



**HARMONIZE ACADEMY**

**ASSESSMENT, RECORDING AND  
REPORTING POLICY**

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#### **Defining Progress**

It is expected that for many students, their levels of attainment, on admission, will fall below average national age-related norms, indeed sometimes well below. Such information will be used constructively to challenge and stimulate rather than to discourage and reinforce negative feelings.

Progress will be judged in terms of achievement "distance travelled" rather than levels of attainment. A student who, on entry is assessed as functioning at a GCSE equivalent level of G and who moves to D by the end of KS4 will have made more progress than one who begins at D and moves to C. That said, the former student will have good grounds for aspiring to a C and beyond in the fullness of time. That could be during a Post 16 year within Harmonize Academy or at a college of further education. Implicit in this is the expectation that all pupils will be supported to make progress at the best rate achievable with their combination of potential, abilities, needs and circumstances.

One of the long-term objectives of Harmonize Academy is to equip students to take up and succeed in employment. Thus a student who shows progress in, taking responsibility, keeping commitments, accepting challenge and working as part of a team yet achieves a D in GCSE mathematics will be deemed to have made more overall progress towards that goal than a peer who has a B in mathematics but finds it difficult to take direction, keep to agreements and fit in with others.

The potential for academic excellence is most definitely one of the Harmonize values. However, it is understood that such attainment may well be realised in the future, and that the contribution of Harmonize Academy will prove to have been that of setting the youngster on a course for success following a programme of recovery. This understanding of what constitutes progress, its scope and its timescale, is an essential part of the alternative approach provided by Harmonize Academy.

#### **Measuring Progress**

It is expected that all students at Harmonize Academy will make excellent progress across a broad range of indicators -academic, personal and social. Accurate assessment for both summative and formative purposes will be an essential aspect of the Harmonize curriculum.

Students have an entitlement to know both their current level of achievement and what they need to master in order to progress to the next level. They will be expected to embrace challenge with optimism and realism and to respond to the opportunities and support available.

Sponsoring Authorities and parents will also be provided with accurate information on achievement - both attainment and progress.

Many of the students attending Harmonize Academy will have been out of school for some time or at the very least with have failed to thrive in a mainstream setting. In many cases it is expected that records will be incomplete or patchy. For this reason all students will be assessed on admission to establish a baseline. For some, testing can be quite an intimidating and off-putting experience. So this will be approached with sensitivity. A comprehensive individual profile will be compiled during the first six weeks and include data from previous schooling where available. Each student's most recent school will be expected to provide previous records promptly.

## **Assessment**

The following will be assessed.

- Attendance based on school and class registers.
- Literacy using the Suffolk Literacy test or similar.
- Numeracy using appropriate NFER or similar tests.
- Personal and social development using PASS or similar.
- Attitude to learning using PASS or similar.
- Academic attainment in chosen subjects and activities.
- Behaviour based on The McSherry Copying in School Strategy
- SEBD based on The Boxall Profile.
- A variety of assessment approaches will be employed, as appropriate

By teachers

- Formal assessments in lessons - oral, written and practical
- Formal examinations - written papers and portfolios
- Project work and practical assignments
- Informal classroom observations

By students

- Self-assessment and peer assessment will be used to foster a culture of mutual support and constructive criticism.

By other stakeholders

- Trainers, employers and other agencies will be encouraged to look for opportunities to evidence success and to contribute to the process of recording achievement.

Recording Progress

- All teachers will keep records of their assessments using ICT methods for capturing and analysing results wherever possible.
- Video recording will be used to capture qualitative data and students wherever possible will be encouraged to take ownership of the process.
- A central IT based record will be kept tracking each student's progress through Harmonize Academy.

## **Reporting Progress**

There will be a continual dialogue between each student and his or her teachers based on the records described above. Although academic progress is important, equally so are the "softer" and less tangible dimensions of social and personal development. The latter include such things as confidence, a willingness to embrace challenge, a willingness take responsibility and gaining a personal vision for life, improvement in self-awareness, self-control and social skills.. Some suitable instruments are available commercially but the Harmonize Academy development plan will feature measures to research and identify the best and most appropriate ways of doing this.

Regular progress views will be held to celebrate and encourage success, formulate plans and targets and to stimulate aspiration.

### **Communicating and Celebrating Progress**

A range of appropriate means of communication will be developed. The choice of a particular strategy will be determined by the context and the needs of the recipient. A parent, for example, who is not IT literate, will require something on paper or via a conversation. A student whose VAK preference is strongly visual will find a diagrammatic approach more helpful. The range of means will include the use of:

- ICT on line (see ICT Plan);
- written and other visual reports (including a comprehensive annual report);
- parents' evenings;
- face-to-face meetings;
- phone conversations; and exceptionally
- home visits.

One of the values of Harmonize Academy is that achievement should be celebrated. A range of means will include:

- special events, performances and graduation ceremonies;
- visual displays;
- video recordings; and
- the use of the Media - local radio and newspapers.