



ASSESSMENT, RECORDING AND REPORTING

Assessment and target setting is a key part of pupils' learning, ensuring they achieve their potential with standards and progress rising for all.

For individual pupils, target set represent their entitlement of opportunity to reach their potential. Setting of measurable goals and action to follow are essential. Targets by themselves are simply not enough.

The purpose of ARR is a cycle which can be short term (a unit of study or a term), medium term: 2 terms to 3 terms and long term a key stage. Subjects needs to identify the most appropriate assessments for their subject and cohorts to ensure pupils have the opportunity to achieve their potential.

Subjects need to plan the curriculum to ensure that all ARR is joined up; this includes the whole school, external DfE data collections and public examinations.

Cycle for short, medium and long term.



Assessment is integral to teaching and learning. It recognises achievement and allows pupils to develop the skills to take responsibility for their own learning. The process must inform teacher planning and provide accurate and valuable information for pupils and parents, providing tools for pupils to make progress.

Purpose

Effective assessment, recording and reporting will:

- help pupils improve their learning, increase motivation and achieve their maximum potential.

- inform pupils of the way in which their work will be assessed.
- enable pupils to participate in target setting.
- guide and inform teachers in the planning and evaluation of the curriculum.
- provide information, including the prediction of future performance, for parents and other agencies.
- provide clear guidelines for summative (assessment of learning) and formative (assessment for learning) assessment and allows one to inform the other.

We shall be succeeding when:

- the policy and practice of each department or team reflects this policy.
- all methods of assessment reinforce and support each other, and are an integral part of the school.
- schemes of work include, in the short, medium and long term, what is to be assessed and the method of assessment, planned self and peer assessment and target setting.
- teachers plan to use, within lessons (short term) and in the medium and long term, an appropriate range of assessment techniques which complement each other.
- all members of subject teams are involved in planning and implementing manageable assessment practices.
- evaluation leads to development and improved delivery of the curriculum.
- pupils/parents knows what is assessed, what they have achieved and are aware of how to make future progress.
- assessment informs planning at whole group, sub group and individual level.
- curricular targets are set and inform the individual, group, class, year group and key stage in relation to planning and teaching.

Assessing

- all teachers follow agreed departmental guidelines for marking work and use the full range of marks or grades on the agreed scale.
- pupils' work is assessed at regular intervals, as determined by departmental policy.
- staff assess through a variety of assessment for learning strategies.
- response to pupils' work include constructive comments in appropriate language, clearly stating ways to make further progress.

- all staff keep accurate records.
- department use “Raise on line”, Fisher and CAT to assess progress and set targets.
- all staff understand and use the pupil tracking data.
- all pupils have target and predicted grades/levels and tracking data that is set annually.
- pupils take positive action in response to comments made about their work.
- departments carry out standardisation exercises to ensure that assessments are accurate and consistent.
- departments collect evidence which demonstrates attainment at levels appropriate to the school (in some subject areas this may be through the use of a portfolio).
- department regularly review profile statement banks in line with assessment policy.
- LG monitor subject mark books, pupil work and homework.

Pupil Involvement

- pupils are aware of the criteria on which their work is to be assessed.
- pupils are assessed using a variety of methods e.g. assessment for learning strategies.
- pupils understand the criteria of the tracking data.
- pupils review and comment on their work and progress.
- pupils can, and do, set themselves challenging and achievable targets.
- pupils participate in an academic monitoring interviews to review and set targets.
- pupils value the review process which culminates in the writing of their individual learning plan for their progress file.

Records

- records, including those from previous schools, are used to inform planning for individuals and groups of pupils.
- pupil tracking data is stored on the SIMS Assessment module.
- achievement outside of the National Curriculum is valued.
- records of extra curricular achievements are kept in pupil files.
- pupil records are updated at least termly.

- a year-on-year record is developed within each department for each pupil, which records significant progress.
- pupils' individual subject records are passed to their next teacher.
- teaching staff see record keeping systems as valuable and manageable.
- targets are recorded, filed in pupil files and copies sent home

Reports

- reports are honest, based on evidence, and open to challenge.
- reports use appropriate language and include a course content statement; current level or grade; comments on attainment, achievement and progress; and ways forward which are clear, specific actions for a pupil to take.
- parents and pupils are provided with advice for improved progress.
- reports are valued by parents and are seen as useful liaison between home and school.
- academic monitoring reports include baseline test results, current and historic. Levels are given for attendance, punctuality, effort and homework. There is also a target and predicted grade level. They will also include the most recent internal/external examination result.
- parents value consultation evenings.
- the Progress File is seen as a valuable transition document and is used by pupils.
- the Progress File is valued and used as part of the selection and induction process by employers and post-16 providers.
- all reports are filed in the pupil's file and held on the SIMS module 'profile'.

Calendar of Academic Monitoring Interviews and Reporting To Parents

- Year 7**
- CAT and reading test results sent home in Autumn in Term
 - Internal examinations Summer Term
 - Full SIMs Profile/Tracking and Consultation Evening in the second half of the Summer Term
 - Academic Tracking in Autumn, Spring and Summer Terms

- Year 8**
- Reading Tests: Autumn Term
 - Internal examination Summer Term
 - Full SIMs Profile/Tracking and Consultation Evening in second half of the Summer Term
 - Academic Tracking in Autumn, Spring and Summer Terms

- Year 9**
- CATs results at end of Autumn Term
 - Full SIMs Profile/Tracking and Consultation Evening in first half of the Spring Term
 - SATs report at end of Summer Term
 - Academic Tracking in Autumn, Spring and Summer Terms

- Year 10**
- Internal examinations end of Spring Term
 - Full SIMS Profile/Tracking and Consultation Evening in the first half of the Summer Term
 - Academic Tracking in Autumn, Spring and Summer Terms

- Year 11**
- Internal examinations end of Autumn term
 - Profile/Tracking and Consultation Evening in first half of the Spring Term
 - Final estimate and exam entries January
 - Academic Tracking in the Autumn and Spring Terms
 - Progress File Presentation in May
 - Certificate evening in Autumn term, after pupils have left

SIMS Assessment Module

The module will store:

- all internal and external test/exam result.
- all baseline Key Stage 2 data.
- the Gifted and Talented register.
- all tracking data.

The system can be accessed for group reports, individual reports and analysis of progress and value added.