

Brine Leas School

An Academy

ASSESSMENT, REPORTING AND RECORDING POLICY

PREFACE

'What is taught' and 'what is learnt' are rarely the same. 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 realised'. 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.

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 pupils expectations of themselves and hence their attainment.

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 pupil'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 pupils' 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 National Curriculum and examination courses as well as indicate pupil progress. On entering the School a pupil may be given a base-line assessment so as the teacher can formulate an individual action plan for that pupil.

5. 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.
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 for reports and/or parents evenings.
7. Teachers in the School use a framework for marking.
8. Summative tests have an ongoing policy in their construction, marking and usage. These tests show what a pupil 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 N.C./Exam Board standards.
 - b) promotes a common interpretation of the N.C./Exam Board grade descriptors.
 - c) is fair to pupils.
10. Assessment records:
 - a) are based on an agreed set of principles and purposes;
 - b) assess pupil progress against N.C./Exam Board criteria;
11. Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties.
12. Assessment gradually builds up into a profile for each pupil over their school career.
13. 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.
14. Assessment records provide confidence between teachers across phases and enhance progression for pupils. Key Stage 2 N.C. 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.

SECTION 2 - IDENTIFICATION AND ASSESSMENT ARRANGEMENTS

The School informs parents about the assessment process as part of an introductory programme for pupils 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 pupils transfer from the Primary to the Secondary phase. Screening tests for Maths and English take place in the first term. Pupils and their parents are encouraged to come to school to share the findings of the assessment process and to discuss what targets are realistic and achievable at the end of KS3. This is the beginning of the parent/teacher partnership, and the teacher plans with the parents the contribution that they can make to the child's future progress through support at home.

In each academic year of a student's school career parent/form tutor consultation occurs. This allows the more frequent and objective checking of pupil progress to be reported to parents in a more personal way. At the end of each academic year, Key Stage 3 targets previously set are reviewed and evaluated in the light of measured performance to ensure they are suitably challenging.

At the beginning of Year 10, the predicted GCSE grades, based on previous performance, are set as targets. These targets are adjusted by teaching staff to ensure they are challenging, yet realistic, to increase pupil aspirations. A review of student progress is undertaken at the end of Y10 and following mock exam completion in Year 11.

All target grades, working @ grades and estimated grades are collated and made available to all staff via SISRA or Bromcom.

The analysis of the target setting process is used in the departmental review with pupil 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 SATS scores and levels (Decimalised)
- Reading and Spelling tests (Year 7)
- End of Key Stage 3 levels (Decimalised)
- Key Stage 4 qualifications
- Key Stage 5 qualifications
- Fischer Family Trust data

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

- target levels for Key Stage 3
- targets for Key Stage 4
- targets for Key Stage 5

By the end of KS4, our aspirational target is that most children achieves 4 levels of progress.

SECTION 3 - INFORMATION/ADVICE FOR STAFF

The regular assessment of pupils' progress is an integral part of good and effective teaching/learning in the classroom. Such assessments may range from simply looking over pupils' shoulders while they are writing during a period of normal classwork, to the use of formally administered tests and examinations. A number of methods of assessment can be used though not all need contribute to pupils' National Curriculum records. 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 pupils of their current working at level/grade and subject target(s);
- use the programme(s) of study to agree/identify opportunities for assessment;
- plan a variety of learning experiences for pupils 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 pupils' 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 pupils' 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 PUPIL SELF ASSESSMENT

The aim of self assessment by pupils 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 to the same standard. Some pieces of work will be marked using Triple Impact Marking, where a student response is expected.

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. Form tutors regularly monitor their pupil's homework diaries. Amongst other things this can show the degree of parental involvement - they are asked to sign the diary every week.
2. Spot checks are undertaken by each Head of Department to ascertain how well the various policies concerned with assessment/recording and reporting are encouraged to take place.
3. Teachers are required to submit 'Working @' levels/grades and Progress towards Key Stage Target six times each academic year. The Brine Leas Blue Card is issued three times per year, to track pupil progress through an academic year and Key Stage. This is used to identify whether a pupil is on above or below target via RAG analysis documents.
4. At department meeting there should be a regular agenda item concerned with 'pupils'. Those pupils 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 pupils 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 form tutors will form an overall picture of individual pupils and will liaise with the Head of House 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 by the National Curriculum, nor necessary to satisfy OFSTED inspections. Details to be provided to a pupil's new school must contain the teacher's latest assessment of the pupil's progress.

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 current level of attainment, progress towards Key Stage target, punctuality, homework, organisation and ability to work at school level. Assessment Manager, in conjunction with spreadsheets, are 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 School Leadership Group as part of the continual programme of self-assessment and will inform intervention strategies when necessary.

Class teachers are provided with a planner that can be used to record assessments, but they are also supported to use 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:

Schools must send parents at least one written report every school year and notify them as to the arrangements for discussion of those reports. In addition, our school will provide 3 interim reports each year. 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: Punctuality, Homework, Organisation, Attitude to Work, Working @ (KS3), Predicted Grade (KS4 & KS5), Progress to Target and End of Key Stage Target.

