



Assessment and Reporting Policy

Date last reviewed	February 2022
Committee Responsible	QE
Designated member of staff	Gary Bashford
Date of next review:	February 2023

The policy continues to be under annual review and is led by the Associate Headteacher (Assessment and Reporting)

STATEMENT OF INTENT

Assessment should be carried out as a clear and meaningful process that accelerates the progress of students

- Students must be aware of assessment processes, their own attainment and, where applicable, how to work on their teacher's recommendations on how to ensure progress and improve attainment (Next Steps)
- Assessment, reporting and recording is central to the teaching and learning process. It provides a means of identifying strengths and targeting weakness ('feedback' and 'feed-forward'), evaluating progress and gathering data for a range of audiences. It should involve dialogue and communication between teachers, students and parents
- Assessment should guide long and short term planning. Effective planning depends upon well-managed assessment strategies, coherent monitoring practice and regular evaluation of outcomes
- Students should be made aware of the assessment criteria
- Assessment should reflect the concept of multiple intelligences. Teachers should ensure they include a wide variety of assessment activities
- Assessment supports equal opportunities.

The purposes of acquiring information for assessment should be:

- Formative - so that the positive achievements of students may be recognised and discussed and

to aid decisions on how learning can be advanced. So that information can be used as feedback to modify teaching and learning strategies

- Diagnostic - so that learning difficulties may be scrutinised and classified in order that the cause of the difficulty may be identified and appropriate teaching and learning strategies are adopted
- Constructive - so that individual progress can be built upon and targets for improvement can be set
- Summative - so that the overall attainment of the student can be recorded in a systemic way
- Evaluative - so that aspects of the work of the school can be judged and reported on.

PROCESS

The overall purpose of assessment is to promote student learning, leading to higher achievement by providing motivation to learn. The three main elements for the processes are:

1 - For Learning

Assessment should support individual students in their learning through the process of review, evaluation and target setting and forward planning. The process should seek to:

- Recognise, acknowledge and celebrate individual progress and achievement
- Identify learning difficulties and barriers to learning and inform decisions about the next and future steps to learning
- Help students to take responsibility for, and to participate in their learning
- Provide students with clear and positive feedback on their progress
- Assist students in setting targets for their personal and academic achievement

2 - For Teaching

Assessment, recording and reporting should be a continuous and developmental process that should help the teacher to evaluate curricular provision for individuals and for groups of students.

Through the process of review, assessment should support teaching by:

- Evaluating curricular provision for individual and groups of students giving due regard to equality of opportunity
- Determining the appropriateness of educational activities and experiences
- Providing feedback on the effectiveness of specific teaching materials and strategies
- Encouraging collaboration amongst colleagues both within and across curriculum areas.

3 - For Reporting

Assessment should inform parents, carers, teachers and other stakeholders in the progress and achievement of students and their future directions by the school.

- Giving parents/carers access to attainment and achievement information and to certain school data which relates to their children
- Consulting parents/carers regarding such information, with a view to presenting it in a format which is understandable and reporting this at reasonable time intervals
- Affording access to attainment and achievement information as appropriate to all stakeholders
- Encouraging staff to use information produced by colleagues to enable them to gain a fuller insight into students' aptitudes, abilities and skills

- Using assessment information to monitor and improve the overall effectiveness of the school curriculum.

TYPES OF ASSESSMENT

The school is mindful of the fact that students have preferred learning styles; visual, auditory and kinaesthetic. Assessment practice should reflect this by including a variety of methods and approaches.

SELF-ASSESSMENT

Self-assessment is an important skill to be developed and is crucial if students are to set themselves appropriate targets. The process of self-assessment needs to be learnt. It should therefore be introduced gradually and in a structured way. All students should engage in some form of self-assessment at least once per module or more often, if changes of topic support this.

STANDARDISATION

Standardisation within individual departments, or between schools in the MAT, should feature as an aspect of the assessment policy in each curriculum area. This serves two key purposes:

- It ensures that appropriate credit is given to work of similar quality
- It promotes discussion of students' work and their strategies.

CHECKING, MARKING AND FORMAL ASSESSMENT

Checking

Students' work should be checked on a regular basis. Checking does not involve the awarding of grades. This can easily be done during lessons. It provides constant monitoring of effort without the need for excessive bureaucracy.

Marking

A piece of students' work should be marked at least once **every six lessons**.

Constructive comments on strengths and weaknesses in relation to:

- subject content and learning objectives
- presentation of work
- literacy and numeracy skills where appropriate

Marking should be supported by a formative comment; expressed in clear language (written or oral), which enables the student to move forward – Next Steps. Reference to previous marking and whether or how the student has responded to advice should be included at this stage. Should a child not respond to marking advice on two consecutive occasions, this will need investigation or action on the part of the teacher.

Students need to respond to teacher marking and/or improve their work by using a 'green pen'.

Homework is graded from VG to I in terms of the effort put into the task (see below).

Formal Assessment

Every term a formal assessment task should be undertaken and grade (1-9) awarded. When grades are awarded they should be noted in the student's exercise book on the front cover sheet, to keep parents informed of progress.

