

# Assessment, Recording & Reporting Policy

## **RATIONALE**

At King Arthur's Community School we believe that assessment is an essential part of the teaching and learning process. The assessment, recording and reporting (ARR) of student achievement involves every student, every teacher and every parent and is supported by the governing body.

This policy takes account of the guidance and legislation regarding reporting to parents.

## **AIMS**

1. To systematically link day to day (assessment for learning), periodic and transitional assessment
2. To develop links between assessment and informing teaching and learning to help the progress of individual students
3. To offer a curriculum that personalises, using a wide range of evidence to meet students' needs
4. Every student knows how they are doing and understands what they need to do to improve

## **OBJECTIVES**

1. Assessment is undertaken through a variety of methods including assessment by external agency, teacher, peer and the student themselves
2. To use assessment as a **diagnostic** tool through which difficulties may be identified and appropriate remedial action taken.
3. To use assessment as a **summative** tool so that the overall achievements of a student are recorded and tracked in a systematic way.
4. To use assessment as an **evaluative** tool so that the school can perform its self evaluation processes.
5. To use assessment as a **formative** tool to recognise and celebrate a broad range of achievements, academic or otherwise.
6. Assessment shall be as objective as possible and free from stereotyping, generalisation and bias, particularly in respect of gender, race, religion, class and special educational need.
7. Assessment criteria must be moderated and agreed by teachers and shared with students.
8. There is constructive, positive and regular discussion between teacher, student and parent to review progress and identify targets.
9. Students are provided with opportunities and encouragement to develop the skills to assess themselves, review progress and identify targets.

## **We assess, record and report in order to:**

1. gather information about student progress
2. monitor progress to inform intervention
3. inform future planning and curriculum evaluation
4. set appropriate targets and raise expectations

5. inform parents of student progress and attainment on a regular basis
6. inform students of where they are now so they can plan how to reach their targets
7. inform governors and other responsible agencies that are entitled
8. identify strengths and praise achievements
9. meet statutory requirements

## **TEACHER ASSESSMENTS**

Teachers use a variety of methods for informing their assessment of student progress:

- Marking of classwork or homework
- Observation (plus annotation)
- Listening (plus annotation)
- Student presentation or performance
- Tests, formal or informal
- Questioning
- Photographed work or processes
- Audio and/or video recording of work or processes
- Student-Teacher conference
- Department consultation and moderation
- Teacher moderated self and peer assessment

Departments have agreed procedures for collecting key assessment data to monitor the progress of students within their subject areas

## **RECORDING PROCEDURES**

Assessment Manager is used to collect key progress data on every student from all subjects, three times a year. Qualitative data to record student progress in Effort, Homework, Organisation and Behaviour; as well as current and target data is collected. Predicted grades are also required in Year 11. This data is analysed using mainly Assessment Manager and Excel to inform the curriculum, intervention, self evaluation, rewards and progress towards targets. This data is also used to monitor the progress of particular groups of students such as G&T, SEN, EAL, Gender, FSM, Ethnicity, CLA

Students in the Lower Schools' attainment is measured using NC Levels 1-8, with each level split into L, M or H (Low, Middle or High). It is occasionally appropriate to record a student's attainment on the P scale (below NC level 1). Any such cases must be discussed, assessed and recorded with the agreement of the SENCO.

Students in the Upper Schools' attainment is measured using single GCSE grades, or Pass, Merit, Distinction, Distinction\* as appropriate for BTEC and OCR National courses. These grades are substituted for GCSE equivalent grades for analyses. It is occasionally appropriate to enter a student at entry level (below GCSE grade G). Any such cases must be discussed with the SENCO.

All students have their own Progress File to store their Progress Reports in, along with evidence of success. These files are used to inform discussions at Parent-Tutor Consultations and in 121 meetings with their tutors.

Most departments have tracking and monitoring files in Assessment Manager to record key assessment data within their subject areas at regular intervals through the year.

