

THE ELTON HIGH SCHOOL



Assessment, Recording & Reporting Policy

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1. INTRODUCTION

The process of assessment is central to teaching, learning and raising standards of student achievement/attainment. Assessment should seek to promote high expectations by recognising achievement and progress through the use of appropriate strategies.

Methods of assessment comprise the mechanism whereby the teacher is able to ascertain student learning, identify clearly what each student has achieved and plan further teaching and learning activity such that continuity in learning is maintained. Assessment has an individual student dimension, a Subject dimension and is a whole School activity, either internally to the School or externally, through GCSE or other accreditation.

2. RATIONALE

The major objective of assessment is to identify clearly what a pupil has learned and achieved in each Subject, such that the results of the assessment can be used to maximise learning, hence attainment.

The summative function of assessment - identifies what a student knows, understands and can do – what has been achieved and the standards of those attainments. The function will utilise descriptions of learning outcomes set within defined criteria for levels of performance appropriate for the age of the student or stage of assessment.

Formative assessment – Assessment for Learning - provides useful ‘feedback’ to the student and the teacher, which will facilitate future learning, progress and continuity of learning. Such assessment activity will refer to learning outcomes of the curriculum experienced but is aimed at informing teaching and learning. Judgments may be made against a student’s past performance, recognising achievements and progress in the context of the student’s individual needs and abilities.

Assessment is a continuous and ongoing activity, involving classroom work and homework allowing progress to be measured and the planned curriculum to be evaluated. Within this context, a variety of assessment mechanisms will be used, incorporating individual questioning, group discussion, classroom tasks, long term projects, homework, and formal Subject tests or examinations.

Assessment tasks may be School based, nationally standardised, relate to Special Educational Needs or form statutorily benchmarked assessment or external examination at the end of a Key Stage.

The School adopts the new school based model for target setting for student attainment, based on Key Stage 2 results (fine scores and scale scores) and in line with the new GCSE grades 1 to 9. Some Subjects of the curriculum supplement this information by the use of baseline assessment to assist in the prediction of future performance.

Student achievements need to be recognised and recorded systematically and with consistency, such that appropriate information can be provided for student, parent and others with a legitimate concern for such. This function is supported by the use of ICT to record assessment data and use a red, amber, green system to indicate progress against academic targets. The School recognises and fulfils its statutory responsibility to provide assessment information at various times in the cycle of compulsory schooling of each student.

3. AIMS AND OBJECTIVES

Aim 1

To provide a comprehensive programme of assessment which will allow the teacher to:

- ascertain student learning and standards of attainment.
- measure and facilitate student progress.
- diagnose the strengths and weaknesses in student learning such that an appropriate programme of study can be planned, targets for learning be identified and challenge in learning be established.
- support continuity in learning.
- effect improvement in student performance.
- inform the evaluation of Subject provision.

Objectives

1. To maintain a School grading system and level descriptors within subjects of the curriculum, reflecting national assessment descriptors, supporting consistency in assessment. The School grading system will reflect the assessment of standards of attainment and Attitudes to Learning (effort, presentation and homework – descriptors for these are in the appendix).
2. To identify opportunities and methods of assessment that can be integrated into day to day teaching, involve classwork, homework and formative and summative assessment activity as appropriate, relating to both process and learning outcomes.
3. To provide comparative assessment information for teaching staff from local and national bases.
4. To maintain a School system that facilitates the measurement of student progress e.g. SIMs and APA Pro.
5. To utilise assessment information to manage improvements in student performance, through the identification of gains and gaps in learning, areas of misunderstanding and assisting students in overcoming difficulties in learning.
6. To have a clear understanding of the evidence that constitutes learning and to utilise assessment information to evaluate and plan the taught curriculum.
7. To involve students in judging the success of their own work and that of others, understanding what they have achieved, how to improve and in agreeing targets for future improvement.
8. To reward students for Attitudes to Learning, attainment and progress in subjects of the curriculum, enhancing motivation.
9. To take cognisance of prior learning experiences in curriculum planning.
10. To discuss assessment opportunities, methods and outcomes, wherever possible referring to examples of student work.
11. To use homework to reinforce and extend learning, supporting the development of independent learning.

Aim 2

To provide methods of assessment which ensure all students have an equal opportunity to demonstrate their achievements.

Objectives

1. To recognise the additional needs in teaching, learning and assessment for students with Special Educational Needs or disability or who have English as an additional language.
2. To utilise bias free assessment mechanisms and situations that allow equal access for all students to demonstrate their achievements.
3. To use a range of assessment methods.

Aim 3

To provide a whole School assessment framework that compliments end of Key Stage assessment.

Objectives

1. To establish and publish a whole School assessment framework that reflects the whole curriculum and the personal development of all students.
2. To carry out statutorily benchmarked assessments in full, incorporating these into the whole School framework for assessment.
3. To maintain a system of Information and Communications Technology to support the management, recording and reporting of assessment information e.g. SIMs Assessment Manager and APA Pro.

