

## ASSESSMENT, RECORDING AND REPORTING POLICY

### Introduction

" Assessment is the judgement teachers make about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking pieces of work and testing. Recording is a teacher making a record of significant attainments to inform curriculum planning and reports to parents or others. Reporting is the process of informing others, including parents, Executive Headteacher, governors, the child's next teacher or college and the child. Records of children's attainments should be useful when preparing these reports. The most manageable systems are those that integrate curriculum planning, assessment, recording and reporting so that each process is not an additional burden."

Ron Dearing, The National Curriculum and its Assessment, page 102, December 1993

### Rationale

All students and parents are entitled to information and judgements regarding the academic performance of the student. These judgements will have been informed by structured teacher assessments, the systematic recording of progress, and communicated via the college's reporting system. Each student is entitled to be assessed through tasks appropriate to his or her ability level so as to ensure the maximum opportunities to achieve progress. Students and parents are entitled to receive information regarding the social, moral and cultural development of the student as well as information regarding attendance and punctuality. Students will be positively encouraged to engage in self-assessment and the planning of their own development through subject-specific progress records.

### The Nature of Assessment

Assessment is an integral part of teaching and learning and must be a constructive and positive experience. It serves five main purposes:

- Formative - provides information about students' progress which teachers will use to make decisions about the next steps in their learning.
- Diagnostic - provides information about students' strengths and weaknesses.
- Summative- provides information about levels of attainment reached at certain points in time e.g. at the end of a key stage.
- Evaluative – provides teachers information about the effectiveness of their teaching
- Informative – provides information to parents about their child's progress and to the wider community about the college's achievements

### Guidelines

Assessment is an integral part of the learning process and must support progress. Opportunities for assessment will be included in the planning of Schemes of Work to allow for assessments 6 times a year in core subjects and 3 times a year in all other subjects. Results of these assessments will be recorded on the college's Management Information System (MIS), Serco-Facility. For the core subjects these will be recorded in Terms 1, 2, 3, 4, 5 and 6. For all other subjects assessment results will be recorded in Terms 1, 3 and 5. Teachers will review assessment information to evaluate their teaching programmes. Assessments will be based on a variety of evidence such as observation, discussion, questioning, product etc. Students will be

involved in the assessment process via progress records, which allow them to positively reflect on the work they have covered and plan future progress.

Assessment of students' performance will emphasise positive achievement and highlight strengths and weaknesses. Assessment will be designed to encourage students to aim for higher standards, and to plan the next stages of their learning. Parents will be encouraged to take an active interest in the assessment process through the academic tutoring programme.

Assessment data will be regularly collated and stored for analysis in the MIS. This will generate detailed analysis of teaching and learning at Haven High Technology College for faculties, year groups, teaching groups and individuals as well as identified groups such as the "more and most able", SEN students and those for who English is an additional language. It will be used to judge student progress against expected progression and teacher expectation and so will help to inform both discussion and target setting between Academic Tutors and their students. The purpose of this analysis will be to allow a vigorous tracking of student progress in order to identify strengths and weaknesses so that strategies can be formulated to raise the standards of teaching and learning.

### **Implementation**

(i) Baseline Assessment

To assist faculties in planning, delivering and assessing student work, information will be obtained about each student's ability on entry to the Haven High Technology College. This will consist of acquiring primary school records, including Key Stage 2 assessments, and requiring each student to complete a cognitive ability test (CAT) and reading and numeracy tests. This information will be used both to aid the organisation of teaching groups whether by ability or by mixed ability and by faculties to aid student tracking. This information, together with any subject's baseline assessments, will be used by each faculty to predict the eventual Key Stage 3 and GCSE outcomes for students. As such it will also inform teacher expectations for individual students in addition to the work they produce.

(ii) Teacher Expectation

Faculties are required to make judgements as to what end of Key Stage 3 level and GCSE grade they believe each student will achieve in their subject. Re-appraisal of judgements, either up or down, will take place annually. Teachers will use a number of criteria to judge students' future attainment including:

- Key Stage 2 SAT scores
- CAT scores
- Key Stage 3 TA scores
- The quality of work produced
- End of term assessments
- A student's attitude to work
- FFT Data

(iii) Schemes of Work

Faculties, over a Key Stage, must build into their Schemes of Work coverage of all statutory programmes of study for their subject. Assessment of the attainment targets should be at the range of level descriptions appropriate to the ability of the students being taught. Coverage of attainment target level

descriptors will need to show both progression and opportunities to consolidate knowledge, understanding and skills. Faculties will identify the range and types of assessment that are relevant and plan such activities within their Schemes of Work.

(iv) Consistency

To ensure consistency, faculties will internally moderate both tasks and attainment and incorporate arrangements for this within their faculty policies. Faculties will ensure self-assessment by students via subject progress records. These will be designed to meet the individual requirements of that faculty, but will allow students the opportunity to reflect on the work they have covered, identify their strengths and weaknesses, and plan their future development.

(v) Faculty Policies

Individual subject faculties must have a policy to assess achievement which is both relevant to the specific demands of that subject and takes into account its organisation e.g. set, band and year group within the college. It should include implementation of the “assessment for learning” strand of the Secondary Schools Strategy. Where appropriate, work should be marked indicating a National Curriculum or GCSE level with an indication of how work could be improved. It is recognised that not all work will correspond to either National Curriculum or GCSE levels and on these occasions students’ work should be marked according to the college’s Marking Policy.

### **Recording**

Faculties will use the MIS for recording student progress and these, along with the central spreadsheets, will be updated 3 times a year in Terms 1, 3 and 5 in the foundation subjects and each term (6 times a year) in the core subjects. Assessment judgements must be supported with evidence and must be related to National Curriculum levels or GCSE grades or statements.

