

# **Brine Leas School**

## **An Academy**

# **ASSESSMENT, REPORTING AND RECORDING POLICY**

## **PREFACE**

Effective assessment and tailored target setting can reduce the margin between what is taught and what is learnt, and thereby increase pupil achievement. 'Target setting' is the setting of specific goals/targets designed to raise educational standards and then taking the necessary action in order that those targets can be achieved'. There is only one educational opportunity in childhood and in order to achieve their potential all children are entitled to praise, recognition, encouragement and to experience success. 'What is taught' and 'what is learnt' are rarely the same.

## **AIMS OF THE POLICY**

By its implementation to facilitate progress in pupils' learning:

- to provide a guide for each Department and Curriculum Area to develop its own programme of study;
- to promote a consistent approach to Assessment, 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 raise pupil's expectations of themselves and hence their attainment;
- to involve families in understanding the progress and need of their child.

## **SECTION 1 - THE PRINCIPLES OF ASSESSMENT, RECORDING AND REPORTING**

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and learning opportunities. The main aim of the assessment process must be to facilitate progress in a student's learning.
2. Assessment is an integral part of the teaching and learning process, a valuable formative and summative tool. Effective assessment provides:
  - a statement of current attainment;
  - a record of progress;
  - an acknowledgement of achievement and underachievement;
  - information on the students' readiness for future learning;
  - information on the effectiveness of the teaching methods employed and the current scheme of work.
3. To be at its most effective assessment should primarily be a continual process and not an infrequent, purely summative exercise.

4. The outcomes of assessment modify our teaching methods, provide feedback on the curriculum and examination courses as well as indicate student progress. On entering the School, be it at the start of Year 7 or as a casual admission, a student may be given a base-line assessment so as the teacher can formulate an individual action plan for that student.
5. We recognise the potential for assessment in developing a positive self image in the student from positive and constructive feedback, and the feeling of success which encourages further study.
6. In addition to normal assessment, opportunities are taken to record significant points in a child's development, such as:
  - a moment of 'breakthrough' in understanding;
  - interesting examples of problem solving strategies;
  - difficulties encountered/areas of weakness and possible reasons for them.These records are invaluable formal feedback and for parents evenings.
7. Each department has their own system of marking suited to the needs of their subject. Teachers in each department use their departmental framework for marking.
8. Summative tests have an ongoing policy in their construction, marking and usage. These tests show what a student can do, i.e. they are criterion referenced.
9. Assessment has a common procedure:
  - a) It is consistent across the department to provide an outcome which aligns with the School, and Exam Board standards.
  - b) promotes a common interpretation of the Exam Board grade descriptors.
  - c) is fair to students.
10. Assessment records:
  - a) are based on an agreed set of principles and purposes;
  - b) assess student progress against Exam Board criteria;
11. Results of assessment are reported in a way useful for students, teachers, parents and other interested parties.
12. Assessment gradually builds up into a profile for each student over their school career.
13. Students 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.
14. Assessment records provide confidence between teachers across phases and enhance progression for students. Key Stage 2 records are recorded/assimilated onto our records as appropriate.
15. Recognition is given by the Headteacher and Governors for the time and resource implications of good assessment, and due allowance made for this in the construction of the teachers' working day. The DfE guidance on assessment has been taken into account in formulating this policy.

## **SECTION 2 - IDENTIFICATION AND ASSESSMENT ARRANGEMENTS**

The School informs parents about the assessment process as part of an introductory program for students entering in Year 7 and again at the start of the KS4 study period. Information, including detailed assessment results, are discussed between staff of the feeder and receiving school before students transfer from the Primary to the Secondary phase.

In all year groups, GCSE grades which are based on KS2 performances, are set as targets. These targets can be adjusted by teaching staff to ensure they are challenging, yet realistic, to increase student aspirations. A review of student progress is undertaken at the end of each year.

All target grades and predicted grades are collated and made available to all staff via SISRA and Bromcom.

The analysis of the target setting process is used in the departmental review with student performance targets providing statistical data against which the School measures recent performance. The Governing Body uses the data to assess if targets are being achieved or are falling short and identifies areas for improvement for the future.

