



School Policy 14 – Assessment, Recording and Reporting

The Governors' Committee responsible for this is the Curriculum, Teaching and Learning Committee. The person in the school who prepares the text of this policy for the Headteacher and Governors is the Assistant Headteacher responsible for *Developing Learning*. It should be read in conjunction with other, related policies, such as *Curriculum, Teaching and Learning*.

This policy was reviewed in February 2019 and is reviewed annually.

Introduction

Proper assessment has a critical (and sometimes underestimated) role to play in supporting both teaching and learning, as well as the success of the school in achieving its curricular aims.

Rationale

The purpose of the policy is to make explicit the principles behind the school's existing practice in assessment, recording and reporting. It is the intention of the governors that this policy will benefit:

- pupils and students: identifying learning already achieved and providing a focus for future learning objectives.
- staff: enabling teachers to review their teaching and their pupils' learning in the light of results. It informs the teacher of the progress of each student. It will also provide evidence of what a pupil or student knows, understands and can do.
- parents and carers: helping to provide evidence about a student's attainments and progress in order to support their child in their education.
- outside agencies: informing them of the progress of individual students and of the school. It will also provide cumulative evidence which might assist in the development and improvement of school policies. It should also meet statutory requirements as they arise.

Responsibilities

- Governors set the policy and review its effectiveness through the Curriculum, Teaching and Learning Committee.
- The Headteacher is responsible for the implementation of the policy, deciding how its principles are followed in practice and how its vision is realised for the current generation of pupils and students. He also has to ensure that this policy is effective in achieving its aims.
- The Deputy Headteacher oversees the use of (both internal and external) assessment data to inform teaching, planning and necessary interventions to support pupils and students in their learning, progress and preparation for public examinations. He has a particular concern for the accuracy of internal assessment data and leads the school's work on analysis of published exam results, RAISE-Online, ALPS and other relevant externally available assessment data.
- The Assistant Headteacher (*Developing Learning*) oversees the school's processes and procedures for collecting and communicating information about pupils' and students' progress. He ensures Progress Checks and Reports are completed by staff according to the published reporting schedule. He also oversees arrangements for school and public exams.
- Heads of Department set the assessment policy within their departments, ensure that all staff keep to this policy and monitor the progress of pupils and students within their subjects using the information which this assessment generates. They also work with the Headteacher and Deputy Headteacher to ensure that the assessment in their area is purposeful, accurate and useful, and with the Assistant Headteacher (*Developing Learning*) to ensure deadlines are met and reports and progress checks completed to a high standard.

- Subject teachers assess pupils' and students' progress in their subjects according to the school's and department's assessment policies. They use information gained from such assessment to adjust, guide and plan their teaching and to inspire, challenge and encourage pupils and students to improve their work. They complete progress checks and reports, as required, and report to parents in person at the annual parents' evenings.
- Heads of Year monitor the progress of the pupils or students in their care according to the information provided in progress checks and reports. They have a particular role making the implications of such assessment information clear to those pupils or students who are falling behind in one or more subjects and helping them respond effectively to this challenge.
- Form Tutors support Heads of Year in this responsibility and are also able to monitor pupils' and students' progress and response to advice received more closely, where this is needed.
- Pupils and students are expected to know clearly at which level they are working in a particular subject at a particular time and to use this information well to improve their work.
- Parents and Carers are expected to read and respond to progress checks and reports sent to them by the school and to attend parents' information and consultation evenings, so that they can be fully informed about data provided and what it means for their child's progress.