Assessments at Key Stage 3 will be recorded in National Curriculum levels as follows:

- a whole number if the student just achieved the level eg 4c
- b if the student is secure within the level eg 4b
- a if the student is working towards the next level eg 4a

Assessments at Key Stage 4 are recorded using grades as follows:

- a whole number if the student just achieved the level eg Cc
- b if the student is secure within the level eg Cb
- a if the student is working towards the next level eg Ca

### **Student tracking**

Emphasis will be placed on measuring student progress within each subject area. Progress will be measured against the predictions: CATs and Key Stage 2 SATs for Key Stage 3 and KS2, KS3 TA and FFT data for Key Stage 4. Each faculty will develop termly assessments for each year group. At the start of each unit of work, faculties will inform students of the unit contents/skills and state how they will be assessed, therefore students will know what they need to do to achieve a certain level or grade. Students will record and review their progress on progress records in each

subject area. Attainment will be measured against National Curriculum attainment targets and levels or GCSE/Btec/C&G criteria, depending on the Key Stage. At Key Stage 3 student attainment will be recorded onto a spreadsheet, in line with National Curriculum levels to one decimal place as shown above. At Key Stage 4 attainment will be recorded using GCSE points scores, for Btec and CaG completion of units will be logged and the level of achievement using Distinction, Merit, Pass or Fail. This will enable staff to examine student progress. Analysis of tracking data will provide information on teaching and learning within faculties and teaching groups and will form discussions between Academic Tutors, students and parents. These results will be discussed within faculties and with the faculty SLT link according to the schedule listed below. Analysis will be used to guide future teaching and learning.

Analysis of data will provide essential information about the progress of individual students. In the case of students falling below or exceeding expectation, this should result in discussion both at minuted faculty meetings and with the students involved. This may also involve Academic Tutors and parents.

### **Reporting**

Interim reports will consist of effort grades for each subject and target for each subject to help focus discussion; highlight areas of concern and praise achievement. Reports will be accompanied by an explanation of the format of the report, including how effort grades have been awarded. Academic Tutors will closely monitor students' grades. Each year group will also receive a full prose Report at the end of each academic year, in line with the advice contained with DCSF circulars and with National Curriculum levels for students at the end of Key Stage 3. Year 11 will receive their final report in Term 5. Students will be allocated an Academic Tutor who will monitor their progress throughout their college career. Students will meet with their Academic and will receive a report consisting of targets for the year for all subjects. Parents will be invited to these meetings. These meetings will take place in Term 2 when the curriculum will be suspended for the day. Prior to the meeting parents will be able to access data relevant to their son/daughter through the college's MIS. Parents will be given a password which will allow them access to the system via the college's website. The second meeting will be scheduled towards the end of Term 6 once again on a day when the curriculum will be suspended. At this second meeting students and parents will receive their end of year report where progress against targets will be considered. Students in Year 11 will have the opportunity to take part in the Study and Support scheme where their efforts, including progress with coursework and homework will be monitored weekly and where they will have a weekly meeting with an allocated member of the SLT.

### **Responsibilities**

Ensuring adherence, consistency and effective implementation of this Policy is the responsibility of every teacher in the college. The Assistant Headteacher, Student Progress, is responsible for the overall monitoring, evaluation and managing of the Policy and is accountable to the SLT. Heads of Faculty have a responsibility to monitor assessment, recording and reporting within their curriculum area. All teaching staff are accountable for the assessment and maintenance of an evidence base for each student.

### **Assessment Schedule: Terms 1 and 2**

1. By the end of the second week of Term 1, the MIS tracking system must be up to date.

2. By the end of the first Term, all faculties must have discussed key issues resulting from students assessments at a minuted faculty meeting or meetings
3. Minutes plus assessment data must be given to the SLT faculty link.
4. By the end of the first Term, the HoF must have written a report (one side of A4 only) analysing the previous year's GCSE results (plus KS3 teacher assessments).
5. By the end of the November a minuted meeting must have taken place between the HoD and the SLT faculty link informed by points 2, 3 and 4.
6. By the end of Term 1, assessments of all year groups must have taken place and have been assessed and the MIS tracking system updated.
7. By the end of Term 2, assessments of all year groups in the core subjects must have taken place and have been assessed and the MIS tracking system updated.

**Assessment Schedule: Terms 3 and 4**

1. By the end of January, all faculties must have discussed key issues resulting from students' assessments at a minuted faculty meeting or meetings.
2. Minutes plus assessment data must be given to the SLT faculty link.
3. By the end of January, the HoD must have analysed LA data on value-added residuals from the previous year's GCSE results. Results of this analysis should be given to the SLT link
4. By the end of Term 3 a minuted meeting must have taken place between the HoD and the SLT faculty link informed by points 2, 3 and 4.
5. By the end of Term 3, assessments of all year groups must have taken place and have been assessed and the MIS tracking system updated.
6. By the end of Term 4, assessments of all year groups in the core subjects must have taken place and have been assessed and the MIS tracking system updated.

**Assessment Schedule: Terms 5 and 6**

1. By the end of Term 5 all faculties must have discussed key issues resulting from students assessments at a minuted faculty meeting or meetings.
2. Minutes plus assessment data must be given to the SMT faculty link.
3. By the end of Term 5 a minuted meeting must have taken place between the HoD and the SMT faculty link informed by points 2 and 3.
4. By the end of Term 5 assessments of year groups 7, 8 and 10 must have taken place and have been assessed and the MIS tracking system updated.
5. By the end of Term 6, assessments of all year groups in the core subjects must have taken place and have been assessed and the MIS tracking system updated.