



YSGOL GYMUNED

FERNDALE
COMMUNITY SCHOOL

**ASSESSMENT RECORDING &
REPORTING POLICY 2012**

Presented to Governors
Autumn 2012

Assessment Policy

Assessment lies at the heart of the teaching and learning for all learners. This document lies down a whole school approach, which takes into account the guidelines of the National Curriculum and its statutory requirements. It is intended as a framework for departmental assessment policies.

Subjects within the National Curriculum demand different approaches and there are considerable differences between them regarding the nature of attainment targets.

However, all departments need to adhere to a common framework.

Aims of the policy

General Aim:

Assessment should have a positive effect on learners' attitudes, motivation and self-esteem. It should play an important part in raising standards.

Roles and Responsibilities of the Headteacher, other staff and Governors.

The headteacher will ensure that:

- learners will only follow syllabuses or be entered for external examinations approved by the governing body; this includes registered learners studying in other schools and colleges under consortium arrangements
- where a subject does not have national standards as a reference then school standards will be provided and standardised assessment will be used to inform teacher assessment of learner progress
- national assessments are applied in accordance with the statutory framework
- all teachers receive training on how to use formative assessment to inform lesson planning – this will include setting learning objectives, observing learners learning, discussion and questioning, and giving feedback
- marking of learners' learning complies with the school's guidelines [see *marking policy*], and is used to motivate learners and to provide them with specific guidance on what further learning is required

- a database of learner attainment will be used to track individual progress, but information about individual learners will only be made available to them or their parents/carers
- all learners will receive a full report for each subject once per year written in accordance with agreed procedures
- parents will be informed regularly about their child's progress and annually about the results obtained in national assessments and examinations
- any changes required to this policy in the light of practice and changes in national requirements are reported to the governing body.

The School Leadership Team aims to:

- ensure that all teachers know what is expected of them as regards assessing learners;
- support teachers in sharing this process with colleagues;
- help teachers make well-founded judgements about learners' attainment and progress;
- track the attainment and progress of individual learners and learner groups over time;
- provide parents with accurate information about their child's attainments and progress;
- monitor practice in assessment and the use made of assessment information;
- collate information that enables the Governing Body to evaluate practice across the school;
- use assessment information when planning training and the deployment of resources;
- compare the progress made by different groups of learners to ensure that no group is disadvantaged.

All staff are expected to ensure that:

- learners are actively involved in learning and self-assessment of progress
- care is taken to ensure that assessment builds learners' motivation, confidence and self-esteem

- lessons begin with clear expectations, and learning objectives are shared with learners. These are reviewed at the end of the lesson or series of lessons
- each learner receives feedback about the standards of their work, although this may not always be in writing
- where work is marked this may show the standards reached against the national expectation if close to the end of a key stage, but it must always show what is required for the learner to improve and move on to the next stage of learning (see marking policy)
- all learners agree personal attainment targets
- results of assessment are used to inform further planning and differentiation.

Learners are encouraged to take responsibility for their own learning through:

- assessing their own work and, where appropriate, the work of other learners
- setting targets for their own learning as part of the school's review and reporting system
- asking for help and advice in improving their work.

The **governing body** is responsible for:

- ensuring that the school **Annual Report to Parents** includes information about the school's National Curriculum assessment results as well as GCSE, AS and A Level results.
- that national comparative data is provided for similar schools and national averages.

What is assessment?

Assessment is the means by which the progress of learners is monitored. It is a tool to inform curriculum planning and learning programmes.

Assessment is sub divided into two areas;

1. Assessment of Learning or Summative assessment.
2. Assessment for Learning (AfL) or Formative assessment.

Assessment terminology

This policy document is combined with guidance for staff on **assessment for learning**, but it is also designed to inform Ferndale's **assessment of learning**. We make this distinction in terminology to convey our different uses of assessment: first, to influence teachers' planning and have a formative effect on learners' learning (as a result of feedback on their performance); and, secondly, to influence Governing Body priorities and render the School accountable for its results (by making average progression figures available for comparison with those achieved by other schools with similar learners, and thus indicating "value added").

See how the assessment of learning is used in Ferndale's current *School Evaluation of Performance and Targets* document, for details of our second use of assessment. Meanwhile, this policy will focus on our first use: assessment for learning.

Purpose of assessment for learning (AfL)

Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what learners already know and can do and what their next step should be.

