



THE ARNEWOOD SCHOOL
11 – 19 Academy

“Working Together – Shaping Tomorrow”

ARN/0012

**ASSESSMENT, RECORDING
AND REPORTING POLICY**

POLICIES AND PROCEDURES PROFORMA

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| Subject and Version of Document: | Assessment, Recording and Reporting Policy |
| Author: | Mr Hutson |
| Persons/Committees etc consulted whilst document in draft: | Senior Leadership Team, Governing Body |
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Amendments Summary:

| Amend. No. | Issued | Page | Subject |
|------------|-----------|------|---|
| 1 | Dec 2011 | 3 | 3.1 bullet 2 add Tests/Controlled Assessments 3.1 bullet remove the Key Stage 3 National Strategy and replace with local and national good practice 4.0 add bullet re SEN |
| 2 | Dec 2011 | 4 | 6.0 bullet 2 remove “will” and replace with “are encouraged to” 6.2 additional bullet re ADDS |
| 3 | Dec 2011 | 4 | 7.0 bullet point 1 – add T.I.P (to improve performance) should be evident in students’ books and written work. |
| 4 | Dec 2011 | 4 | 8.1 replace “as laid down in each subject area2 with “through the ADDS recording system” |
| 5 | Dec 2011 | 4 | 9.2 – insert after gender differences “various, subgroup performances and overall” |
| 6 | Sept 2014 | 3 | 4.0 - Additional bullet point |
| | Sept 2014 | 4 | 6.2 - Additional bullet point |
| 7 | Sept 2018 | | Policy review |
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ASSESSMENT, RECORDING AND REPORTING POLICY

1.0 Effective assessment, recording and reporting practice will:

- Provide feedback to students
- Identify targets for students
- Motivate students
- Provide feedback to teachers
- Provide feedback to parents/carers
- Inform future planning
- Provide relevant data to other stakeholders/external audits
- Assist curriculum development
- Contribute to the review of teaching methods
- Improve standards and attainment
- Reflect a variety of teaching and learning styles
- Be to set criteria which are clearly understood by all
- Be standardised

2.0 **Standards**

2.1 All staff must follow a common pattern of assessment recording & reporting within each subject area recording and reporting to ensure consistent standards across each subject in each year group

3.0 **Methods**

3.1 Subject areas will be using a variety of methods of assessments. These are:-

- External examinations
- Internal examinations/Tests/Controlled Assessments
- Homework
- Oral, practical and written
- Tests
- Assessment for learning in line with local and national good practice – formative and summative

4.0 **Summative and Interim Assessments**

- Level Students will be entered for public examinations at a level which enables them to maximise their achievement.
- Frequency Unless disapplied, every student will usually sit one formal examination each year in subject they study. In addition there are at least two other interim assessments in the year. The nature of the assessment will vary from subject to subject but will be consistent within subjects and clearly understood by students.
Standardised All formal examinations and tests MUST be standardised against any National or School criteria and against GCSE/GCE criteria at Key Stage 4/5 if applicable.
- Tests Subject areas should indicate their policy on internal tests including the frequency as part of centre documentation.
- Coursework Subject areas should indicate their policy on coursework assessment including moderation in each year. Common deadlines should be established at the outset and effectively communicated to all appropriate staff.
- Termly Each term assessment data will be entered and stored by the SIMS Assessment Manager
- Feedback Following Assessment Manager entries, reports will be generated for students and parents/carers.
- SEN Any assessments for students with Special Educational Needs will be made in line with the school's SEN Policy and Practice.

- Pupil Premium The performance of Pupil Premium students against non pupil premium students (i.e. the gap) will be formally measured at key assessment times across an academic year, usually on three occasions.

5.0 Recording

5.1 Effective recording should:

- Provide information about student progress
- Inform high quality teaching and learning feedback
- Be easily available and explicable to a variety of audiences

6.0 Formative Assessment

6.1 The school recognises that different areas of the curriculum lend themselves to variation in formative assessment or marking.

6.2 However all subject areas will have the following concern threads in their individual policies.

- At Key Stage 3 work is currently regularly levelled and standardised against the National Curriculum). At Key Stages 4 and 5 work is regularly assessed and standardised against GCSE and GCE criteria. Subject areas should specify how often this will occur.
- Subject areas should display student friendly models of progression, particularly at Key Stage 3. These should be regularly referred to in the normal teaching situation. Staff are encouraged to use exemplar material and marked pieces of work to plan lessons and improve student performance.
- Student self assessment and peer assessment should enhance assessment for learning.
- The use of the Arnewood Data Delivery System (ADDS) will assist this process i.e. students' progress is measured against the summative assessments on a termly basis. In the interim periods tutors take charge of the monitoring of their progress.

7.0 Marking

- Students' work should be regularly annotated in such a way that students are able to understand how to improve their own performance. T.I.P (To Improve Performance) should be evident in students' notebooks and written work.
- Subject areas should specify their policy on spelling, punctuation and literacy in line with whole school policy.
- Staff will keep records of marked work in a specified location with ease of access for monitoring and evaluation purposes.

7.1 Departments may use additional methods of formative assessment or marking providing they complement and DO NOT REPLACE the common threads indicated.

8.0 Rewards

8.1 Staff should recognise good work according to the school rewards' policy through the ADDS recording system (See also Staff Handbook).

9.0 Review

9.1 Review should:

- Provide information about student progress
- Be common across the year group or sub groups, as well as individual students
- Be to set criteria which are clearly understood by all
- Be easy to administer
- Be easily available and explicable to a variety of audiences
- Be tailored to the subject as far as the ROA (Record of Achievement) and interim reports will allow

- Follow school procedures on Assessment, Reporting & Recording.
- Be included in parents' evenings formal/informal contact and diaries, where applicable.

9.2 Subject areas should indicate the way in which their assessment procedures will influence the planning of future work. Subject areas should, as a matter of course, analyse data entries in Assessment Manager and 4matrix consistently following whole school guidelines. Such analysis will include:

- consideration of progression,
- gender differences
- various subgroup performance
- overall student potential to meet set targets generated from external and internal data

This will allow readily available whole school evaluation of student and subject performance, past, present and possible future.

OTHER RELEVANT DOCUMENTATION

- Common Marking Policy
- Subject Marking Policy
- Curriculum Policy
- Teaching and Learning Policy