

# ASSESSMENT, RECORDING AND REPORTING

## PREAMBLE

‘What is taught’ and ‘what is learned’ are rarely the same. Effective assessment can reduce the margin between what is taught and what is learnt, and thereby increase the pupil’s achievement.

Why we assess pupils' performance at school and how we undertake this process is central to the progress of individual pupils. Assessment provides a framework in which educational objectives may be established and pupils' progress monitored and achievements acknowledged, also gaps in or discrepancies in learning may be identified.

Any whole school assessment policy needs to reflect the overall philosophy and aims of the school and must be integral to the life of the school. Broadly, an assessment policy needs to reflect the wider elements of assessment namely:-

- (a) The formative element, the ongoing monitoring of pupil progress.
- (b) The summative element, when formative elements are combined into an end of module, year or key stage assessment statement.
- (c) The diagnostic element, assessment informs the teacher and pupil about pupils' levels of attainment allowing strategies to be developed to remedy problem areas or demonstrate elements mastered (i.e. not just problems).
- (d) The evaluative element, assessment will generate quality assurance information, useful as performance indicators for class or course evaluations.
- (e) The Assessment for Learning component whereby we engage in a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.
- (f) Self or Peer Assessment whereby students are encouraged to reflect, review and formulate plans for improvement of their or their peers learning.

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Any policy will need to overtly acknowledge the very diverse nature of a curriculum and the wide range of assessment, recording and reporting techniques and styles that exist. The following broad set of principles will apply to a greater or lesser degree in each department:

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the particular curriculum and learning opportunities. The main aim of the assessment process must be to facilitate progress in a pupil's learning, and should be central in the planning stage of the teaching and learning process.
2. Assessment is an integral part of the teaching and learning process, a valuable formative and summative tool. Effective assessment provides:
  - a statement of current attainment;
  - a record of progress;
  - an acknowledgement of achievement and underachievement;
  - information on the pupils' readiness for future learning;
  - information on the effectiveness of the teaching methods employed and the current scheme of work.
3. To be at its most effective assessment should primarily be a continual process and not an infrequent, purely summative exercise. Assessment is central to teaching and not a bolt on or separate entity.
4. The outcomes of assessment modify our teaching methods, provide feedback on the National Curriculum and examination courses as well as indicate pupil progress. On entering the School a pupil will be given a base-line assessment taking into consideration data transferred to the school, so as the teacher can formulate an individual action plan for that pupil if so required.
5. We recognise the potential for assessment in developing a positive self image in the pupil from positive and constructive feedback, and the feeling of success which encourages further study.
6. In addition to normal assessment, opportunities are taken to record significant points in a child's development, such as:
  - a moment of 'breakthrough' in understanding;
  - interesting examples of problem solving strategies;
  - difficulties encountered/areas of weakness and possible reasons for them.These records are invaluable for reports and/or parents evenings.
7. Teachers in the School use a common policy for marking work which is fully understood by all staff - see 'Marking' policy.
8. Summative tests have an ongoing policy in their construction, marking and usage. These tests show what a pupil can do, i.e. they are criterion referenced.
9. Assessment has a common procedure:
  - a) directs teacher judgements that are as valid and reliable as possible, consistent both within the School, and with N.C./Exam Board standards.
  - b) promotes a common interpretation of the N.C./Exam Board grade descriptors. Sample portfolios of work are kept for each of the N.C./Exam Board subjects.
  - c) gives teachers confidence in their professional judgement and skill.
  - d) is fair to pupils.

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10. Assessment records:
  - a) are based on an agreed set of principles and purposes, that wherever possible, are communicated clearly to pupils (or used by pupils);
  - b) assess pupil progress against N.C./Exam Board criteria;
  - c) must be easy to interpret, useful, manageable and not administratively burdensome.
11. Results of assessment are reported in a way useful and comprehensible for pupils, teachers, parents and other interested parties.
12. Assessment gradually builds up into a profile for each pupil over their school career.
13. Pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self assessment, in line with the assessment for learning principle.
14. Assessment records provide confidence between teachers across phases and enhance progression for pupils. Key Stage 2 N.C. records are recorded/assimilated onto our records as appropriate, much thought is given to the transference of data.
15. Recognition is given by the Headteacher and Governors for the time and resource implications of good assessment, and due allowance made for this in the construction of the teachers' working day. The provision of designated Planning, Preparation and Assessment (PPA) time will support this process.

## **POLICY**

The school undertakes to provide Assessment, Recording and Reporting procedures that:

- by its implementation will facilitate progress in pupils' learning
- provides a guide for each Department to develop its own assessment policy that reflects the whole school policy, process and procedures
- promotes a consistent approach to assessment
- offers guidance on Assessment, Marking, Recording and Reporting procedures and practices
- underlines the importance of assessment and moderation procedures
- informs staff of statutory requirements
- to detail specific staff responsibilities
- centralises the process and procedures, giving access to all stakeholders both electronically and on paper information that applies to a specific pupil or groups

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- complies with current Data Protection legislation
- complies with a statutory requirement for school to send parents at least one report for every school year and to notify them as to the arrangements for discussion of those report

Assessment, Recording and Reporting is regarded as being a whole school process, from beginning to end, yet being continuous and entering different phases throughout the educational life of a pupil.