Assessment is an integral part of teaching and learning which is evident in every lesson.

Effective teachers hold a great deal of information in their heads and it is not possible to commit all of this to paper. However, we believe that when teachers identify and record in advance what they intend to assess during a lesson and then record the outcomes of this assessment in a systematic way, it is more likely that the information will contribute to a developing picture of each learner's attainments and learning needs and influence teachers' future plans.

By assessing learners accurately and consistently and recording key information we:

- build a clear picture of each learner's skills, knowledge, understanding and approaches to learning;
- identify each learner's strengths and the priority areas for their future learning;
- diagnose specific learning difficulties
- identify an appropriate curriculum for each learner;
- identify "next steps" for each learner and express these as clear learning objectives;
- identify the progress made in individual lessons or series of lessons;
- evaluate the progress that each learner is making over time;
- evaluate and improve the teaching strategies used with each learner;
- support learners, where appropriate, to monitor their own learning;
- identify, celebrate and share achievement.

Our learners' progress is not always linear and skills are rarely generalised spontaneously. Teachers need to use their professional judgement in analysing the outcomes of any assessment, particularly one that depends on a published tool or on an observation made on only one occasion.

Why do we assess?

- To define each learner's ability: what the learner knows, understands and can apply.
- To reveal learner's strengths and weaknesses.
- To ensure early identification of learners with S.E.N
- To inform future planning and target setting: to ensure continuity and progression in our work with the learners.
- To provide information on learner's basic skills
- To communicate accurate information about the pupil that is useful to teachers, learners, parents, and other educational agencies.
- To comply with statutory requirements.

Strategies for assessment

- Observation - watching the learner on task
- Questioning/discussion with the learner
- Learners self-assessment

- Peer assessment
- Photographing/videoing/audio taping work in progress
- Examining learner's written work (E.g. book scrutiny)
- Marking learner's work, according to the school marking policy
- Teacher devised tests
- Statutory formal assessments:
 - Baseline assessment at Year 9,
 - Mock examinations Years 10, 11, 12 and 13
- Non-statutory tests such as Reading Ages, CAT's, NFER (Progress in mathematics (PIM)) for tracking and target setting purposes.
- Intervention arrangements in line with the Basic Skills guidelines.

Planning for assessment

Assessment is built into planning and is evident within schemes of work and curriculum plans, It takes place both during each topic/half term's work and at the end of a topic as per individual departmental policies. Teacher's planning documents show assessment focus and identify opportunities for assessment.

The senior team recognises and encourages the following as characteristic of Good Practice:

Assessment which

1 Promotes and Supports Learning

- identifies what learners know, understand and can do
- enables consistent monitoring of learner progress
- identifies individual learning styles
- identifies individual learning strengths and weaknesses
- encourages progression in learning

2 Informs Teaching

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self reflection

3 Is both formative and summative

- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures learner performance
- identifies clear and shared targets for learner progress
- promotes differentiation by outcome
- informs subject choice and career decision making
- provides effective and progressive learner records
- informs regular reporting to parents

4 Uses appropriate and diverse strategies

- is both formal and informal
- accommodates a variety of learning styles
- tests a range of skills
- encourages effective and standardised marking procedures
- is both quantitative and qualitative
- is carried out in a range of contexts

5 Recognises ALL learner progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self direction
- fosters self esteem and social development

6 Develops the capacity for Self Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports learners in self and peer assessment activities
- engages learners in realistic target setting

7 Fosters a shared involvement and responsibility between School and Home

Recording Policy

Record Keeping

The recording process is the responsibility of the Head of Department. The statutory requirements for assessment and reporting demand reliable and valid records to enable judgements to be made about learner's performance, progress and achievement.

- Recording should take place throughout the Key Stage.
- The recording systems should be manageable and effective.
- The format will be determined by the professional judgement of teachers in each department.
- Mechanisms should be in place, within a department, to allow transfer of assessment records between teachers.
- Records should assist the planning of future work and form the basis for decisions about the level of learner achievement, particularly at the end of Key Stage 3.
- Records should enable each department to make a provisional judgement on a National Curriculum level, GCSE grade or A level grade for a learner if requested by the Head of Year or other member of the senior team in response to a parental query and also facilitate the completion of each data capture week in accordance with the school assessment calendar.
- Records should enable teachers to identify whether or not a learner is on course to achieve a target grade.
- Records are to be used to agree a current level for tracking purposes when required by the school assessment calendar. (See Appendix 2.)

