



## **Assessment, Recording and Reporting Policy**

**Date Passed to Governors:** May 2018

**Approved / Adopted by Governing Body:**

**Date Policy Reviewed:** July 2021

**Date of Next Review:** July 2022

## Introduction

The school's policy on Assessment, Recording and Reporting Achievement is in accordance with Government statutory requirements.

"A written report must be sent to the parent / carer on their child's progress for the school year by the end of the summer term. The report for school leavers must be sent no later than 30<sup>th</sup> September following the end of the school year in which the pupil left."

It must contain; general progress, brief particulars of achievements, highlighting strengths and developmental needs, how to arrange a discussion about the report with a teacher at the school, attendance record, grades achieved when entered for GCSE, and any other grades achieved.

**School Reports on Pupil performance:** guide for Head Teachers updated 18<sup>th</sup> June 2020 which can be viewed via this web-link:

<https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers#school-leavers-reports>

## Aims of the Policy:

To provide a framework which:

- Meets statutory requirements regarding assessment, recording and reporting
- Enables teachers to use assessment to diagnose strengths and areas for development for all pupils
- Ensures assessment is timely and fit for purpose
- Ensures formative, summative and assessment for learning allows for progress of all pupils
- Enables teachers to evaluate the success of their own teaching
- Informs parents / carers about the progress their child is making
- Ensures pupils understand how they are performing and how to improve
- To maintain a record of what a pupil knows, understands, and can do, and in a form that is manageable, accurate, comprehensive and accessible to all stakeholders
- Provides all stakeholders with effective benchmark data and achievable aspirational targets that pupils are capable of attaining given quality first teaching and support available from the staff at Longfield Academy
- To promote and implement a consistent approach to assessment
- To offer guidance on Assessment, Marking, Recording and Reporting procedures and practices
- To underline the importance of assessment and moderation procedures
- To inform staff of statutory requirements
- To detail specific staff responsibilities
- To ensure intervention is highlighted when a pupil is not on or above their target grade.

## **Section 1 - The Principles of Assessment, Recording and Reporting:**

### **Assessment**

“Assessment strategies should help to activate pupils as owners of their own learning”

– Dylan Williams

- Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect whole Curriculum and learning opportunities. The main aim of the assessment process must be to facilitate progress in a pupil's learning.

Assessment is an integral part of the teaching and learning process, a valuable formative summative and instant tool. Effective assessment provides:

- An understanding of knowledge gained
- A statement of current attainment (for tracking purposes only)
- A record of progress
- A target for future performance
- An acknowledgement of strengths and areas for improvement
- Information on the pupils' readiness for future learning
- Opportunities to evaluate the effectiveness of the teaching and learning methods employed
- Gap analysis should highlight where pupils' strengths and areas for improvement lie in subject areas
- To be at its most effective assessment should be a continual process and not an infrequent, purely summative exercise
- On entering the School, a pupil will have taken a National Key Stage 2 summative test and will have achieved a score between 80 and 120 for Mathematics and English initially used for setting (see setting policy) Due to Covid at an appropriate time pupils' will be set following baseline assessments.
- 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.

Assessment has a common procedure:

- Direct teacher judgements that are as valid and reliable as possible, consistent both within the School, and with subject specific / Exam Board standards.
- Promotes a common interpretation of the subject specific/Exam Board grade descriptors across departments.
- Gives teachers confidence in their professional judgement and skill.
- Is fair and accessible to pupils.

### **Assessment Records:**

- Sims will be used for all tracking alongside a department tracker held centrally where Data Verification will take place between Teachers, Middle Leaders, SLT links and the Data Verification Team
- Will highlight classwork assessments, marking token assessments and summative assessments which is then used to formulate predictions of pupil progress
- Assess pupil progress against subject/Exam Board criteria
- Must be easy to interpret, useful and manageable
- Results of assessment are reported in a way useful for pupils, teachers, parents / carers and other interested parties.

- Assessment gradually builds a profile for each pupil over his or her school career.
- 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.
- Comparisons made between prediction and targets and where underperformance is highlighted pupils must attend bespoke intervention.