However, for the purpose of this document, it is considered to be more practical to create what might appear to be unnatural sub-divisions in the text for the sake of clarity in the explanation.

Thus, the following section on **PROCESS** will be sectioned into **ASSESSMENT** (including **Marking and Tracking**), **RECORDING** and **REPORTING**. Similarly, **PROCEDURES** will follow the same arrangement.

## **PROCESS**

### Assessment: Principles

The whole school policy on Assessment is sufficiently flexible to allow for the diverse nature of the subjects that make up the curriculum. A very precise or prescriptive set of principles may not be readily applicable to all departments.

When formulating the assessment element of ARR, the Head of Department, in consultation with its members, is required to establish a process that incorporates and reflects the following principles.

1. Assessment is a fully integrated aspect of the curriculum and schemes of work reflect a whole variety of assessment opportunities.
2. Assessment is carefully planned over the year to reflect whole school and departmental needs.
3. Assessment should involve and motivate pupils, providing valuable information for target setting and consequent pupil performance improvement. Beyond the mere comment upon work more detailed feedback should be offered. Work that is marked/corrected should have specific comments attached to it. Such comments will guide the learner towards sustained improvement over time. In so doing departments and teachers will be advancing the “Assessment for learning” agenda.

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4. Assessment will provide information for individual teachers and departments to evaluate and improve their teaching programmes.
5. Assessment will occur in a whole variety of guises linked to the objectives of courses, it is important that assessment moves away from just the formal written test and explores other ways in which pupils may demonstrate what they have learned.
6. Assessment will need to ensure a consistency in standards through moderation and approach so that any information is reliable, valid and evidence based.
7. Assessment must be fair to all children irrespective of age, ability, race or gender. Assessment must meet statutory requirements.
8. Assessment in departments will need to be organised in such a way that it can generate a series of significant assessments over a period of time that generate the data required for performance monitoring, via the PiSYS system currently being developed.

## **ASSESSMENT**

The marking of pupils' work will take many forms (traditional marking of exercise books, oral assessments, practical observations etc.) depending upon the objectives of courses and the assessment opportunities linked to them. The marking of a pupil's work is the starting point of the whole assessment process and a common whole-school approach throughout the school. The whole-school marking policy shown in this document is applicable to written work – departments will need to produce their own marking policies to accommodate oral, aural and practical assessments.

Each department is required to develop a marking policy that identifies the criteria for marking and one which includes a degree of standardisation within departments. This has the effect of ensuring a greater degree of consistency within departments and across the school.





It is important that all subject teachers follow a marking policy when correcting pupils' written work in order to ensure continuity for every pupil:

1. Pupils' work should be marked regularly (pupils' files or books should be marked at least once per half term) with immediate feedback offered either orally or as a comment at the end of the work.
2. Pupils should be aware in advance of teacher expectations and need to understand any grade awarding system used in departments.
3. Records of pupils marked work will be stored, in accordance with departmental policy, in the PPMS.

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Our comments, however brief, are a powerful tool that should be used to achieve pupil improvement over time.

The Bullock Report states that marking should be an "automatic and unvaried process". This idea is upheld in the school's guidelines for common marking that takes into consideration some of the policies currently employed by subject areas in the school. Clearly, it will be beneficial to continue using codes that are commonly used in a number of departments.

Symbol	Meaning
 Error and sp in the margin.	Incorrect spelling. Difficult/commonly used subject terminology should be written correctly in the margin.
 Straight line underneath the error and g in the margin.	To identify grammatical errors.
<b>X</b> next to missing/incorrect punctuation mark.	Highlights punctuation error (some could be corrected at the teacher's discretion).
 Whole word and write the letter <b>d</b> in the margin.	Indicates diction/inappropriate choice of words.
<b>NP</b> or //	Start a new paragraph.
^	Word omitted.
	Mutation – Language Department continue to circle area.

## PUPIL PERFORMANCE MONITORING

The Pupil Performance Monitoring will operate within the following framework:

1. Each department will determine a number of assessment opportunities upon which pupil tracking will be based.
2. The assessment outcome will be linked to assessment criteria which, in turn, will be based upon departmentally standardized departmental criteria i.e. a common assessment opportunity across the department.
3. This process will be on going in departments, but at the end of each term, under-achiever lists may be prepared in advance for the following term.
4. Heads of Department will examine the pupil performance across a year group and will nominate pupils for the mentoring scheme.
5. Pupils who are identified as under-achievers will be placed on the mentoring programme as managed by the SMT.

## Recording

The assessment outcomes need to be recorded accurately in the PPMS System. Departments will determine the nature of the assessment, their outcome and structure in PPMS that accommodates the assessment outcome for each child. Departments should encourage recording as continuous process rather than being left to the last moment before the reporting process is activated.

