

OUSEDALE SCHOOL

ASSESSMENT, RECORDING & REPORTING POLICY

1.0 INTRODUCTION

- 1.1 Assessment, Recording and Reporting are vital components in effective teaching and learning, and important tools by which to raise achievement.
- 1.2 Assessment is an ongoing process and the process of making judgements occurs continually at an informal level. It is, and ought to be, part of the intuitive art of teaching. It is an inevitable part of interpersonal relations. The teacher's job is to use it for positive and constructive means to enable all students to progress and raise achievement. Thus, this policy should inter-relate with policies such as PSHE, Equal Opportunities and Behaviour.
- 1.3 Assessment should also be a formal process in which both formative and summative judgements of students' effort, ability and attainment are recorded. Teachers are to record, as appropriate, information relating to a range of assessments. This is an important indicator of progress that not only provides valuable feedback to students but also to teachers and parents.
- 1.4 Assessment data that are recorded and not communicated are less effective than information that is used for motivational feedback and/or objective analysis. Teachers should regularly feedback to students about their work. Systems need to exist to collate and study recorded data in order to enable a reflective and critical ethos.
- 1.5 Information that has been recorded in relation to assessment can then be reported to interested parties. Reporting to parents is an essential part of schooling because it helps in developing the link between school and home, which has been proven to be beneficial in raising achievement.
- 1.6 A culture which is open and honest and seeks continual improvement will make good use of Assessment, Recording and Reporting for raising expectations and motivating **all** to achieve their best.

2.0 AIMS

- 2.1 Every student will gain feedback from a range of formal and informal assessments, carried out in both formative and summative ways.
- 2.2. Feedback to students will be both verbal and written. It will be constructive, positive and honest, and largely formative in nature i.e. informing the student what needs to be done in order to progress towards achieving at least their target level/grade. It will tend not to be purely in the form of a numerical value, except where appropriate. Teachers will employ their professionalism to use assessment and its feedback to motivate **all** students to want to continually progress.
- 2.3 Data relating to formal assessment will be recorded initially by the teacher. This will inform teachers on their teaching strategies for individual or groups of students. It will also inform professional conversations between staff at departmental meetings and with line managers.
- 2.4 Departments will develop or update portfolios of student work that will provide examples, across the range of attainment for the purpose of standardising assessments.
- 2.5 Subject moderation will enable professional discourse and bring greater rigour to the assessment process because there will result a greater shared understanding of the qualitative judgements attached to quantitative data. This will enable teaching expectations to be raised, where necessary, and consistency to be improved.
- 2.6 The school will adhere to DfE requirements in assessment, recording and reporting and make use of data supplied by the DfE and other such bodies where appropriate.
- 2.7 The school will encourage all students to actively participate in the assessment, recording and reporting process.
- 2.8 Student progress will be reported to parents three times a year. On one of the occasions a tutor report will be included, to form the annual report. The Parent Consultation Evenings will be an integral part of the reporting cycle.
- 2.9 School leaders will analyse recorded assessment data as part of their feedback to staff and line managers. This is a part of the monitoring and evaluation process.

3.0 METHODOLOGY

3.1 Students are assessed on entry to Ousedale. This assessment is used to inform teaching and learning, moderate individual student targets and provides an indicator of potential performance.

The National Foundation for Educational Research Cognitive Abilities Tests (NFER CAT) and an in-house literacy test will be used. The consistency of the type of baseline assessment will give comparative data over time.

Information on prior attainment, such as KS2, KS3 and KS4, will also be collated as available over time.

3.2 All teachers are provided with a range of information relating to student potential for each class they teach. These are recorded on the 'Standard Assessment Record Sheet' (SARS) issued for all staff and available on the school's Management Information System (MIS) SIMS. Data relating to Prior Attainment is also recorded on SARS (i.e. KS2 performance data for all students, KS3 results for KS4 students, Average GCSE Points Score for KS5 students).