### **Reports:**

- Must outline strengths, areas for improvement and any intervention required for each subject and whether a pupil is Above, On or Below target.
- Must inform parents / carers of pupil progress and where appropriate what they can do to support pupil progress.
- Identify bespoke intervention for pupils and inform parents / carers of how pupils and parents can ensure the pupil is back on target.

## **Section 2 – Definitions of Assessment**

### **Guidelines**

This policy sets out guidelines to achieve these aims, by setting assessment within the context of the learning process and outlining systems that inform stakeholders of targets, review progress, and intervene where necessary.

### **Methods of Assessment**

Assessment should form an integral part of each unit of work, allowing clear objectives to be assessed in a formative, summative and instant manner prompting the acquisition of knowledge and learning and ensuring the progress of pupils.

### **What Pupils Should Know**

Assessment should show pupils how much progress they have made towards meeting the objectives. They should have opportunity to reflect on progress made in assessments and have the opportunity to correct any misconceptions or gaps in knowledge. This will allow them to appreciate what they have achieved and where they need to go next. This forms part of each topic start in line with the teaching and learning policy. Pupils, parents / carers will be made aware of assessment dates throughout the academic calendar. Longfield has adopted Learning Tracks and learning journeys in order to outline knowledge that is essential for pupils to learn. Retrieval strategies introduced into all Medium-term Plans and resources are then used as a mechanism for formative assessment.

### **Assessment Criteria**

Where appropriate, assessment should be related to descriptors and recorded on central trackers with reports stipulating whether a pupil is above, on or below their target grades. Targets at Key Stage 3 and GCSE or equivalent criteria at Key Stage 4 should be used for assessment.

### **Summative Data**

Assessment needs to provide data about the progress pupils have made, for use in reporting to parents / carers, to inform departments of areas of strength and areas for improvement, highlight where intervention is required and where teaching and learning improvements are necessary.

## **Marking**

The marking of work should recognise both achievement and effort and future targets to allow an ongoing dialogue between teacher and pupil. (Please see Marking Policy)

### **Be Positive**

In all aspects of assessment, strengths are to be strongly acknowledged, and areas for development are to be identified in the context of what needs to be done to remedy them.

## **Recording**

There needs to be a record of what a pupil knows understands and can do, and in a form that is manageable, accurate, comprehensive and accessible to teacher and pupil. Such records will form a basis for continuity and progression between Year Groups, teaching groups and Key Stages.

### **Individual Records**

Individual records will be kept of a pupil's achievement and progress. Such records might include mark books, Target Setting and Progress Review data (held on SIMS mark sheets), pupil record sheets, individual portfolios and central trackers.

## **Monitoring Progress**

The termly progress check in Key Stage 3 requires the recording of a judgement for every pupil in every subject based against his or her agreed Key Stage 3 target. Staff will judge pupils as to their ability to meet the target set, outperform the target or achieve the set target. The Leadership Team, Heads of Department and classroom teachers have their own roles and responsibilities to adhere to within this school system. Where data is entered data verification takes place in order to ensure that the most appropriate prediction in grade is made. This data then informs actions. This process is cyclical. Following an uplift data is analysed centrally and provided to Head's of Department. Actions are then agreed through Department Meetings or Health Checks. Following this the impact of these actions will be revisited in the 6<sup>th</sup> week and amended or removed as appropriate.

At Key Stage 4, target grades will be reviewed at the start of Year 10/11 using a triangulation of evidence from SISRA, FFT and in-house flight paths. Once a year group has gone through and received GCSE grades having had 80-120 score from KS2 this will allow us to make targets more accurate.

At Key Stage 3 target grades are reviewed annually as more assessment data informs targets and termly based on pupil predictions. When appropriate targets can be moved up or down in light of performance and so if a pupil is reported above target then the target will be risen and when below following two data uplifts a conversation will take place between the teacher, Head of Department and Senior Leader Link as to the best course of action.

## **Monitoring**

Underperformance and difficulties in learning are to be identified promptly, through monthly data analysis. Sims trackers will identify underachievement and support, guide and lead intervention strategies to raise individual's performance.

## **Evaluating**

Test and examination results will be analysed termly in Departments and then through the Data

Verification Team and findings used to improve the quality of teaching and learning, inform intervention and next steps to ensure pupil progress. The quality of assessment needs to be monitored frequently by Heads of Department and the Leadership Team.