## Reporting

Pupil progress is communicated to parents through the school year employing a variety of methods. Reporting to parents is a statutory requirement for all schools. An effective reporting system will provide easily understood information concerning children and their achievements. Clear and concise information will involve pupils and parents in target setting for improvement; the system will not be unnecessarily burdensome for the school.

- A. A written report is issued in the academic year, thus meeting the statutory requirement.
- B. Parental consultation evenings: the year plan indicates the distribution of these in the year.
- C. Pupil progress checks, these may be compiled at a time when a pupil's progress is a cause for concern or upon request from a parent/carer. These reports may be initiated by parents, subject teachers or year tutors and are coordinated by year tutors.

The summative annual report is produced making use of the assessment data previously stored and recorded in the PPMS System.

The summative report (produced by July) at the end of the academic year should contain:

- a course description indicating clearly what the child has studied and experienced. This will also explain to the reader the nature of the assessment data and how to interpret it.
- a table of scores or grades by which the assessment has been measured.
- Teachers' comments on pupil performance will stress achievement and may touch upon attendance at lessons, completion of homework, quality of classwork, contribution to lessons and positive personal qualities. In an objective, balanced and unambiguous fashion, the report will inform the reader what is required of the pupil to ensure improved performance. In so doing an attainable target for improvement is being set for each learner by each of their teachers.

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Having completed the internal examinations, Years 7, 8 and 10 will receive their written reports towards then end of the summer term. Year 11 and 12 will receive their written reports in early spring following their mock examinations.

Year 13 receive a written testimonial based on UCAS references (or similar).

Pupils who are at the end of Key Stage 3 will have their report based upon teacher generated National Curriculum levels. Each department will have developed individual processes to generate this National Curriculum level and departmental assessment policy statements will outline this process and will contain information relating to the standardisation of moderation employed during the generation of the end of Key Stage 3 National Curriculum level. The school is mindful of its statutory obligation to report comparative data at the end of Key Stage 3. Tables presenting national and school results are reported to parents. The end of Key Stage 3 national curriculum levels are uploaded to W.A.G.

Years 11 will receive a single report that follows the internal assessments that are held in the December/ January. Progress will be discussed at the parents' evening timed to coincide with these examinations.

### Years 12 and 13

For the majority of pupils at school they will be following a combination of AS/A2 level courses that are modular. Time does not permit for formal 'mock' examinations. This being the case, it will be difficult to report to parents at the end of the school year in July. In this respect, the outcome of their external examination expressed as a grade form A – E will act as a formative report. Alternatively, there is greater value in reporting *progress* to parents at Year 12 and 13 at a consultation evening.

A Year 12 report will be produced via PiSYS prior to a parents evening. This report will then consist of comments that will include:-

- a. Regularity of attendance at school.
- b. Completion of homework.
- c. Quality of classwork and contributions to lessons.
- d. Progress made over the term.

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## PROCEDURES

### Assessment

The Head of Department, in consultation with colleagues, will establish an assessment framework for each course delivered by the department. The assessment framework will reflect:

- the needs of the pupils being assessed
- the nature of the course
- the whole school assessment principles as noted above

All members of each department will adhere to and work within the agreed departmental assessment procedures, which will include notice of the type of assessment required and the deadlines set.

(specific departmental policy to be inserted here)

### Recording

Any assessment will elicit an outcome, which indicates a particular level of performance, specific to a child, at a given time. It is very important that the assessment outcomes are accurately recorded at the time of their generation.

All formal recording of assessment outcomes will be made using the PPMS System. This is based upon the following assumptions:

- Heads of Department will have devised assessment structures (in PPMS) that accommodate assessment outcomes
- All members of the Department will regularly record assessment outcomes in PPMS

To avoid unnecessary task duplication teachers are advised not to record assessment outcomes anywhere other than the PPMS System. However, it is possible for staff to take printouts of personal records are required.

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## Reporting

As the PPMS System produces bulk print runs, it is important that all parts of each report are complete by the deadlines set. This being the case, Heads of Department have a major role in ensuring that the report satisfies quality assurance requirements as indicated below.

Teachers are expected to:

- Complete marking by agreed departmental deadlines
- Enter the required assessment data in the PPMS System
- Complete report cards in line with departmental deadlines and procedures

Heads of Department are expected to:

- Note whole school deadlines and organise departmental activities to meet them
- Manage and oversee the completion of reports
- Sample and check completed reports to ensure that they meet departmental and school expectations.

Heads of Year\ SMT

- Heads of Year, with SMT assistance, will read each report and handwrite a comment at the end
- Heads of Year, with the assistance of Form Tutors, will organise the production of the pupil self-evaluation comment
- SMT, with the help of the Heads of Year, will organise the distribution of reports and associated parental consultation.

Each year a memo will be produced to indicate deadlines for report completion. The following example is for illustrative purposes only.

Form Teachers

- With the assistance of the Heads of Year will be expected to identify and record information from the reports that will inform the achievers to receive awards at the presentation evening.

P.S. This ARR Policy should not be viewed in isolation; rather the following policies need to be consulted as the need arises. This will include:-

“Examination entry / withdrawal guidelines”

“Controlled Assessment”