

The ContinU Plus Academy



2025-
26

**Assessment &
Monitoring
Policy**



The ContinU Plus Academy Assessment and Monitoring Policy



Tell me and I'll forget;
Show me and I may remember;
Involve me and I'll understand.

(Chinese proverb)

Inspectors are asked to take into account:

- *Current pupils' progress together with attainment, trends in attainment and progress in recent years;*
- *The quality of teachers' planning and implementation of learning activities across the whole curriculum as well as marking, assessment and feedback;*
- *The effectiveness of the school in promoting spiritual, moral, social and cultural development.*

(OFSTED Guidance 2012)

Aims of the Policy

- To provide clear guidelines on the ContinU Plus Academy's approach to assessment;
- To establish a coherent approach to assessment across all departments; □ To provide a system that is clear to pupils, staff and other stakeholders.

Introduction

Assessment is a term that encompasses a wide range of activities, formal and informal, summative and formative. Summative assessment (external and internal examinations) has traditionally tended to dominate teaching and assessment; it has a place in providing a summary of achievement.

However there is research evidence to suggest that formative assessment, or assessment for learning (AFL), has an impact on motivation and attainment. The following guidance is an attempt to:

- minimise the need for summative assessment;
- provide a structure which pupils recognise;
- provide an Assessment and Monitoring Policy which is realistic and attainable for teachers in terms of workload.

At the ContinU Plus Academy (CPA) the collection and storage of assessment data is managed using Sims, is managed and updated by Mark Venross, Assistant Headteacher (data and progress) and is completed with the support of subject teachers and form tutors.

Entry Assessment – Baseline Testing and Early Assessment

At Key Stage 3 pupils enter the CPA throughout the year, often arriving mid Key Stage. Pupils are interviewed in advance of their placement by a member of staff from the CPA. All entry assessment data will be completed prior to the pupil placement, using the relevant passport induction forms (see Appendix A).

Data will also be collected using the Strengths & Difficulties Questionnaire (SDQ) to provide the CPA with a screening process for each pupil and their behavioural tendencies. This will be completed by pupils, parents/carers and a member of staff from the home school.

WRAT tests are also completed by trained practitioners in order to ensure that they are completed fairly and rigorously. Along with data provided from Home Schools the results of these tests help to form the starting point from which pupil progress is measured at the CPA. Further baseline assessments are completed in maths to balance the difference between the former system of National Curriculum levels and the new 9-1 system. A current working at grade is then decided upon and this places the pupil on a Progress Path (see Appendix B). The CPA uses mathematics baselines to set progress targets for maths, science and music and English baselines for all other subjects.

Progress Paths are a critical and constantly evolving aspect of planning, assessing, reporting on and setting targets for accelerating pupil progress at the CPA.

External Data – Comparative Key Stage 2 Data

As well as establishing a credible baseline level of current performance on entry to the CPA the academy also looks at pupil performance at the end of Key Stage 2 in order to gain a better indication of a pupil's potential. This data often provides dubious information, it is possible that the nature of our pupils at younger ages, caused primary schools to respond in a range of different ways – skewing some progress data in the process. For example, some schools have chosen not to enter pupils who would go on to be ours for attendance, performance or mental health issues. Other schools have entered them but have produced results that are significantly higher or lower than what we would expect given the gaps (or lack of) in learning seen by us at point of referral. In addition, since 2014 SATs comparisons have become more difficult to make as Government has not published conversion scores – all KS2 target grades at CPA are based on this most recent data. It is for this reason that rather than just having a Higher Ability Disadvantaged pupils policy and cohort (see appropriate policy) the CPA also has High Performing and Gifted and Talented cohorts as pure KS2 data does not paint a true reflection of our most able pupils – although they are identified and planned for.

External Data at Key Stage 5

Pupils in the CPA 6th form start with a new target that is at least one grade or level higher than they achieved in their external exams at the end of Key Stage 4. They may be aspiring to meet their Key Stage 2 target also but progress is measured by improvement and access to quality and sustainable post 17 destinations. In order to achieve this; upgrading qualifications, building resilience and confidence are as important as achieving target grades set under different circumstances more than 5 years previous.

Assessment & Reporting Timetable

There are opportunities for whole school collection of assessment data and reporting. These are highlighted on the Assessment and Monitoring Calendar (see Appendix C). Formative Assessment windows open approximately every 3 weeks and Summative Assessments take place at the end of each term prior to external reporting. Formative assessments are set based on the skills learnt during that short window to allow teachers to check what has been learnt, what needs development and what pupils have failed to learn. Summative Assessment occurs using more 9-1 based assessment of a wider range of topics and learning. Teachers are required to ensure that pupils maintain their expected position on their Progress Path or to show accelerated progress onto the next path up. Assessment tasks are completed and opportunities to receive and respond to feedback are provided immediately by subject teachers via 'Think Pink'.

Subject teachers are expected to submit the results of their Summative Assessments (and comments where required) to Tracey Roberts by the date shown on the calendar via the assessment mark sheets housed in Sims.