## **Formative Assessment**

Assessment **for** Learning happens all the time in the classroom. It is rooted in self-referencing; a pupil needs to know where s/he is and understand not only where s/he wants to be but also how to "fill the gap". This involves both the teacher and the pupil in a process of continual reflection and review regarding progress. When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action. Teachers adjust their plans in response to formative assessment. Assessment as learning is the use of assessment to understand a pupil's ability to retrieve knowledge and will be used strategically prior to summative assessments.

## **Summative Assessment - Teacher Assessment (TA)**

Assessment **of** Learning is carried out at the end of a unit and/or Year or Key Stage or when a pupil is leaving the school to make judgements about pupils' performance in relation to school targets. TA is based on GCSE grades at key stage 3 and GCSE grades or equivalent at Key Stage 4. Teachers use standardisation and moderation meetings as an important quality assurance opportunity.

## **Summative Assessment - National Curriculum tests and GCSE exams**

Assessment **of** Learning provides a prediction of attainment at the end of Key Stages based on classwork, homework, marking tokens and assessments.

A pupil's **performance** is described in relation to the national standards – levels or GCSE or equivalent grades.

***See appendix 1 – Checklist on how to find evidence of the effective use of assessment for learning.***

## **Section 3 – Information / Advice for Staff**

The regular assessment of pupils' progress is an integral part of good and effective teaching and learning in the classroom.

Department's need to:

- Use the medium-term plans to agree / identify opportunities for assessment and have these verified by SLT links and Teaching and Learning Lead
- Use retrieval strategies to review and embed knowledge and ascertain Gaps
- Plan a variety of learning experiences for pupils in their medium-term plans so that there is a good balance throughout the course and within individual lessons
- Consider carefully the nature of the tasks set. To have a positive effect on the standards of pupils' achievement, an appropriate level of work needs to be provided with more demanding challenges for the more able pupils, and opportunities for reinforcement for the less able
- Provide questions and tasks which probe pupils' grasp of the material being studied
- Devise tasks which consolidate understanding and which require application of knowledge and understanding within new contexts
- Utilise a range of *informal* assessment techniques so that pupils are challenged to show the extent of their understanding (See checklist appendix 1)

- Increase the range of opportunities for carrying out continuous assessment by:
  - i. Good classroom organisation which encourages children to work independently
  - ii. Effective use of support teachers and other adults in the classroom;
  - iii. Classroom experiences which arise from a wide range of teaching and learning activities
- Have clear and high expectations of pupils' performance and provide them with understandable assessment criteria so that they are clear about what they need to learn
- Ensure that, in as far as is possible, account is taken of pupils' attainment on entry in Year 7.
- Ensure that procedures and practices adopted for assessing pupils' progress are not too time-consuming
- Respond to pupils not meeting their target through intervention.

## **Section 4 - Monitoring and Follow-Up Procedures**

Several different systems are employed to monitor the effectiveness of this policy and the degree to which it is being implemented:

- Regular monitoring in line with the school monitoring systems is undertaken by each Head of Department to ensure that all staff within their department are adhering to Departmental Assessment Policies. This is evidenced to the leadership team through Department meetings and Department Verification Meetings and then further analysed through the Data Verification Team
- Each department through Progress Review Meetings discuss pupil progress and those pupils who may require further intervention to support their learning.
- Departments regularly discuss and evaluate the medium-term plan. This allows teachers to share good practice and especially discuss issues related to assessment/recording and reporting.
- Intervention and data will be analysed at monthly meetings by the Data Verification Team.

## **Section 5 - Recording Assessments**

### **Methods of Recording:**

Central trackers are utilised by all departments to track pupil progress. There are differing mark sheets for departments in order to calculate averages or weighted elements of the course.

We use three formal reports per pupil, per year to offer a summative statement to parents / carers and to satisfy statutory requirements. This report includes predicted grades in comparison to the pupils predicted target grades strengths and areas for improvement. Where targets are not met intervention is reported. Disadvantaged pupils and SEN pupils will receive a comment for intervention.

There are central tracking and monitoring mark sheets / spreadsheets in each Year Group. These are published termly in Years 7, 8, 9 and 10 and monthly in Year 11.