3.3 All students are set an end of course target grade/level, in relation to their individual prior attainment. KS2 assessment data is used to inform targets for KS3 and 4; KS4 data is used to inform KS5 targets.. KS3 and KS4 targets are set using a range of baseline data including KS2 attainment, CATS, FFT and KS3 attainment. KS5 targets are set using Average GCSE Points Score. Student targets are recorded on the SARS in the school's MIS

3.4 Teachers will be clear about their expectations of students and the criteria they employ in assessing them. Teachers will use the assessments to judge what progress students have made with their understanding and then provide feedback to inform them of what they can do to improve in relation to these expectations and criteria.

3.5 Teachers will record assessment data as appropriate and in line with departmental policy. The type of assessment can take many forms, including:

Questioning and answering
spontaneous verbal feedback in lessons
marking of assignments
testing
student/teacher dialogue (viva-voce)

3.6 Students will be encouraged to participate in the assessment process:
self evaluation
self marking
peer marking
setting and/or reviewing criteria
curricular target setting.

- 3.7 Teacher feedback must inform students of what they are doing well and what they can do to make further developments in their understanding. It must also distinguish between 'effort' and 'attainment' to ensure that all students are appropriately recognised for the quality of their work and the progress they have made.
- 3.8 The purpose of the Progress Review system is to:
- give reliable information to parents about how their child is doing
 - drive improvement for students and teachers
 - inform all leaders of how the school is performing at individual, class, group, year and whole school levels
- Following a Progress Review HODs and PALs will be provided with summary information for their Department and Year Group respectively. The Rewards for those students who are progressing exceptionally well, and the Intervention strategies for those students underachieving, are published in the Staff Handbook and reviewed separately.
- 3.9 Dialogue about students is vital, if the expectation of students, parents and teachers is to be raised. Teachers need to agree benchmarks to ensure the feedback given to students and parents is consistent. Departments must therefore spend time discussing issues related to assessment and standardisation. The moderation of a sample of student work is a valuable approach as it also encourages discussion about student attainment and strategies related to teaching and learning.
- 3.10 To support the standardisation process, subject departments will develop and update portfolios of exemplar work relating to schemes of work and stages of development. These portfolios could include exemplifications from sources such as QCDA.
- 3.11 In addition to the summary Progress Reviews, each year group will receive a Full Report to Parents per academic year. The distribution of these will be planned to balance the workload of staff. Parent Consultation Evenings will be scheduled likewise in an attempt to suit the requirements of the year group. The principle of separating a year group's reports and Consultation Evening is to give distinct opportunities for formal feedback to Parents. This will lead the planning of the Assessment, Recording and Reporting Calendar. Parents will be informed of this schedule via the School Website.
- 3.12 Progress Reviews will summarise student progress in relation to end of course targets.
. This will send the message that the assessment and recording process is ongoing.
- 3.13 Progress Reviews and Full Reports will focus on the achievement of a student, rather than a description of the course.
- 3.14 Full Reports will include a pastoral overview from Form Tutors.

3.15 Copies of reports are to be electronically archived by the school.

4.0 MONITORING AND EVALUATION

4.1 There are many implications of this policy for students, subject teachers, form tutors, curriculum and pastoral leaders as well as parents.

4.2 It, therefore, follows that this policy is inter-dependent in its relationship with numerous aspects of school life. It cannot be treated in isolation, perhaps except in terms of providing a means of accountability.

4.3 Assessment data are recorded, not only to inform the feedback given to students and staff but to provide information on how the school as a whole is progressing, and so enable professional conversations. The data should be used in the following ways:

- Subject staff to reflect on the progress of different groups
- Curriculum leaders to analyse and reflect with their departments on differences between groups and students
- Pastoral leaders to analyse the performance data for different groups such as gender, PP and Non PP, SEND and prior attainment
- Senior Leadership Team (SLT) to draw conclusions from data analysis about the performance of the school in general and in specific areas
- Evaluation Framework (SEF) and SDP processes
- Governors to inform the review of the school development plan and the setting of targets.

How this is done in practice will be determined by context, such as the annual review of exam results between HODs and SLT, and the department / pastoral meetings related to Progress Reviews.

4.4 The Learning and Curriculum Committee, on behalf of the Governing Body, will review the policy every two years.

Approved by the Learning and Curriculum Committee 15th June 2015
To Full Governors 1st July 2015
Date of next Review May 2017