Portfolios

Portfolios of evidence are to be available in all subject areas at KS3. These exemplification documents are updated with more relevant and current material on a regular basis as and when material is available.

They are used to illustrate school judgements of National Curriculum levels at KS3. They will contain evidence of work collected from all classes from Year 7 to Year 9, reflecting work from all ability ranges within the Key Stage. It will also be used as a tool to reflect on continuity and transition between our Primary feeder schools.

Moderation of learners work at KS3

Regular moderation takes place each term. Departmental meeting time is used to analyse learner's work against National Curriculum level descriptors and the skills based framework.

Special Educational Needs and IEPs

Assessment should reflect the school policy on SEN.

Any children experiencing difficulty in making progress in line with expectations for their age will have an IEP.

IEPs are reviewed regularly, to enable learners to progress. SIMS IEP writer to be utilised to ensure all records are kept centrally and available for review by all.

Target Setting

Analysis of assessment data is made by the Senior Management team. Overall percentages are reported to governors, parents and the LEA. Targets based on National Curriculum levels are set in July for each child, for the end of the next academic year. When planning, consideration is made about how to deploy support staff. These targets are reviewed each term to ascertain if the children are 'on track' to achieve their targets.

These targets are shared with both children and parents. Learners complete self-assessment sheets, during Learning Pathway sessions, linked to their individual targets.

Students receive individual mentoring sessions with their form tutor based on their interim report and self assessment sheets linked to their targets for each academic subject.

Marking Policy

Marking should be a regular and integral part of the assessment process:

- Learners work should be marked regularly.
- The process should provide constructive written comments; praise wherever possible.
- Diagnostic comment should be included, enabling the learner to know how he/she can improve. These comments should be meaningful to learners.
- Weaknesses in language should be indicated.

- Spelling, punctuation and grammar should be corrected. (See teacher assessment codes.)
- Departments should ensure consistency by using collective marking sessions as a method of making decisions on standards.
- Head of department is to be responsible for ensuring standards are maintained and for providing a suitable sample for any scheduled book/work scrutiny.
- A book/work scrutiny will form part of all Departmental reviews.

Reporting Policy

All statutory requirements for reporting to parents are in place.

Reporting is achieved through;

- Parents Evenings
- Written Reports (Using SIMS)

Parents' Evening

Parents are invited to attend a parents' evening, on one occasion during the school year at which parents can discuss progress and targets for their child with the subject teachers. Opportunity also exists during the evening for the parent to discuss the social and extra-curricular progress of their child with the Head of Year.

An additional parent's evening is held for Year 7 learners, early in the autumn term. This evening allows parents to receive feedback from their child's Form Tutor as to their initial progress within KS3.

Written Reports

- Parents receive a written report on their child's progress for the academic year, according to the reporting calendar. This is called the **Annual Report** and fulfils the requirements of the relevant legislation.

Parents are given the opportunity to discuss the contents of the report by returning an attached request sheet.

- Interim reports are sent to parents of each year group according to the school assessment calendar. This report is called a **Progress Report** and will contain current attainment levels or grades as well as an effort mark.

- Monitoring of underachievement takes place on a regular basis. Parents of children highlighted as underachieving are contacted and support interventions are employed. A member of the senior Leadership team is responsible for monitoring and supporting any required intervention at each key stage.
- Data on all learners is captured and the end of each half term period and tracking data is amended accordingly. Heads of Year, Form Tutors and Heads of Department are supplied with appropriate tracking/monitoring broadsheets to enable them to identify and tackle underachievement and to provide information for effective mentoring

The School Assessment Calendar sets out the timetable for the written reports, progress reports and all data capture arrangements. (See *assessment calendar*)

Assessment, Recording and Reporting

Expectation of Each Department

Each department is expected to have a written assessment, recording and reporting policy in line with the whole school policy and this must include the following:

- The aims and purposes of assessment.
- Clear statements as to when assessment will take place.
- Techniques and methods, which will be used.
- An assessment plan across each Key Stage.
- Mark schemes/criteria against which learner progress will be measured.
- Processes to achieve consistency within the department.
- A plan for the statutory assessment at the end of KS3
- A recording /tracking policy.
- Clear statements explaining the link between the Rewards System and learner progress within the department.
- A recording policy.
- A marking policy.