Departments will have agreed procedures for setting and recording appropriate targets

## **REPORTING PROCEDURES**

Teachers report to parents on the progress of all students three times a year in October, February and May. Once a year, these reports will also include a pastoral comment from the tutor on progress in PSHE/Citizenship and the student's wellbeing and attitude to school life generally. Parents are invited to discuss these reports at parents evenings and on the Parent – Tutor Consultation day in October. Student progress in Effort, Homework, Organisation and Behaviour; as well as current, target and attendance data is reported to parents.

Data analyses are reported to SLT, Subject leaders and Heads of Lower/Upper School after every Progress Report.

It is essential that staff meet deadlines when asked to record data on the progress of students so that others are not inconvenienced.

## **MARKING PROCEDURES**

The marking of students work plays an important part in helping them progress. Each piece of work will be marked with appropriate correction and feedback to improve their understanding of work completed. When it sets out to recognise and record achievement it improves motivation. When it is against specific criteria it increases understanding of their levels of attainment and helps them make informed choices.

Marking is therefore a process which is applied in a range of contexts (following written, oral, discussion and role-play activities, for example) and consists of two phases: the providing of feedback to improve the student's understanding and the recording of the achievement. It is therefore a diagnostic tool both for individuals and classes and it provides part of the information base needed for grouping students, completing their progress reports, setting targets and advising them about future choices.

As an essential part of the learning cycle, marking provides information through which students can reflect upon the experience of the task undertaken. They are then able to fit this new understanding within existing concepts, and this supports the development of future concepts.

Effective marking is marking that is managed. A range of marking strategies will be used appropriate to the task undertaken (discussion of work in progress, shared review, annotation, etc.). The setting of specific criteria also enables students to mark

each others work occasionally and to mark their own work, developing reflective and critical skills through the process.

Through agreed marking procedures we aim:

1. To monitor student work as it proceeds to ensure:
  - a. it is completed satisfactorily;
  - b. that no misunderstandings have occurred;
  - c. that responses continue to present a coherent view of the work covered.
2. To assess, as accurately as possible (when appropriate using explicit shared and agreed criteria) whether students have acquired the knowledge, demonstrated the skills and applied the ideas that the lessons have set out to achieve and thereby to monitor and have the information required to raised the standards of students achievements.
3. To celebrate achievement across the range of activities undertaken and provide opportunities to reward success.
4. To diagnose, as far as possible, the nature of misunderstandings, provide the student with constructive suggestions for immediate action and give the teacher pointers for longer term planning and remedial action.
5. Through the Language Across the Curriculum initiative to promote language development through the wide range of work possible across curriculum areas.
6. To provide focus for dialogue and further develop the rapport between staff and students as an effective tool for supporting student achievement.
7. To provide a common language for student feedback and target-setting through the common notation displayed in class.
8. To develop skills of self and peer-assessment so that the students may be equipped for autonomous learning.

### **A COMMON SYSTEM TO ANNOTATE ERRORS IN WRITTEN WORK**

- End sentence punctuation - insert missing full stop plus a vertical line to draw attention to the error. The following letter should be changed to a capital.

Example:

*The boy raced down the hill. | **W**hen he got to the bottom he had trouble drawing breath.*

- Other missing punctuation marks to be inserted and circled - eg. comma, question mark etc.

Example:

*We couldn't go outside, it was raining.*

NAS

- Sentences which do not make sense to be underlined with the legend NAS (Not A Sentence) inserted in the margin.

Example:

No one didn't expect they was winning well.

- Incorrect spellings will be circled to draw attention to the error.

Example:

I just do not belive this!

- To indicate that a new line should have been used to begin a new paragraph, section or topic, insert the sign

Example:

The day ended, thus drawing a sorry episode to a close. Three years later...

The ARR Policy is reviewed by SLT, Subject Leaders and Heads of Lower/UpperSchool on a bi-annual basis and submitted to the Governing Body for approval.

NB: There is a separate policy on assessment arrangements specifically for GCSE exams, BTEC and OCR qualifications and Controlled Assessment requirements.

**Reviewed January 2010**