

# **BRINE LEAS SCHOOL**

## **Part of The Cornovii Trust**



### **Assessment, recording and reporting policy (ARR)**

#### **PREFACE**

Assessment is the bridge between teaching and learning. It is the means by which we know whether our teaching has resulted in learning. It is the means by which we know what children understand and can do, or what they do not yet understand and cannot yet do. Assessment, therefore, is an essential to inform teachers' planning. The aim of assessment is to generate better information, for better decisions, for better learning. To achieve this, the information generated by assessment should be reliable, valid, purposeful and valuable. The actions in this policy can provide:

- a statement of current attainment;
- a record of progress;
- an acknowledgement of achievement and underachievement;
- information on students' readiness for future learning;
- information on the effectiveness of the teaching methods employed and the current scheme of work;
- detailed expectations regarding formative and summative assessment;
- consistency in ARR procedures;
- information for staff on statutory requirements;
- details of responsibilities of teams or individuals in school;
- support for involvement of parents and carers in their child's progress.

#### **SECTION 1 - TARGETS**

The School collects and uses a wide range of data to establish the attainment level and potential of each student. This includes:

- Key Stage 2 Standardised scores and Teacher assessments (for students who sat them)
- Reading, Spelling or other standardised tests
- Baseline assessment for students entering the school (in Year 7, Year 12 or in-year)
- Key Stage 4 qualifications.

We therefore have baseline information that is used to generate targets for GCSE (or equivalent qualifications) or A-levels (or equivalent qualifications). GCSE target grades are communicated to students and parents in the spring term of Year 9 to support the options process. Students in Year 12 and Year 13 are set A-level target grades (or equivalent qualification) based on key stage 4 scores. Target grades and predicted grades (from each data collection) are made available to all staff via SMID (or other assessment package in use by the school) and Bromcom. The Local Governing Board and the Academy Trust also use this data to monitor school performance and work with the school to achieve any improvements.

## SECTION 2 – INFORMATION FOR TEACHERS

Effective formative assessment must be a strong feature of almost all lessons. The mechanisms of formative assessment must be used without missed opportunity. These mechanisms will primarily entail: low-stakes quizzes, multiple-choice questioning, reading or observing children's work, questioning and breaking a complex task down into several component parts and assessing one at a time. However, teachers are free to use alternative techniques provided that they achieve the same end point: the teacher knows, with as much immediacy as possible, what each child understands and can do, or does not yet understand and cannot yet do. The results of formative assessment must be used formatively, i.e. be incorporated into planning to directly affect teaching, learning or the curriculum. Teachers are encouraged to harness the power of assessment as a learning tool (as well as its diagnostic benefits to inform teachers' planning), e.g. with regular low-stakes quizzes. Summative assessments must provide information that is valid, reliable, purposeful and valuable. Departments may create their own summative assessments or evaluate and amend 'off the shelf' products. Summative tests show what a student can do, i.e. they are criterion referenced.

When determining predicted grades, teachers must use data from work specified within assessment records; mark anonymously on key pieces (e.g. formal exams) where practicable; and moderate with colleagues to ensure judgements are standardised.

## SECTION 3 – INFORMATION FOR DEPARTMENTS

Departments must:

- inform Year 10 – Year 13 students of their current predicted grade and subject target (also applicable for terms 2 and 3 of Year 9);
- identify opportunities for assessment which are clearly detailed on curriculum planning documents; allow for different forms of assessment to be employed so that weaknesses / strengths in students' learning can be identified and improvements achieved;
- have clear and high expectations of students' performances and provide them with models of excellence (where possible) and understandable assessment criteria, so that students are clear about what they need to learn to achieve (or exceed) their subject target;
- promote a common interpretation of the exam board grade descriptors which are understood by teachers and students alike;
- use exam board documentation (mark schemes, exam reports, past papers) to strive for accurate predicted grades;
- compare the performance of students from different classes on common activities;
- use SMID (or other assessment package used by the school) to compare student performance across subjects;
- benchmark and moderate with other schools where possible.

## SECTION 4 – INFORMATION SHARING

The School informs parents about the assessment process in the information evenings held towards the start of each academic year. Information is also communicated via newsletter or email, to ensure all parents have access. Key Stage 2 results may be discussed between BLS staff and staff of feeder school before students transfer from primary.

## SECTION 5 - RECORDING ASSESSMENTS

Statutory Requirements

Elaborate arrangements for recording assessments and retaining evidence are neither required nor necessary to satisfy OfSTED inspections. Details provided to a student's new school will contain the teacher's latest assessment of the student's progress, typically via the 'Data Collection' report as well as any previous statutory assessments, if applicable. A report to a school leaver will contain any public examination results.

#### Internal requirements

Departments may have their own individual methods of recording assessments in line with their subject needs, but as a minimum provide termly data of students' progress and behaviour. The method of departmental recording is not prescribed due to the varying styles of assessment within different areas of the curriculum but must provide sufficient evidence to support the school assessment programme. It is recommended that assessment data is stored electronically on the school system, to ensure data is suitably secure. Any data recorded in traditional mark-books (hard copy) must conform to GDPR.

#### SECTION 6 - REPORTING TO PARENTS

Our school will provide three progress reports each year, shared electronically via My Child At School. Please note that if a student is absent for a significant majority of sessions, the school may not be able to provide up to date progress data. In Year 7, Year 8 and term 1 of Year 9, this report will include a progress indicator and a subject-specific 'next step' to improve outcomes (selected by class teacher). In terms 2-3 of Year 9 onwards, this report will a target qualification grade and predicted qualification grade along with a subject-specific 'next step' to improve outcomes (identified by class teacher).

#### SECTION 7 – RESPONSIBILITIES

The Role of the Academy Trust / Local Governing Board:

- To ensure the School meets its statutory duties by agreeing the School Targets.
- 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.

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 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

- 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 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.
- 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.

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.
- Intervene with student's learning, in response to tracking data
- Sample the work of departments to quality assure assessment procedures (including marking and feedback)
- Analyse and evaluate exam results (internal and external) and discuss implications of findings with departments with respect to future developments in teaching and assessment.

The Role of the ARR lead:

- Support, monitor and evaluate assessment, recording and reporting within the school.
- Provide oversight of departmental attainment to inform leadership discussion with departments
- 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 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.
- 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.

The Role of the Head of Department:

- 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.
- 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 identify students who are underachieving in their department and facilitate intervention strategies.

The Role of the Class Teacher:

- 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 information on students who are underachieving.
- To support intervention strategies designed to combat underachievement and raise attainment.
- To provide data for the interim reports.

**Approved by: LGB**

**Date: 3<sup>rd</sup> May 2023**

**Last reviewed on: 3<sup>rd</sup> May  
2023**

**Next review due by:  
Summer 2025**