A Mastersheet is compiled by Tracey Roberts that includes pastoral data (attendance, RAISE point percentage, behavioural incidents and subject progress). This is made available to all subject teachers and form tutors before the end of each half term for planning purposes. This information is used by SLT/ELT as part of 'War Cabinet' meetings during the last week of each half term in order to ensure that changes in pupil needs are highlighted, discussed and that plans to meet the extent of their changing needs are set in motion for the upcoming half term. 'Focus' sheets are also compiled during this meeting and this information forms the basis for half termly assessment and monitoring meetings with home schools, parents, the local authority.

Recording & Tracking Pupil Data

What data is collected?

Pupil progress at the CPA is measured in a range of ways – not just academic. For some pupils, and according to their length of stay, progress is more focused on mental health, wellbeing, attendance and/or behaviour. It is our belief that only when all of these aspects have been addressed can the pupil make the kind of academic progress required to succeed in their final exams and access positive destinations in line with their peers from other schools. It is at this point that we consider ourselves to have been most successful as this becomes the point at which their period of disengagement, and the learning gaps that formed as a result, may as well have not existed.

Academic

Key Stage 2 data is collected for all pupils as is baseline attainment data throughout the induction process. These scores remain linked to the pupil throughout their time in school. The 'CPA baseline' forms the expected path of progress and the 'Key Stage 2 baseline' the most aspirational of targets. Pupil (academic) progress is most commonly compared to the CPA baseline but the expectation of leadership and management is that pupils are pushed (as appropriate) to close this gap and meet, if at all possible, their aspirational target. Pupils, parent/carers and home schools/LA are kept informed about performance through the schools reporting systems.

Pupil Progress

Pupils' progress against their Progress Path is recorded by staff as outstanding (1 or more steps up), good (on track), moderate (1 step down) or cause for concern (2 or more steps down) and this data is reported to all stakeholders on a half termly basis. The percentage of subjects in which the pupil is making expected or better progress is recorded and forms the basis for the overall judgement of progress (reported via FOCUS sheets) and is an indicator of the need for intervention – these are discussed at War Cabinet meetings.

Attendance & Attitude to Learning Assessment

Attendance and Attitude to Learning data makes an important contribution to learning and progress within subject areas. Attendance is monitored by the Attendance Officer and is recorded by Sims. At point of reporting or assessment the most up to date percentage value for attendance is used to measure pupil progress in this regard. Attendance is discussed at War Cabinet and this may be the primary measure of focus for some pupils over the next half term. For others, attendance may be as expected as therefore other areas of pupil progress may be targeted. Pupils' attitudes are graded as outstanding, good, moderate or cause for concern and this data is reported to all stakeholders on a half termly basis. Pupil attitudes are given numerical values with outstanding (1), good (2), moderate (3) and cause for concern (4). The percentage of subjects in which a pupil shows the expected (or better) attitude to learning is recorded and is reported via FOCUS sheets. This can be an indicator of the need for intervention – these are also discussed at War Cabinet meetings. **Mental Health and Wellbeing**

Pupils, parents and referring schools complete an initial Strengths and Difficulties Questionnaire during the induction process. This triangulated score is then taken as the baseline for all future comparisons. Pupils are given scores across a number of categories and a score for Overall Stress. This overall stress score is RAG rated and pupils with red ratings are specifically targeted for mental health and therapeutic support. If this red rating is combined with other poor scores (for example attendance) then academic progress is likely to be the least appropriate measure of overall pupil progress. War Cabinet and the interventions that follow are designed to reduce overall stress and increase attendance leading to improved opportunities for learning and progress within subjects.

Behaviour

Pupils are challenged to improve their behaviour according to the statistics that they had after their first full year. For pupils who have not yet completed a full year they have theoretical targets set for them after their first half term. It is this target that serves, for the rest of the first year, as

the measurement of progress. Behaviour incidents – reported by classroom teachers, out of class incidents and fixed term exclusions are the three areas of focus for behaviour. It is a whole school target that by the end of their placement pupils have improved against their own behaviour baselines.

Pupil Self-Assessment

Assessment for learning practice aims to develop critical self-reflection in all of our pupils.

