

ASSESSMENT RECORDING & REPORTING Policy

Date: September 2008

Review: July 2009

Signed.....
Headteacher

Signed.....
Chair of Governing Body

Date.....

Grove School Assessment, recording and reporting policy

Introduction

Assessment is an integral aspect of learning. In stating common aims and objectives that Departments can use to develop their own assessment procedures in line with school policy, the intention is to produce a manageable, reliable and valid system of assessment across the school.

The assessment process should be viewed as cyclical. Students are assessed as part of a continuous process to establish what they have learned as distinct from what they have been taught. The findings from assessments should be recorded, shared with the student and targets set to enable improvements to be made. This will have a direct impact on future lesson planning, what is taught and the method of delivery. Teachers should be engaged in regular evaluation to inform curriculum development and ensure that learning opportunities are maximised enabling students to achieve their potential.

Evidence from assessments will be used when required to inform the reporting process.

Aims

This policy aims to:

- Improve learning, by ensuring that assessment is an integral and regular aspect of the teaching and learning process.
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- Offer guidance on assessment and recording principles, giving aims and objectives that are central to classroom practice.
- Inform staff of statutory requirements.
- Assess using clearly stated criteria in order to identify learning requirements enabling support and guidance to be provided.
- Monitor student progress and plan appropriate progression using prior attainment data to illustrate performance.
- Encourage students to take responsibility for their own learning, through regular feedback and target setting.

Objectives

- To adopt a range of formative, diagnostic and summative (embracing AFL) methods) that enable teachers to make judgements about their students' strengths and weaknesses informing future planning and enabling effective differentiation.
- To involve students and raise motivation through the process of target setting, recognising progress and rewarding achievement through the appropriate school system.
- To report the results of assessments in a way that is informative to students, parents and other interested parties.
- To regularly record assessment data
- To provide data for central tracking purposes once a term.
- To ensure consistency through appropriate moderation that informs the setting process.
- To enable assessment to be used as a tool to inform curriculum evaluation and future development.

In Departments

Each Department's assessment procedures should reflect the school policy. Common processes are needed within teams and across the school to ensure that judgements about student progress are valid and reliable within the school and with National Curriculum and Examination Board standards. Students need to understand assessments across subject areas. Department policy should contain procedures and practices for:

Assessment methods

Both formative, diagnostic and summative assessments of students' work should be made including:

- Marking
- Oral / aural assessment
- Student self assessment
- Informal / structured observation in lessons
- Short formal teacher produced tests
- Published tests
- Formal examinations
- Homework tasks

At least one piece of assessed work per half term should be given a National Curriculum level (Key Stage 3) or current performance GCSE grade (Key Stage 4).

Recording

Marks of students' work should be recorded in teachers' planners or mark books. These may be electronic. There is a school system for recording current performance to enable tracking of students' progress across subjects.

Target setting

Targets are set at the beginning of the academic year based on data (key stage 2 and 3 results) and teacher assessments. There should be two levels of progress across the key stage (s). Fischer Family Trust 'D' data will be used. The aims are:

- To use prior attainment data to raise expectation, inform future planning and monitor progress towards the student's long term target.
- To enable clear, achievable and measurable short term action targets to be set
- To provide understandable assessment criteria for students to give meaning to marking and target setting, with guidelines for steps to be taken to achieve targets

These should be reviewed at the end of the academic year, shared (where appropriate) with the teacher taking the student next year, and new ones set.

Analysis

Assessment information to be analysed by departments with regard to prior attainment, gender, ethnicity and SEN, and any other emerging sub groups (eg EAL) This is to:

- Enable students' progress to be monitored
- To inform on grouping / setting arrangements
- To inform of trends over time
- To inform future planning and curriculum development

This analysis should be discussed regularly at line management meetings.

Reporting

An annual written report to parents is a statutory requirement. Interim assessments are collated and issued to parents at key points throughout the year. Progress reports are accompanied by a letter home which asks 3 key questions concerning receipt of report, satisfaction with progress and an invitation to discuss the report with tutor.

The annual written report invites parents to discuss their child's progress with teachers at Parents' Evening.

In House Teams

Each Head of House has responsibility for monitoring

- The progress of students in a Year Group
- The progress of students in their House

through the use of data and information supplied by teachers (progress checks & written reports), Subject Leaders / SENCO, and results of external examinations and tests.

Tutors monitor the progress of their tutees using information supplied as above, and meet with tutees at least once a year (Progress Review Day) to agree actions students need to take in order to improve their performance. Tutors also set targets on reports to parents.

Tutors play an important role in monitoring written and other reports to parents, assuring quality, and following up any areas of concern in liaison with the Head of House.

Roles

SLT

- Ensure statutory requirements are met
- Evaluate impact of assessment on raising standards
- Prepare and publish assessment cycle
- Identify assessment priorities for the SIDP
- Identify and support training and development
- Ensure manageable systems and effective gathering / collation of data
- Disseminate assessment information
- Analyse assessment data
- Support and monitor Subject Leaders and Heads of House in ensuring procedures and practice reflect school policy and that schemes of work / tutorial processes identify appropriate assessment methodology and opportunities
- Undertake subject reviews of which assessment practice is a feature
- Ensure Governors are fully informed

Subject Leaders

- Develop, implement, monitor and evaluate assessment policy in line with school policy
- Ensure schemes of work include clear learning objectives and a range of strategies for assessment within the subject, and include common assessment tasks
- Monitor assessment practice in order to ensure assessment practice is in line with school policy
- Ensure the focus in lessons is on assessment for learning
- Develop consistency of judgements on students' performance through moderation
- Analyse and interpret data regularly to monitor standards and set targets
- Monitor progress towards standards
- Report to SLT and Governors on standards

Subject Teacher

- Implement assessment and homework policy within lessons (formative, diagnostic and summative processes)
- Enable students to develop skills of assessment (eg self assessment, peer assessment)
- Liaise with SENCO re. students in need of support
- Use range of assessment methods in line with team / school policy
- Record progress regularly
- Review evidence and finalise teacher assessment
- Provide progress checks as determined by school policy and write annual report
- Contribute to discussions in team on performance data
- Pass on assessment information to next teacher

Head of House

- Monitor progress of students across a nominated year group and within House
- Analyse assessment data across a nominated year group and suggest actions
- Liaise with Subject Leaders, SENCO and tutors on student progress and grouping
- Induct / train tutors on assessment processes (eg Progress Review Day, report writing)
- Liaison with previous and future school if a student moves

SENCO

- In liaison with other staff, identify students with SEN and assess their specific needs
- Work with other staff to develop and support appropriate assessment methods and differentiation for students on the Register
- Liaison with external agencies re. assessment for statementing

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- Monitor and evaluate progress of students on the Register
- Arrange appropriate adaptations to end of Key Stage assessments

Tutors

- Monitor the progress of their tutees following interim assessments and annual reports being issued
- Meet with students to discuss their progress at least once a year on a one to one basis
- Liaise with subject teachers and parents

Data Manager

- Maintain accurate and accessible systems for recording and accessing data in line with departmental and school policy