The School collects and uses a wide range of data to establish the attainment level and potential of a child when he/she enters the school. This includes: -

- Key Stage 2 Standardised scores and Teacher assessments
- Reading and Spelling tests (Year 7)
- Key Stage 4 qualifications
- Key Stage 5 qualifications

We therefore have baseline information on each child, regardless of ability, that is used to generate: -

- targets for GCSE (or equivalent qualifications)
- targets for A-levels (or equivalent qualifications)

## **SECTION 3 - INFORMATION/ADVICE FOR STAFF**

The regular assessment of students' progress is an integral part of good and effective teaching/learning in the classroom. Such assessments may range from simply looking over students' shoulders while they are writing during a period of normal classwork, to the use of formally administered tests and examinations. It would be very rare for one piece of work to be used to inform any of the data collection points.

Departments need to:

- inform students of their current Predicted grade and subject target(s);
- use the programme(s) of study to agree/identify opportunities for assessment;
- plan a variety of learning experiences for students in their Schemes of Work so that there is a good balance throughout the course and within individual lessons. This will allow for different forms of assessment to be employed so that weaknesses/strengths in students' learning can be identified and improvements achieved;

- consider carefully the nature of the tasks set, be they formal/informal/extended tasks etc
- have clear and high expectations of students' performances and provide them with understandable assessment criteria so that they are clear about what they need to learn to achieve/exceed their subject target.

## **SECTION 4 - MARKING and STUDENT SELF ASSESSMENT**

The aim of self-assessment by students is to encourage them to evaluate their own strengths/weaknesses and to work collaboratively with their teacher in setting attainable targets for the future. Not all pieces of work will be marked in the same method; some pieces may be marked in depth and some may be given a light touch.

## **SECTION 5 - 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: -

1. Progress tutors regularly monitor their student's planners. Amongst other things this can show the degree of parental involvement - they are asked to sign the diary every week.
2. Checks are undertaken by each Head of Department to ascertain how well the department policies concerned with assessment, recording and reporting are being implemented.
3. Teachers are required to submit predicted grades three times each academic year (four times for Years 10, 11&13). The Brine Leas 'Blue Card' is issued (via My Child at School) three times per year (four times for Years 10,11&13), to track student progress through an academic year. This is used to identify whether a student is on above or below target.
4. At department meetings, there should be a regular agenda item concerned with 'students'. Those students causing concern as well as those who are excelling are discussed, and certain names and information will be passed onto the relevant form tutor and Head of Year. Those students who are suspected of underachievement, including children of average or higher ability who are doing just enough to get by, are the focus of discussion. The progress tutors will form an overall picture of individual students and will liaise with the Progress Manager as necessary.
5. Department meetings have an agenda item concerned with the 'Learning & Teaching'. This allows teachers to share their successes and failures in teaching the course and especially discuss issues related to assessment, recording and reporting.

## **SECTION 6 - RECORDING ASSESSMENTS**

### ***Statutory Requirements:***

Elaborate arrangements for recording assessments and retaining evidence are neither required nor necessary to satisfy OFSTED inspections. Details to be provided to a student's new school will contain the teacher's latest assessment of the student's progress. A report to a school leaver will contain any public examination results.

### ***Internal requirements:***

Departments have their own individual methods of recording assessments in line with their subject needs, but as a minimum provide termly data of students predicted grade, organisation and Attitude to work at school level. Bromcom is used to collect, process and disseminate results of assessments at school level. These are available to be viewed by all staff as required as part of the informed teaching and learning.

The method of departmental recording is not prescribed due to the varying styles of assessment within different areas of the curriculum, but must provide the evidence used to support the school assessment programme. This is checked by the Leadership Group as part of the continual programme of self-assessment and will inform intervention strategies when necessary.

Class teachers are to use secure ICT systems to record and monitor assessments. These are checked as part of the departmental performance management process.

## **SECTION 7 - REPORTING TO PARENTS**

### ***Statutory Requirements:***

There is no requirement to provide a formal written report to parents.

Our school will provide 3 interim reports each year (4 times for Years 10, 11&13). This will be in the form of the 'Brine Leas School Blue Card Assessment Data'.

This report will include the following categories for each subject: Organisation, Attitude to Work, Predicted Grade, GCSE (or equivalent qualification) target grade.

## **SECTION 8 - SETTING STANDARDS:**

Departments need to:

- ensure that assessments are consistent so that when judgements are made against standards there is fairness for students both within a teaching group and between teaching groups;
- develop standard activities focused on agreed objectives which have agreed and standardised criteria for assessment;
- compare the performance of students from different classes on common activities;
- benchmark externally with other schools whenever possible.

