

ASSESSMENT & REPORTING POLICY

Updated: September 2016

Review date: September 2018

Purposes and Principles

- To enable students to make maximum progress in all subject areas.
- To identify areas for improvement in student performance.
- To identify areas and topics that may need revisiting in order to ensure full student understanding.
- To provide parents with regular and accurate reports on how their child is progressing.
- To provide Middle and Senior Leaders with accurate progress reports to inform planning and intervention.
- To inform governors of whole-school progress, attainment and achievement.
- To ensure compliance with statutory requirements.

We recognise that assessing student progress can take many forms and our school encourages the use of multiple forms of assessment. This is because we recognise the uniqueness of each student and we wish to ensure that students are given opportunities to exhibit their learning, understanding and abilities in a range of assessment contexts.

Fundamentally, assessment is **for learning** to ensure that:

- Each student knows how well they have done;
- Each student knows how to improve;
- Each student has an opportunity for dialogue with a member of staff about how to make progress;
- Each teacher knows what each student requires in order to make progress.

Our school aims to utilise the full range of Assessment for Learning (AfL) techniques, of which the following are examples (and not an exhaustive list):

- Sharing learning aims with students and reflection upon whether these have been met
- Involvement of students in peer and self-assessment
- The development of teacher-student dialogue about progress (both verbal and written)
- The use of targeted questioning devised to assess, cement and stretch students' knowledge and understanding
- Individualised feedback within that dialogue to inform individual student progress

There are three main contexts for written, recorded and reported assessment:

1. Assessment for External Purposes
 - a. E.g. GCSE and A-Level programmes. This marking will be conducted according to the relevant guidelines published by the relevant awarding body and/or OfQual. Deadlines set will be adhered to and moderation undertaken as appropriate. Suitable recording procedures will be undertaken by individual teachers, Heads of Faculty and the Exams Officer.
2. Internal Formal Assessment
 - a. In order for the collection of accurate progress data every subject shall conduct a formal assessment at least once every half-term. However, in accordance with our ethos and understanding of assessment, this might not necessarily be a piece of formal written work. The following characteristics will be true of all formal internal assessments:
 - i. Clear communication of criteria to students
 - In response to the new National Curriculum at KS3, we will retain the 'language' of levels, but these will be mapped across to new level descriptors referencing the new National Curriculum
 - We have made this decision as we believe it will ensure continuity and ease of comprehension for all stakeholders
 - This will be reviewed annually as the National Curriculum, 1-9 assessments at KS4 and the new KS2 assessments roll out
 - ii. Students given prior notification
 - iii. Moderation will take place
 - iv. Assessment outcomes will be recorded:
 - In teacher's planner (or suitable equivalent)
 - On SIMS.net as part of reporting process (see below)
3. Internal Informal Assessment
 - a. Again, **this will support our ethos of AfL** and, as such, will cover a broad range of assessment techniques including (though this is not exhaustive):
 - i. Marking of classwork indicating where, and how, to make progress (cf 'Marking Policy');
 - ii. Structured and challenging questioning;
 - iii. Verbal feedback on student performance in class activities and tasks.

Reporting

Parental involvement in the AfL dialogue is essential for student progress and success. School will provide regular written reports to parents – on a minimum of three occasions per academic year. The school will endeavour to ensure that these opportunities are spread regularly throughout the year and a timetable will be published.

1. Interim Reports
 - a. These will be completed by class teachers through SIMS.net
 - b. They will provide a current 'Working At' level or grade based on the most recent piece of assessed work (though with flexibility to allow for professional judgement where a student has significantly under- or over-performed in an individual assessed task).
 - c. They will also provide an Attitude to Learning grade.

- d. They will also include an Aspect of Praise and an Area for Improvement.
2. Parent-Teacher Meeting Evenings
 - a. Every member of teaching staff will attend these evenings
 - b. Students and parents will be given plenty of notice in order to arrange interviews with each subject teacher
 - c. If parents are unable to attend alternative arrangements will be made to meet with the appropriate member(s) of staff

Overview of Responsibilities relating to this policy:

The school Senior Leadership Team will:

- Monitor the implementation of the policy through a variety of media including work scrutinies, observations and supervision of some moderation meetings
- Secure accountability through line management of the appropriate Middle Leaders
- Ensure that training, support and mentoring is made available to all teaching staff in relation to areas covered in this policy and improve practice

Middle Leaders (Heads of Faculty and Heads of Key Stage) are responsible for ensuring full implementation of this policy across their Faculty or Key Stage. Therefore they will:

- Provide support and guidance for faculty members to ensure appropriate assessment and recording processes are in place for each teacher
- Conduct regular work scrutinies and learning walks to secure good practice within faculties and identify areas for improvement
- Ensure that assessment, grade and level criteria are clearly communicated
- Plan, supervise and lead moderation meetings
- Conduct quality assurance of reports written by members of their team
- Raise immediately concerns they might have in relation to this policy with their SLT link and lead on devising and implementing strategies for targeted improvement

All class teachers are accountable for implementation of this policy and will, therefore:

- Ensure each lesson has clear and communicated learning and assessment criteria
- Keep appropriate records through the Teacher's Planner (or suitable alternative), which should be readily available for monitoring
- Be secure in understanding of assessment criteria for the new KS3 Levels and external qualifications at KS4 and KS5
- Mark and assess work regularly using AfL techniques and feedback (see above)
- Meet all deadlines for moderation and reporting of assessment through SIMS.net
- Be reflective practitioners and work with colleagues to work towards 'Outstanding' practice and develop a wider 'repertoire' of AfL techniques
- Be proactive in requesting advice and support to work towards 'Outstanding' status