The records identify individual pupils' achievements against attainment targets. This information is used for mentoring individual pupils in Year 11. The information is also provided for all members of staff to give them a global picture of each child.

Pupil rewards and achievements in all areas are recorded centrally on ClassCharts and on SIMS when appropriate. Information is provided to tutors and to pupils on a half termly basis through departments and termly recording is made in pupil planners.

## Section 6 - Reporting to Parents / Carers

Parents / carers will be issued assessment dates for the academic year. Correspondence will promote parent / carer and pupil work in preparation for assessments. Supporting material will be sent home to parents / carers.

### Statutory Requirements:

Schools must send parents / carers at least one written report every school year and notify them as to the arrangements for discussion of those reports.

Below is the Department for Education's expectation with regards reporting;

Information	All years	Years 1 to 6 (key stage 1 and key stage 2)	Years 10 and 11 (key stage 4)
General progress	x	x	x
Brief particulars of achievements, highlighting strengths and developmental needs	x	x	x
How to arrange a discussion about the report with a teacher at the school	x	x	x
Attendance record (see changes below)	x	x	x
The results of any national curriculum assessments taken by the pupil (see changes below)		x	
The grade achieved in subjects for which the pupil was entered for GCSE (see changes below)			x
Any other qualification, or unit towards a qualification, and the grade achieved (see changes below)			x

### Attendance record

The Department for Education (DfE) has laid regulations to remove the requirement to report pupils' attendance data for the 2019/20 academic year, in recognition of the impact of coronavirus (COVID-19) on the possible attendance. These regulations will come into force on 9 July 2020.

This information must be sent within 15 days of the pupil ceasing to be registered at the old school, unless the new school is not known. In this case it should be sent within 15 school days of any request from the pupil's new school.



## **Section 7 - Setting Standards**

The following procedures need to take place to ensure standards are set and the policy is adhered to:

### **Departments need to:**

- Ensure that assessments are consistent so that when judgements are made against standards (including the National Curriculum) there is fairness for pupils both within a teaching group and between teaching groups
- Develop standard activities focused on agreed objectives based upon the Longfield Learning Station, which have agreed and standardised criteria for assessment
- Compare the performance of pupils from different classes on common activities
- Where appropriate, samples that exemplify specific levels and standards
- Ensure that Coursework and Controlled Assessments are moderated within accordance of JCQ requirements to meet GCSE or equivalent level requirements
- Departments must maintain standards whilst utilizing welfare and SEN materials to inform planning and delivery.

## **Section 8 - End of Key Stage Arrangements**

### **Preparation of pupils for internal assessments:**

Pupils should be well-prepared for the assessments. Their preparation may include:

- A testing of key terminology prior to assessments Retrieval strategies throughout the term
- Having taken several assessments of similar structure as part of the course
- Having had feedback on their performance in assessment papers
- Tutoring in revision and examination techniques
- Revision strategies shared through assemblies and Parent Evenings
- A briefing of what to expect - this could include information about the format of the tests, their significance, the nature of the questions, the structure of the exam weeks, opportunities for revision and details of available support.
- Year 11 will experience exam wrap-around sessions in both mocks and final GCSE exams in preparation for exams. This will also feature in GCSE and vocational exams for Year 10.
- There is a welfare package in place which includes exam stress workshops and anxiety support (mental health and welfare ladder).

### **Different Tiers of Assessment**

Teachers should use the evidence from teacher assessment to ensure that pupils are given the appropriate level of assessment. Tiers will be checked through Middle Leaders and Data Verification Team.

### **Use of Key Stage 3 results:**

### **Departments may wish to:**

- Ensure that papers are returned to pupils and carry out a follow-up discussion with them.

### **Departments need to:**

- Use Key Stage 2 and Key Stage 3 data, together with teacher assessments, as a basis for grouping pupils in KS4 to ensure expected levels of progress are made. Proposals for set changes must run through the Data Verification Troup.

## **Section 9 - Staff Responsibilities:**

A school policy in itself provides only a basis for action and the means to ensure their consistent and effective implementation need to be found - the roles of the Leadership Team and Heads of Department are central to this process.