## **SECTION 9 - 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 Senior Staff and Heads of Department are central to this process.

### ***The Role of External Challenge:***

- The Governors should appoint a suitably qualified person (School Improvement Partner) to offer expert advice and support in target setting.

### ***The Role of the Governors:***

- To ensure the School meets its statutory duties by agreeing the School Targets.
- To encourage discussion with all staff to participate in the decisions about goal setting and how to achieve the goals.
- To determine values and goals and to link the process of target setting with the School development plan.
- To support the Headteacher and staff in working through a cycle of school improvement which concentrates on student performance, i.e. evaluate past results, make comparisons with similar schools, identify strengths and weaknesses, set fresh targets, plan and carry out necessary actions/changes.
- To decide in conjunction with the Headteacher and school staff that the necessary rigor is used for targets to be set in all subjects.

### ***The Role of the School:***

- To monitor performance regularly through self-critical reflection and analysis of performance by comparing students' performance with their baseline level.
- To use past and current data to predict potential performance.
- To set clear targets, appropriate to their own circumstances, and build them into the post-inspection action plan and development plan.
- To encourage individual teachers to take responsibility for checking and achieving targets.
- To compare themselves with similar schools.
- To set targets in the context of the national targets.
- To develop the partnership with parents and to encourage their participation in their child's learning, and secure their agreement on individual learning plans and targets for their child.
- To provide sufficient feedback to parents that will provide them with the information to enable them to have a clear understanding of how they can support their child's learning at home.
- To report regularly on student progress to governors.
- To raise, if necessary, parental expectations of what their children can and should achieve.

### ***The Role of the Headteacher:***

- Overall management responsibility for the School's target setting policy.
- In the Autumn term, via the external challenge, agree targets to include the percentage of Key Stage 4 students attaining a strong and standard 'pass' in English & mathematics; students undertaking and also attaining the English Baccalaureate; the average Attainment 8 score and the average Progress 8 score; and attendance.
- To give strong leadership and encourage a constructive climate.
- To take stock and be aware of what needs to be done to raise standards and devise a means of doing so.
- To work with the Leadership Group to identify those departments where underachievement is most extensive and develop appropriate targets to reduce and eliminate it.
- To work with the Senior Management Team to identify those students where underachievement is most extensive and develop appropriate intervention to reduce and eliminate it.
- To ensure all staff have regular in-service training and support for their needs.

- To enable staff to have sufficient planning time, and time for student individual target setting.

### ***The Role of the Leadership Group:***

- Facilitate INSET/discussion opportunities for departments or teams of teachers to discuss assessment, recording and reporting.
- Facilitate liaison opportunities with other schools related to consistency and/or continuity in assessment, recording and reporting.
- Facilitate early intervention and specific literacy and numeracy programs.
- Reward and support students who are achieving above expectation.
- Intervene with student's learning, in response to tracking data, from by looking at early predictions of final exam grades and encourage individual students to see that with more effort, higher expectations and increased motivation, they can substantially improve their performance.
- Sample the work in the Department and Year within their oversight.
- Analyse and evaluate test/exam results and discuss implications of findings with departments with respect to future developments in teaching and assessment.

### ***The Role of the ARR Leadership Link and Performance Analyst:***

- Support, monitor and evaluate assessment, recording and reporting within the school.
- Provide predicted outcomes for end of Year 11 and Year 13.
- Provide oversight of departmental attainment to inform Leadership discussion with Departments, Curriculum Areas and Progress Managers for which they are responsible.
- To provide data that can be used to monitor and facilitate the most effective allocation of resources to support vulnerable children, i.e. those with individual student needs.
- To provide data that can be used to monitor and promote equal opportunities for all students whatever their background, gender, race or abilities so that all students experience teaching and learning to the highest possible standard.
- To provide data to enable the identification of students who are on, above or below expectation.
- Ultimately to provide data and information for teachers to work together in the classroom to raise standards for all students.
- To provide relevant data for progress tutors and progress managers.

### ***The Role of the Examinations Manager and Head of Centre:***

- Oversee the arrangements for public examinations and internal mock exams, e.g.
  - i. ensure that specialist staff are involved at the start of invigilation;
  - ii. construct the exam and invigilation timetables for mock and public examinations.
- 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.