The required minimum of information to be reported includes:-

- (i) the pupil's progress in all National Curriculum subjects studied together with Religious Education and Citizenship. Details here must draw attention to strengths and particular achievements together with any weaknesses, possibly expressed as targets for development. The targets are often set after a constructive discussion between the teacher and the pupil has taken place.
- (ii) details of a pupil's general progress. This should be an overview of the pupil's academic progress; her/his behaviour; her/his contribution to the life of the school; and any special achievements during the year.
- (iii) a record of attendance.
- (iv) the pupil's National Curriculum assessment and public exam results and how these compare with the results of pupils of the same age in the school. At the end of Key Stage 3 parents will be informed of their child's test results together with Teacher Assessment results. The judgements made by teachers at the end of Key Stage 3 have equal status with test results in all forms of public reporting.

N.B. *A separate 'report' detailing, amongst other things, a pupil's National Curriculum results will be sent to the parents of Year 9 pupils following the collation of end Key Stage 3 assessment results*

A report to a pupil's new school must contain as a minimum:-

- (i) the pupil's past National Curriculum assessment results.
- (ii) any examination results.

A report to a school leaver must contain as a minimum:-

- (i) any public examination results.
- (ii) details of progress in all subjects studied.

The format of the report is for the Headteacher to determine. This will occur after lengthy discussions with both staff and parents.

SECTION 8 - SETTING STANDARDS:

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 which have agreed and standardised criteria for assessment;
- compare the performance of pupils from different classes on common activities;
- evaluate the national test or task material (Key Stage 3 - Core subjects);

SECTION 9 - END OF KEY STAGE ARRANGEMENTS

Key Stage 3 - English, Maths and Science:

Whilst SATs tests no longer take place at the end of Key Stage 3 core subjects must ensure that appropriate assessment procedures are completed early in the Summer term. This will ensure that appropriate setting adjustments take place at the end of Year 9 and Key Stage 4 targets are amended in the light of pupil performance and current FFT(D) targets.

Use of Key Stage 3 assessments:

Departments should:

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

Departments need to;

- ensure data is inputted into Bromcom;
- analyse teacher assessment and test results as a basis for review;
- analyse the performance of pupils in different Attainment Targets and pupil groups and also that of pupils in different teaching groups;

SECTION 10 - 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 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 pupil 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 statutory requirements must be met for targets to be set in core subjects of English, Maths and Science at Key Stage 3 and all other subjects at Key Stage 4 and Key Stage 5.

The Role of the School:

- to monitor performance regularly through self-critical reflection and analysis of performance by comparing pupils' 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 setting 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 report regularly on pupil progress to parents and provide them with sufficient information to enable them to have a clear understanding of how they can support their child's learning at home;
- to report regularly on pupil 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 pupils attaining 5 or more GCSEs or equivalent at grades A*-C including English and Maths; pupils attaining the English Baccalaureate; Key Stage 4 average GCSE (or equivalent) points score per pupil; the percentage of pupils making 3 levels of progress in English between Key Stage 2 and Key Stage 4; the percentage of pupils making 3 levels of progress between Key Stage 2 and 4; 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 under-achievement is most extensive and develop appropriate targets to reduce and eliminate it;

- to work with the Senior Management Team to identify those pupils 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 pupil target setting interviews.

The Role of the Leadership Group:

- 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;
- facilitate early intervention and specific literacy and numeracy programmes;
- 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 at KS4 and KS5 and encourage individual pupils 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;
- sample check pupil profiles;
- 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/reporting within the school.
- provide predicted outcomes for end of all Key Stages;
- provide oversight of departmental attainment at KS4 to inform Leadership discussion with Departments, Curriculum Areas and Heads of House 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 pupil needs;
- to identify pupils with the potential to achieve 5 or more GCSE A-C grades including English and Mathematics;
- to provide data that can be used to monitor and promote equal opportunities for all pupils whatever their background, gender, race or abilities so that all pupils experience teaching and learning to the highest possible standard;
- to provide data to enable the identification of: a) pupils who are on course to achieve their target, b) pupils who are achieving above expectation, and c) pupils who are achieving below expectation;
- ultimately to provide data and information for teachers to work together in the classroom to raise standards for all pupils.

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/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/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 and National Curriculum assessment requirements;
- 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 pupils are actively engaged in the subject area and that appropriate differentiation is a major feature in the schemes of work;
- undertake periodic examination of pupils' written work. Follow-up needs to take place where standards are poor or excellent;
- ensure all pupil progress reports are checked in accordance with school procedures;
- to work with the class teachers to set challenging attainment targets for aspirational learning;
- to ensure targets are explicit enough to help a pupil understand the learning he or she must do to meet the target;
- to teach pupils how to set precise targets and how to evaluate their success;
- to identify pupils 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 provide useful guides and regular coursework bulletins for all pupils;
- to be able to identify individual pupils' strengths and weaknesses and plan work accordingly;
- to formally record pupil progress against National Curriculum criteria on a regular basis;
- 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 and statutory reports.

The Role of the Form Tutors:

- regularly check homework diaries and monitor pupils' progress;
- undertake initial examination of the quality of the comments made by staff on the reports. Appropriate action should be taken where there is cause for concern or when the content is excellent;
- undertake examination of the comments made by staff on the reports. Appropriate action should be taken where there is cause for concern.
- 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 pupils' attainment at the beginning and end of the period over which progress is being monitored.
- to work with other staff to identify individual pupils for mentoring.

Heads of House will:

- undertake examination of the quality of the comments made by staff on the reports. Where appropriate concerns should be passed to SLT.
- to provide information on the 'ones to watch' at regular intervals.
- to provide information on intervention strategies used with groups of pupils.

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.

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