### **Members of the Leadership Team should:**

- Facilitate INSET / discussion opportunities for departments or teams of teachers to discuss assessment/recording/reporting
- Facilitate liaison opportunities with other schools related to consistency and/or continuity in assessment/recording / reporting
- Monitor and manage Target Setting and review Data Uplifts and End of Key Stage Targets across the school
- Provide a mentoring system for pupils to identify targets for improvement and to provide support for individual pupils, their parents / carers and the teaching staff
- Analyse, evaluate assessment data, and discuss implications of findings with departments with respect to future developments in teaching, assessment and intervention
- Monitor and evaluate departmental marking and feedback through half-termly book scrutiny

### **Head of School / Examinations Officer should:**

- Oversee the arrangements for public examinations and internal mock exams
- Keep up-to-date with local and national developments relating to assessment, disseminate relevant documentation to Heads of Subject and advise other colleagues when necessary
- Ensure the school meets JCQ requirements in all exams
- Support, monitor and evaluate assessment/recording/reporting within the school.

### **Head of Department should:**

- Monitor and evaluate teachers' marking and other assessment/recording/reporting practices within their department
- Promote consistency in assessment/recording/reporting within their department
- Provide guidance on judgemental issues when assessment standards are being set
- Monitor and manage Target Setting, data uplifts and Review of end of Key Stage targets within the department, and ensure staff within the department use the system effectively with pupils to set and review end of Key Stage targets
- Ensure that their staff have access to relevant publications and are fully informed of the arrangements for public examinations
- Use the results of assessment to inform and direct future teaching and curriculum planning
- Periodically meet with the Head of School and/or Leadership Team members to discuss, amongst other issues, matters relating to assessment/recording/reporting
- Where appropriate, monitor and manage pupils who underachieve in their subject area in the Review of end of Key Stage targets, and liaise with parents / carers in relation to subject specific intervention

- Undertake examination of the quality of the comments made by staff on reports. Appropriate action should be taken where there is cause for concern or when the content is excellent.

### **Learning Support should:**

- Provide support for pupils with specific learning needs to be able to access the whole range of teaching and learning activities.

### **Mentors (Year 11) should:**

- Support classroom teachers, Heads of Department and the Pastoral Team in monitoring pupil performance, feeding back performance information to pupils and providing intervention where appropriate to ensure pupils are performing to the best of their ability, using the assessment and reporting data available.
- For specifically identified pupils there will be intensive parental engagement to ensure pupil progress is maximised.

## **Appendix 1 – Checklist**

This summary checklist will help you find evidence of effective use of assessment for learning.

Evidence can be found in:

### **PLANS with**

- Emphasis on learning intentions and sharing them with pupils and other adults in the classroom
- Assessment criteria for feedback and marking, self and peer assessments
- Differentiated groups
- Review time and flexibility built in
- Specific intervention for pupils who need additional/ consolidation work
- Lesson evaluations have taken place to inform future planning
- Plans allow for higher order questioning to take place

### **TEACHERS who are**

- Using a wide range of knowledge of pupils' strengths, make judgements about why and about next steps/interventions
- Sharing learning intentions with pupils and using them to give feedback / mark work / rewards
- Demonstrating a reflective approach to teaching and learning and building in review time for themselves and their pupils
- Encouraging pupils to take responsibility for their learning by providing opportunities for pupils to make judgements in relation to their progress
- Using the Target Setting and Reviewing of end of Key Stage targets regularly to discuss with pupils their current level of performance
- 'Modelling' a variety of skills / attitudes / standards / qualities for pupils
- Analysing pupils' performance in tests and using the information for future learning plans
- Feeling confident / secure in classroom practice

### **PUPILS through**

- Attitudes to learning - motivation, self-esteem, independence, initiative, confidence

- Responses to questions, contributions to plenary, explanations and descriptions
- Pupils make at least expected levels of progress or better
- Questions they ask
- Active involvement in formative assessment processes e.g. self / peer assessment, recognising progress in their written work / skills / knowledge / understanding, target setting.
- Evidence in planners and books of assessment and pupil-teacher dialogue

### **SCHOOL ETHOS which**

- Values attitudes to learning with trusting relationships
- Encourages and builds self-esteem
- Has systems that support all pupils
- Provides support / guidance/appropriate training opportunities
- Manages change well and includes maintenance systems
- Encourages review and self-evaluation at individual, subject and school level