### ***The Role of the Head of Department:***

- To identify and target specific areas for improvement in the Department Development Plan.
- Monitor and evaluate teachers' marking and other assessment, recording and reporting practices within their department, e.g. they should ensure that the common grading policy is applied consistently across the Department.

- Promote consistency in assessment, recording and reporting within their department.
- Provide guidance on judgmental issues when assessment standards are being set.
- 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 in order to improve upon the quality of teaching and learning that occurs within the department.
- To ensure that students are actively engaged in the subject area and that appropriate differentiation is a major feature in the schemes of work.
- Undertake periodic scrutiny of students' written work. Follow-up needs to take place where standards are poor (or excellent).
- To work with the class teachers to ensure challenging attainment targets are set for aspirational learning.
- To ensure targets are explicit enough to help a student understand the learning he or she must do to meet the target.
- To teach students how to set precise targets for themselves and how to evaluate their success.
- To identify students who are underachieving in their department and facilitate intervention strategies.
- To develop effective patterns of communication with parents about the targets set and the progress towards meeting them.
- To monitor 'ones to watch' by collating attainment information provided by class teachers.
- To have overall responsibility for the department's examination results.

#### ***The Role of the Class Teacher:***

- To create a classroom ethos of high expectations and strong emphasis on achievement.
- To set their own targets and form an individual yearly action plan based on clear objectives.
- To be able to identify individual students' strengths and weaknesses and plan work accordingly.
- To ensure a range of effective assessment and teaching methods are in place.
- To provide teaching which is explicit and selective about the areas of knowledge required.
- To provide more practice in applying knowledge to solving problems.
- To ensure homework has a clearly defined educational purpose and that it focuses on appropriate tasks and especially the application of knowledge and understanding.
- To provide information on 'ones to watch'.
- To support intervention strategies designed to combat underachievement and raise attainment.
- To provide data for the interim reports.

#### ***The Role of the Progress Tutors:***

- Regularly check planners and monitor students' progress.
- Undertake initial scrutiny of the quality of the data entered by staff on the interim reports.
- Take appropriate action where there is cause for concern or when the content is excellent.
- To act as a focal point in the identification and monitoring of individuals who may be under-achieving.
- To support a formal and effective system that reviews progress and to set new targets for the future.



- To assess individual students' attainment at the beginning and end of the period over which progress is being monitored.
- To work with other staff to identify individual students for mentoring.

***Progress Managers will:***

- Undertake scrutiny of the quality of the data entered by staff on the interim reports.
- Report concerns, where necessary to line manager.
- To provide information on the 'ones to watch' at regular intervals.
- To provide information on intervention strategies used with groups of students.

***The Role of the parents:***

- To work in partnership with the staff and governors of the School to improve the learning environment.
- To attend events to discuss current attainment and to agree future targets with the staff.
- To be aware of the work of the School and the ways in which parents can actively support their children.
- To take an active interest in the academic progress and emotional development of their child.
- To provide a suitable working area in the home for the completion of homework.

Review by: S Donald	Date: May 2018
Approved by Governors: May 2018 Students' Committee	Review Date: May 2020
Previous update by: S Donald	Date: July 2017
Original policy compiled by: S O'Neill	Date: October 2011

## Workload Impact Assessment

This policy has been reviewed in consultation with the staff members it will affect? **YES**/NO

This policy has been workload impact assessed **YES** / NO

The impact on workload is HIGH / **MEDIUM** / LOW / ZERO

*If you have answered YES, YES and ZERO above then do not complete the rest of this assessment.*

### Ways in which changes to this policy will increase the workload of staff:

1. The policy will continue to result in a reduction of staff workload due to the cessation of written reports.
- 2.
- 3.
- 4.
- 5.

### Actions taken to minimise the impact:

- 1.The school has identified the resources necessary to support the policy, including staff time, and any additional staffing and appropriate equipment required **YES**/NO
- 2.All staff, including the Headteacher, have had training to ensure that the policy and any related procedures are carried out without increasing workload burden **YES**/NO
3. The implementation of the policy will not result in any additional meetings or activities that have not already been identified in the school calendar **YES**/NO
- 4.
- 5.
- 6.

**Impact Assessment Completed by:** S Donald

**Date:** May 2018