Teaching staff at The ContinU Plus Academy are expected to:

- Plan peer assessment and self-assessment opportunities in lessons
- Explain the intended learning outcomes behind each task and how they relate to the learning objectives
- Provide pupils with clear success criteria that help them assess the quality of their work
- Train pupils over time to assess their own work and the work of others and develop an appropriate language to do so
- Frequently and consistently encourage pupils' reflection on their learning
- Guide pupils to identify their next steps
- Provide time, guidance and suitable materials to support reflective tasks in response to feedback from assessments

Marking and Recording

Pupils work will be monitored by both subject leaders and SLT – planned opportunities for both internal and external QA are indicated on the Assessment and Monitoring Calendar. Further opportunities for Internal QA are included throughout the year following consultation with staff and/or if requested by staff. It is an expectation that all work, written and non-written, will be recorded and assessed in accordance with the Marking Policy and, where applicable, will have evidence of pupil response to written feedback. 'Think Pink' weeks occur every three weeks or so, as previously mentioned, and staff are expected to mark, feedback, receive written responses to their feedback and provide further learning opportunities to make improvements to identified areas for development – ***every pupil should know or be able to find out quickly what they need to do to improve in each subject.***

As part of the teaching and learning process, descriptors for Progress Path placement are discussed and examples are analysed as a class and/or individually so that pupils are aware of what is required to achieve different levels and what they need to do to improve. The level descriptors are reviewed regularly by the staff in order to ensure that they are rigorous and reflective of the courses being run within each subject.

The skills, knowledge and understanding required to reach each step of the Progress Paths are available in poster form to visually demonstrate for students what they can do and what they need

to do to reach the next level. Similarly, exemplar work is used at both KS3, KS4 and KS5 to guide pupils.

The Assistant Headteacher responsible for data analysis and pupil progress, the teaching and learning leader (ELT) and subject teachers monitor assessment on a half termly basis using the long, medium and, where appropriate, short term planning of the classroom teachers. Short term planning is described as being the content of an individual lesson plan and these are made available under the scrutiny of lesson observations both within the calendared performance management structure and/or the school capability procedures. This monitoring takes place over the academic year and is timetabled on the school Assessment and Monitoring Calendar. Further evidence of assessment is reviewed as part of the school-wide work scrutiny and 'Book Looks' that follow 'Think Pink' weeks.

For detailed guidance on how work is marked please refer to the CPA Marking Policy.

Use of Data

Data at the CPA is used in 3 ways:

- 1) Following assessment points – subject teachers use data to identify which pupils are currently underachieving (below the expected Progress Path) in their subjects. Teachers will include in their medium term planning for the next half term how they intend to tailor their teaching to accelerate the progress and support these pupils on an individual basis.
- 2) Having identified where accelerated or sustained progress is being made pupils may be moved into the High Performing Disadvantaged or Gifted and Talented cohorts for the upcoming half term where further opportunities to develop and expand their learning may be provided
- 3) Pupils who have been regularly meeting all of their targets for attendance, behaviour, mental health and academic progress may have 'reintegration conversations' with home schools or the local authority. The CPA is not a short stay provision but we do consider and support reintegration in conjunction with the referring body if it is deemed to be in the best interests of the pupil. This is usually reflected by green ratings across all areas on a pupil's Focus Sheet and the discussion may take place as part of the timetabled Assessment and Monitoring Meetings.

War Cabinet

War Cabinet meetings occur during the last week of each half term and are attended by SLT, the ELT (including the 3 Key Stage Leaders) and the assistant SENCO. At this meeting, each pupil is discussed and current assessment data is compared to their initial baselines at point of referral and their last assessment scores from the previous half term. FOCUS Sheets are generated in this meeting ready for the Assessment and Monitoring meetings that occur, usually, during the first 2 weeks of each new half term. As a leadership group decisions are then made on what interventions and strategies will be required to assist the pupils in making progress from their

current position. This information is then made available to the staff who will play a significant role in carrying out these strategies.

Accountability

Subject staff are accountable for progress within their subject and are expected to aspire to meet the academic progress targets outlined in the SIP. Staff are also accountable for closing the gap between KS2 targets and KS4 outcomes. Staff are accountable for following the CPA Assessment and Monitoring schedule and should plan to assess, record and report progress in line with the dates specified on the Assessment and Monitoring Calendar.

Staff meetings and training are used as a vehicle to ensure that all staff know what is expected of them, when they are expected to have completed tasks and how they are expected to complete them.

Mark Venross is accountable for ensuring that all staff, regardless of experience or status, understand what is expected of them with regard to the assessment, monitoring, marking and reporting process as well as training and guiding staff in using this data to support differentiation and progress.


Assessment and achievement data is managed by the Deputy Headteacher – Adam Thompson. SEN analysis is managed by the SENCO/Assistant SENCO – Sam Ward/Aimee Wootton. Behaviour and attendance data is managed by the Pastoral Lead – Tim Rogers. Tracey Roberts is responsible for bringing all of the information together so that it can be used by all parties for War Cabinet, FOCUS and stakeholder meetings as well as termly reports to parents.

A policy summary is included in the ContinU Plus Academy's Prospectus and the Assessment and Monitoring Policy is published in its entirety on the CPA's website (www.continuplus.org.uk).

All referred to appendices follow this document.

A copy of the Assessment and Monitoring Policy is published in its entirety on the CPA's website (www.continuplus.org.uk).

Date Policy Created:	July 2025
Member of Staff Responsible:	Tracey Roberts (Assistant Headteacher)
Review Date:	July 2026

Signed: 

(Staff member responsible)

Signed: 

(Headteacher)

Signed: 

(Chair of Governors)