- Assessment criteria should be clearly defined and where possible linked to level descriptors
- For Years 7 to 11 on the GCSE 1-9 scale is used but sub divided e.g.:
3E (Emerging level 3) 3S:(Secure level 3) 3A: (Advanced level 3)
- In order for students to be fully involved in the assessment process, they will need to have a clear understanding of the learning outcomes to be assessed.
- Formal assessments may take a variety of forms, not just written work; e.g. end of module test, investigation write up, practical assessment, oral presentation, formal written assessment or project work
- Formative comments and clear targets for improvements should be made (Next Steps)
- Students should be involved in a self-evaluation and assessment process.

GREY COURT MARKERS

These posters should be displayed in all classrooms and indicate the marking symbols that teachers use:

Grey Court Markers

- // **New paragraph**
- **Cp** **Capital letter**
- **Ap** **Apostrophe**
- **P** **Punctuation (other)**
- **Sp** **Spelling**
- **^** **Insert**
- **NS** **Next Step**

RECORDING

In order to feed into the reporting process, staff should also record the following judgements in Assessment Manager as indicated in the assessment calendar. This information will be used to generate the progress reports and will form the basis of discussion during the Academic Tutoring Day.

- Current level of performance grade
- Latest assessment grade

- Attitude to Learning grade
- Homework grade
- Presentation grade

The following criteria should be used in awarding Attitude to Learning, Homework and Presentation grades:

Attitude towards learning (includes behavior, punctuality, participation, bringing homework and equipment to lessons)

Graded on a four point scale – Very Good (VG), Good (G), Fair (F) or Inadequate (I)

VG Very Good

Maintains very good standards of behaviour and always has the correct homework and equipment. Fully attentive and on task without staff intervention. Participates orally.

G Good

Always very attentive, keen and on task. Brings the correct homework and equipment

F Fair

Sometimes not focused and off task. Occasionally warned/asked to return to task. Sometimes does not bring the correct homework or equipment

I Inadequate

Behaviour is poor and student needs constant intervention to stay on task. Often disrupts the learning of other students. Rarely brings homework or the correct equipment.

Homework

Graded on a four point scale – Very Good (VG), Good (G), Fair (F) or Inadequate (I)

VG Very Good

Homework deadlines always met. Very good effort put into work

G Good

Homework regularly completed, good effort put into work

F Fair

Occasionally missing homework, basic effort put into work

I Inadequate

Homework rarely attempted or poorly done, lack of care.

Presentation

Graded on a four point scale – Very Good (VG), Good (G), Fair (F) or Inadequate (I)

VG Very Good

Very good presentation reflecting outstanding commitment to the set task. Exceptional quality of layout and neatness. Clear evidence of thorough drafting to eliminate errors (where appropriate). All writing is in pen and with appropriate headings

G Good

Good presentation reflecting sound commitment to the set task. Work is sensibly laid out

and neat. Usually evidence of drafting to eliminate errors (where appropriate). Writing regularly in pen and with appropriate headings

F Fair

Acceptable presentation reflecting some commitment to the set task. Occasional erratic layout and general untidiness. Some evidence of drafting to eliminate errors (where appropriate). Sometimes inconsistent use of a pen and appropriate headings in written work

I Inadequate

Untidy presentation reflecting no commitment to the set task. Erratic layout, untidiness and possibly graffiti or unsuitable other material. No evidence of drafting to eliminate errors (where appropriate). Pen and appropriate headings are not used in written work.

USE OF BASELINE AND ASSESSMENT DATA

Teachers are provided with prior attainment, baseline and target data. Staff should also have copies of IEPs for students in their class. These should be integrated into the teachers' planner/records. The data will be provided at the start of each year for each class and can be accessed by teachers from SIMS Assessment Manager.

Monitoring of Assessment Data

Heads of Department are responsible for the monitoring of assessment within their department. Each term Heads of Department should ensure staff are recording assessment data and planning lessons in line with our policy.

Work sampling should be used to monitor the quality of marking and assessment. Results from sampling can then be used as a focus for departmental meetings in order to ensure standardisation and support staff development.

Heads of Department should use assessment data to track and evaluate the progress of specific student groups, including:

- SEND and EAL students
- Ability on entry groups (HPAG, MPAG, LPAG)
- Students who are Pupil Premium/Disadvantaged/looked after and vulnerable children
- Gender
- Ethnicity
- Students in different classes/sets/groups

Heads of Department should also expect staff to track individual student progress and take appropriate early intervention where necessary.

Phase Leaders should use assessment data to monitor patterns of student achievement. They should also track students' Homework and Attitude grades. Appropriate intervention and contact with parents should be taken where areas of concern are highlighted. Phase Leaders will track patterns of achievement in relation to specific student groups in the Year Group and draw these to the attention of Form Tutors.

REPORTING

Reporting to parents will occur through:

- Reports and exam result reports
- Parents' Consultation Evenings
- Academic Tutoring Day meetings