



DATA Policy [secondary]

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Purpose & Principles

Assessment data supports teaching, learning and leadership at The English Academy (TEA). Data should be proportionate and only collected for a clear educational purpose such as to support student learning, inform teaching, report progress and guide school improvement. Effective use of assessment information is a shared responsibility.

This policy defines the main assessment data collected within the secondary school at TEA. Furthermore it sets expectations for when and how data is recorded, analysed and used.

Types of Assessment Data

Formative assessment takes place continuously within lessons, creating a rapid feedback cycle between students and teachers. It helps teachers adapt teaching, address misconceptions and identify support or further challenge. Routine formative assessment does not require a formal record unless a specific purpose has been identified. Further guidance is contained in the Teaching & Learning Policy.

Summative assessment evaluates attainment and progress over a longer period and supports parent reporting, intervention, curriculum review and school improvement.

Assessment Data Collection

Data source	Timing	Main purpose
Formative assessment	Ongoing	Immediate feedback and adaptive teaching.
GL PTE and PTM (KS3)	Beginning and end of year 7 & 8	Measure progress in English and Mathematics.
CAT4	Start of IGCSE	Identify IGCSE Targets. Inform intervention. Compare against final IGCSE results.
Baseline assessment	Start of year where a Head of Department identifies a clear need.	Establish starting points and identify learning needs.
AP1, AP2 and AP3	Three points each year, as directed by the Head of School.	Track attainment and report to parents. Identify learning needs.
External examinations (KS4/KS5)	Relevant examination cycle.	Evaluate outcomes and benchmark performance externally.

Use of Assessment Data

Summative assessments also provide diagnostic information.

PTM/PTE is used to measure progress across the academic year, moreover specific topics, individuals or groups can be identified for intervention. This will be further strengthened in the future when CAT4 data is available to compare targets with working towards indicators.



Question Level Analysis (QLA) can be completed with various data sources. Coordinated by Heads of Department and completed by teachers, QLA identifies strengths, gaps and other patterns in learning. Findings should inform targeted intervention or individualised support, further challenge, reteaching or changes to the sequence of a Scheme of Work (SOW), and where appropriate departmental CPD.

Similarly **CAT4** data is used to set IGCSE targets which can be effectively used to identify trends and inform intervention especially when compared to APs (or mock examinations). Lastly CAT4 is analysed against final IGCSE results as one measure of value added.

Additionally, at KS4 and KS5, external examination outcomes are used to benchmark performance against the UK and other relevant comparators and to inform curriculum and school improvement.

Responsibilities

Teachers: use formative assessment responsively, record required summative data accurately, complete QLA where required and act on identified learning needs.

Heads of Department: coordinate departmental assessment, determine when baseline assessment is useful, review data sources, carry out QLA and identify appropriate departmental actions.

Data Coordinator: Support Senior leaders to collect, analyse and review key trends. Ensure data collection and analysis remain robust, and that key data is available and communicated to relevant stakeholders.

Senior leaders: set the whole-school assessment and reporting cycle (including CAT4, PTM/PTE & APs), review key trends and ensure data processes remain purposeful and proportionate.

Data quality, privacy, scope and review

Assessment data should be accurate, timely and collected only where there's an intended use. It must be handled in accordance with TEA's Data Privacy & Protection policy available from the School Office. Other data, such as pastoral data, which may be useful alongside assessment data is collected separately at the discretion of the Head of School but this is outside the scope of this policy.