ASSESSMENT, RECORDING AND REPORTING POLICY

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Ratified by	Policy Committee
Produced by	School
SLT Responsible	Deputy Headteacher
Signature of Chair	
Signature of Headteacher	

Rationale

Assessment lies at the heart of the process of promoting students' learning. It provides a framework within which educational objectives may be set and students' progress demonstrated and monitored. Assessment will be incorporated systematically into teaching strategies to diagnose any misconceptions and inform planning of future learning.

This policy will be read in conjunction with the feedback policy and the teaching & learning policy.

Aims

1. To outline how the school obtains, shares, and uses valid and reliable assessment information relating to student progress.
2. To ensure assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.
3. To ensure assessment practice does not place unnecessary burdens on staff or pupils.
4. To ensure stakeholders receive valuable assessment information that is clear and simple to understand.

Procedures

Assessment

- Assessment information required at data capture points will be based on assessment tasks that have been carefully planned and sequenced by the faculty/subject area. The purpose of assessment tasks will be to support pupils in improving their knowledge, skills and understanding in relation to the school's curriculum. Assessment will be as valid and reliable as is practicable. For Level 2 and 3 courses, teachers will also consider the performance of students in controlled assessments when making judgements about student progress.
- Teachers will use assessment tasks to rank students in order of their performance and compare their progress. Comparison will be made of each student's rank position following an assessment with their initial rank on entry to secondary school, using KS2 test scores, or CAT tests where these are not available. In certain practical subjects, baseline assessments will be used.
- Once students have completed a Year 10 mock, and throughout Year 11, they will be awarded a 'current grade'. This grade is based on performance in external, standardised assessments (and controlled assessment where relevant) and indicates what grade a student would achieve in the qualification at the point of assessment, given they were only tested on the content they had been taught so far.
- Throughout Years 12 & 13 students will receive a 'predicted grade'. This is the grade the teacher considers it most likely the student will achieve at the end of Year 13 based only on the assessment information the teacher has obtained.

Target Setting, Recording and Reporting

Target Setting

- All students in Years 7-11 will be set a benchmark grade based on their KS2 score. The benchmark grade is the minimum GCSE grade they need in all subjects to achieve zero or a positive Progress 8 score. Students without KS2 prior attainment scores will have CAT test scores used for , setting their benchmark grade instead of KS2 prior attainment scores.

- In Years 12 & 13 students studying level 3 courses will be set A level benchmark grades based on their expected progress from their GCSE attainment. Students on Level 2 pathways will have a target grade 4 in their maths and English resits and their target grades for Level 2 courses will be whichever is the higher grade, one grade higher than their highest Key Stage 4 grade or a Level 2 pass.
- Students will not be told their benchmark grades in KS3 or 4, since there is little evidence this supports achievement and some evidence that it is harmful to students with lower prior attainment. Students and their parents will be told the percentage score in their most recent assessments along with the median percentage for the year group.

Recording

- Data captures are carried out twice a year for all students however, assessment scores will only be reported in 2 of the 3 data cycles for each year group.
- All data held within the school relating to an individual student is recorded centrally within the SIMS system and the SISRA data programme to allow for accurate and stable storage of data. Relevant data is available to all staff via SISRA , to analyse and use for professional purposes in an accessible and useful format.
- Departments are responsible for tracking the progress of individual students and groups of students against benchmarks and for taking appropriate action related to achievement. This information must inform the planning for the next stage of learning for relevant groups and provide information so that students together with their teachers and parents can best improve their learning.

Reporting

- Students will receive two written reports per year in Years 7-11. The reports will include attendance figures for the reporting period, reading age at Key Stage Three, homework completion data, achievement points and behaviour points for the reporting period. They will also provide an attitude to learning grade for each subject. For Years 7-10, reports will include students' assessment scores. Following Year 10 Mocks, students will also receive a 'current grade' in each subject.
- Students will receive two reports per year in Year 12 and Year 13. They will receive the same information as other students except the report grade will be the 'predicted grade'.
- Attitude to Learning (ATL) grades descriptors are shown below:

1	You are demonstrating an excellent attitude towards your studies in this subject. Classwork and homework tasks are always completed conscientiously, with enthusiasm, and are of high quality; often you produce work above and beyond what is expected. You are self-motivated, showing initiative and exceptional commitment to your studies and are always willing to contribute in class. You are able to operate independently, developing and following original lines of enquiry. You always meet deadlines set.

2	You are demonstrating a good attitude towards your studies in this subject. Classwork and homework is of a good quality and is almost always fully completed. You apply yourself as expected and take an active role in your learning, showing an interest in the subject. You show commitment to your studies and are usually fully engaged in classroom activities. You are developing as an independent learner. You usually meet deadlines set.
3	You are demonstrating a satisfactory attitude towards your studies in this subject in most instances. The work you produce can be of a satisfactory quality; however, you sometimes do not complete classwork tasks and often produce work that does not reflect your ability. Sometimes you are not fully engaged in class and can take a passive role in your learning. Little independent work is taking place, with you often relying on direction. There are occasions when deadlines are missed and the homework produced is not completed to a level that reflects your ability.
4	You are demonstrating an unacceptable attitude towards your studies in this subject. Classwork is frequently incomplete and homework is rarely attempted. In class you are often unwilling to engage in the activities and at times you do not act upon advice given. You sometimes display disruptive behaviour. Deadlines for work are rarely met.

- Opportunities to meet with staff will take place throughout the school year including one parents' evening per year group, to allow parents/carers and students to discuss the students' progress with subject staff.

Roles and Responsibilities

Expectations of all staff
- Assessment data will be submitted in line with the school's data collection cycle and use the appropriate level/grade system for the key stage and qualification and will be available on SISRA.
- All faculties/departments will make arrangements to moderate assessment data before submission.

Subject Leaders
- Subject leaders will review the data that has been entered before the data cycle has closed and will ensure that the data is valid and reliable.
- Subject leaders will complete assessment dashboards to analyse the effectiveness of curriculum delivery and the performance of different groups and individual students. These will be reviewed with line managers following data collection.
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Students
- Students will engage positively with the school's assessment and reporting systems and use the information to enhance their progress

Parents
- Parents will engage positively with the school's assessment and reporting systems and use the information to liaise with teachers to support their child's progress

Governors

- Governors will monitor assessment outcomes and hold school leaders to account for progress.

Monitoring and Evaluation

This policy will be reviewed every two years and in response to national changes where necessary.