Aim 4

To provide information that will contribute to the monitoring of the effectiveness of the curriculum, curriculum planning and teaching and learning.

Objectives

1. To evaluate assessment information to monitor the effectiveness of teaching and the curriculum, utilising this information for improvement planning.

2. To utilise assessment information to support the process of subject self-evaluation.

Aim 5

To provide information that contributes to the evaluation of the effectiveness of the educational work of the School.

Objectives

1. To utilise assessment information to monitor and evaluate the performance of individual students, sub-groups of students, subjects of the curriculum and standards attained in the School. Such information will allow for judgments to be made over time and play a central role in the process of self-evaluation and School improvement.
2. To utilise assessment information to support the process of target setting for individuals, subjects of the curriculum and the School as a whole.

Aim 6

To establish systems for the recording and reporting of the results of the assessment process.

Objectives

1. To maintain and evaluate a School system, to record standards of student attainment, level of student Attitudes to Learning, progress towards targets set by the School and other achievements and attributes in subjects of the curriculum reporting in both writing and verbally.

Aim 7

To provide appropriate information for those parties with a legitimate interest in the individual student's achievements, progress and standards of attainment, including information required by statute.

Objectives

1. To provide an annual Parents' Evening for parents or those with parental responsibility and School students, to discuss progress, attainment and wider achievements.
2. To provide reports annually for all students including at least one with written teacher comments.

3. To respond fully to parental request for information on the progress and achievements of their son/daughter.

Day to day assessment will reflect the extent of the achievement of learning objectives although teachers routinely observe features of their students' learning that is not recorded. It is neither necessary nor desirable to record everything a student does

4. REPORTING

Students in all subjects will undertake work which will be formally assessed using the subject criteria for attainment and Attitudes to Learning. The results of these assessments will be communicated to parents and those with parental responsibility through the School system of Reports and Parents' Evenings.

Parents' Evenings are held annually, with additional meetings held for the parents of underachieving students. Each student will receive three reports per annum, with each including attendance information.

Included in one report a year will be comments by the Form Tutor, Learning Co-ordinator and/or Senior Leader.

5. TARGET SETTING

In September 2015, new GCSEs were introduced in English and maths. These are no longer graded with the letters A*-G as previous GCSEs have been. Instead students will receive a numerical grade from 1-9. The table below shows the information we have received to date from the Department for Education as to how the new grading system equates to the A*-G scale.

New GCSE Gradings	Previous GCSE Grades
9 (Awarded to the top 20% students who gain grade 7 or above)	
8	A*
7	A
6	
5	High C/Low B
4	
3	
2	E
1	Low G

Grade 4 replaces C grade as the equivalent of a good GCSE pass. Grade 5 is a strong pass.

Students' targets in most subjects will be a number from 1-9. Their work will also be assessed using this scale. Often, however, teachers will use fine grades to give a more precise indication of the standard a student has reached. The fine grades are as follow:

.0 e.g. 2.0	Emerging
0.2	Developing
0.5	Secure
0.8	Mastering

Appendix A – New reporting criteria

ATTITUDE TO LEARNING			
	EFFORT	PRESENTATION	HOMEWORK
4	In lessons this student is highly motivated and engaged. Effort is consistent and sustained. This student responds well to challenge and perseveres even when work is difficult. This students also takes steps to find out more about a topic without being prompted.	Presentation is always outstanding. Work is well presented and where mistakes occur they are actively corrected and improved upon. Presentation guidelines are followed in full.	The quality of homework and independent learning is outstanding. It is clear to see that the student is spending time and effort on homework tasks. All homework is handed in on time.
3	In lessons this student is mostly engaged and contributes actively in class. This student generally responds well to challenge and usually perseveres even when work is difficult.	Presentation is good. Work is presented to the best of the student's ability. The student makes improvements to work by correcting mistakes. Presentation guidelines are followed.	The quality of homework and independent learning is good. The standard of work matches the student's target grade. Homework is generally handed in on time.
2	In lessons this student's effort is variable. This student does not always respond to challenge or contribute actively in class. To make improvements this student needs to use more strategies to persevere when work is more difficult.	Presentation requires improvement. Work can appear rushed and improvement is hindered because the student does not correct and improve upon previous work. More care is required to follow the presentation guidelines.	The quality of homework and independent learning requires improvement. The standard of work is generally lower than expected based upon the student's target grade. Homework is sometimes incomplete or late.
1	In lessons this student is frequently disengaged. The quality of work and effort in lessons needs significant improvement. This student needs to make use of support provided and keep trying even when work is more difficult.	Presentation is inadequate. There are a number of mistakes which are not corrected which hinders student progress. Presentation guidelines are not being followed.	The quality of homework is inadequate. Work is often incomplete, handed in late or not completed at all.