Principles

1. Assessment has to support teaching and learning strategies without distorting them. It should normally arise out of learning activities undertaken for classwork and homework.
2. Assessment should raise the expectation of success rather than failure and provide regular positive feedback to students.
3. Aims, objectives, content and structure of courses should be shared with students, in language they can understand. Assessment should then demonstrate how pupils have achieved the aims and objectives of the course.
4. Assessment has to be efficient in terms of time and work, using ICT resources, where this helps, and following Assessment for Learning principles, where these apply.
5. Planning For Assessment -
 - a. Schemes of work are normally based upon an established programme of study. Most often these programmes are found in the National Curriculum or exam courses.
 - b. Assessment begins from the aims and objectives of all courses. It is an integral part of what we do, each day, with the students.
 - c. Any assessment is designed to identify achievement and/or weakness in a student's progress. This then aids decisions about the next stage of a student's learning.
6. Assessment is more successful if pupils understand what is expected of them - what they have to know or be able to do, and how to demonstrate this in the tasks set. This is why good assessment relates to specific criteria, shared with pupils in language they understand.
7. Teachers should use a wide range of methods to test knowledge and understanding.
8. Teachers should use the principle of "fitness for purpose" to guide the selection of method.
9. Assessments need to be valid, in the sense that they measure what it is intended to measure, as defined by the assessment objectives.
10. Techniques of assessment need to be reliable in the consistency with which they measure achievement. Types of assessment used may include:
 - Ipsiative assessment – measurement against the student's previous achievements.
 - Formative assessment – giving students feedback as they progress through the course with details about how to improve.

- Summative assessment – measurement at the end of the course.
11. Assessments need to be manageable and not make a disproportionate demand on time.
 12. Pupils and students should be aware, in advance, of the criteria being used and should, therefore, understand the meaning of any grade given. This includes reference to Standards or Levels at KS3, to GCSE grades at KS4 and A Level grades at KS5 as appropriate. Teachers set clear targets as a result of assessment. Students know that this will be followed up by the teacher and that marking is not the end of a phase, but one stage in the whole process.
 13. Reports are the means of communicating assessments, used to show strengths, weaknesses and targets for improvement and what the pupil has achieved in relation to others in the group, set or year. They also reflect behaviour, attitude and involvement in school life.
 14. At the end of Key Stage 3 the school has to show how the student's achievements relate to those of other pupils, locally and nationally, according to statutory requirements.

Recording Achievement: Departments, under the guidance of the Head of Department, develop appropriate and manageable means of recording assessments. Much day to day assessment is informal and feedback to students is verbal or by written comment in their work. Heads of Departments ensure student assessments and targets are recorded centrally, as required. Pastoral leaders use such data to track students' progress.

Promotion and Standardisation of Teachers' Judgements - The type and nature of work produced in departments is very varied. Heads of Department arrange meetings within departments to discuss issues relating to assessment. These meetings establish consistent criteria for assessments. They develop mechanisms for staff to use their professional judgement and enable these judgements to be standardised. Each Department has to decide what detailed evidence is needed for making judgements about students' attainments. A helpful method of standardisation may be to develop a series of departmental portfolios containing samples of work from various students, indicating the characteristic performances of a range of students working at one particular level of attainment. These portfolios can then be revised regularly.

Transfer Documents: Feeder schools are required to send records of pupils' performances to their secondary school. This information will firstly be reviewed by the appropriate Pastoral Leader and the SEN Curriculum Leader. Relevant information, including Key Stage 2 SAT results will be passed to staff as soon as it becomes available. This applies to all other students transferring into the school. When students leave the school part way through their education, all records of exam and test results, copies of reports and any other relevant documents are transferred to their receiving schools within two weeks of a request being received.

Review, Monitoring and Evaluation

- **Subject teachers** review assessments in departments to help decide what further learning experiences are required and how the teaching of the particular topic should be done on the next occasion it is taught and assessed. Time is used in departmental meetings to discuss improvements to schemes of work, obtain feedback on schemes of work and develop staff.
- **Heads of Department** lead this review and also check work is marked appropriately and tracking is occurring, through standardization, work sampling or reviewing books regularly e.g. once a term. They review the results of external exams as part of the school self-review.
- **Pupils and students** are encouraged to assess and evaluate their own work and learning, informally through discussion or occasionally more formally as written evaluation.

- **The Headteacher** and **Senior Leadership Team** evaluate work on assessment, as described.
- **Governors** monitor the effectiveness of the policy through visits to the school and the Curriculum, Teaching and Learning Committee, which meets termly.