
- Reports
- UCAS References
- Assessment of a student's suitability to sit final exams
- Communication home

Assessment Test Results: The results of Assessment Tests are to be entered onto the Assessment Test Records (test grade A-U for A' Level and A*-U for IGCSE/9-1 for GCSE, a percentage for IFP and effort grades Green/Amber/Red) in accordance with the academic year plan.

Y12 college Assessment Tests will be recorded as percentage score; end of year exams will be recorded as A-U A' Level grade.