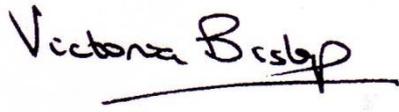




Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



Title	Assessment, Reporting & Recording Policy
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Approved	



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Assessment, Recording and Reporting Policy

1. Rationale:

Assessment is an integral part of teaching and learning. It is a continuous process designed to allow a review of the learning of students, and enable their progress and development to be improved. Assessment has four main purposes:

It can be **Formative** – This is the most important function of assessment. An integral part of students learning should be that they understand the learning intentions, success criteria and understand how they are doing and what they need to do to improve.

It can be **Diagnostic** – The use of assessment to identify each student's needs. It can assist with the placement of students in appropriate sets, enable the teacher to gauge whether students have understood a concept, acquired a skill or a piece of knowledge.

It can be **Summative** - This is a cumulative record students' achievements to date. Summative information is used for a variety of purposes e.g. In National Curriculum subjects, the 'level' of attainment reached is reviewed at least twice every year (see Appendix 1). It is reported to parents/carers at the end of the Key Stage. Summative information from our primary schools is used to help with curriculum planning and to place students in groups.

It can be **Evaluative** - Through the results of the assessment and recording of students achievements the teacher is able to judge the effects of learning taking place in the classroom. The use of standardised tests, national curriculum assessments, national data and bench marks enable the academy to compare with nationally gathered statistics. Departments use this data to evaluate their performance and set targets for student attainment.

2. Objectives of assessment, recording and reporting:

1. To ensure that student progress is measured and recorded effectively



2. To ensure that particular strengths and weaknesses of students are diagnosed effectively
3. To enable staff to plan appropriate future learning experiences for individuals and groups of students
4. To ensure that meaningful and regular feedback is provided to students and parents and carers, which is used by students to improve their learning
5. To enable staff to evaluate the curriculum and the learning experiences provided through it.

3. Guidelines:

1. Methods of Assessment:

There are a variety of methods and sources of information for assessment:

- students' self-assessment
- peer assessment
- target setting
- observation
- pre and post tests
- special classroom assessment tasks
- homework
- marking and feedback
- practical tasks
- monitoring of student talk and questions
- written classroom tasks

Students complete a wide range of work across the academy, which may be written, diagrammatic, oral, practical, using ICT, etc. Any of these types of work may be assessed.

A range of formative assessments, tests and examinations are used on a regular basis to help measure student's achievement, and provide examination practice. These include tests or examinations for all year groups. Controlled Assessment is also an integral part for some examination courses, and is carefully assessed and moderated against examination board criteria.

4. Standards

It is important the students have a secure knowledge of assessment standards. At GCSE students should be aware of the different tiers of examination paper available and the prospective grades from each. Students should also be aware of the standard of work required to reach particular grades through the use of exemplar



materials and published criteria for assessment. Once students are aware of assessment criteria they can assess their own and one another's work and make useful evaluations leading to targets for improvement. This is often most useful while work is in progress, or if students are able to return to work to improve it.

5. Marking:

Student's work is marked on a range of criteria, with grades and/or comments given to students according to faculty or departmental policy. All faculties have agreed systems of marking and complete work reviews to ensure a consistent approach by teachers. Students are informed of assessment criteria in each faculty.

Not every task or activity is graded or commented upon with the same attention to detail, for example, students' class notes need only be ticked. However, students' own work needs more scrutiny and the opportunity used to give encouragement and constructive feedback. Teachers should ensure that students understand the difference in feedback they will receive.

Marking is completed with the aim of giving students a clear picture about what they have done well, and where they need to do better next time. Comments are added to students work to enable them to understand how to improve their work and to recognise and celebrate achievements. It is important that departments find ways to get students to engage with the feedback they receive otherwise much teacher effort is wasted. Valuable forms of marking are peer and self-assessment of work against agreed success criteria.

6. Recording:

Maintaining an up-to-date record of student performance is an essential part of the assessment process. Such records are vital to enable staff;

- monitor the attainment progress towards targets and ultimately value added to groups of students and by departments,
- monitor individual students' progress towards targets and value added,
- provide information for reports and parents' evenings,
- help short term planning and curriculum evaluation,

At the most basic level, each member of staff within a department should keep a record of student grades and examination results in mark books, folders or electronically which should log information about the students he/she teaches. It is the responsibility of each department to agree on the information to be recorded and how.



All staff are provided with appropriate baseline information, which is used to monitor progress and set targets.

At Key Stage 3, all departments set and review progress towards an end of KS4 target based on prior attainment data. Departments should share these with students, linked to a modelling of standards. Central monitoring of individual progress towards targets exists within the academy.

In Key Stage 4, teacher assessed estimated grades are collected 6 times over the academic year, and compared with predicted grades based on prior attainment. This data is used in conjunction with an assessment ICT package to monitor progress and set targets for individual students, groups and teachers. This information is used to support a mentoring programme for underachieving students.

In Key Stage 5 teachers should have an appropriate system for recording both grades and targets. Tutors receive predicted grades based on prior attainment, and grades on performance, estimated and target grades from interim and external reports.

7. Reporting:

Written reports are sent home to parents/carers annually, with Progress Reports being sent home twice during the year for students in Year 7, 8, 9, 10 and 12 while those in Year 11 and 13 will receive one progress report a year. Post-16 students have one full report and one Progress Report during an academic year. Guidelines are issued to staff for writing reports. It is the responsibility of every member of staff to make sure that they complete reports in full by the published deadline.

Where there are concerns over an individual student's progress, then:

- Parents/carers may request an additional interim report on their son/daughter
- Parents/carers may contact staff directly for an update on progress
- Parents/carers should contact the Director of Year

Parent/Carer consultation evenings are held during the year for each year group.

8. Internal Assessment Appeals Process

Where a student or a parent and carer feel that the assessment of a student is not accurate they should in the first instance contact the subject teacher to discuss the reasons behind the assessment given. Subsequently if a change is required or the



issue is unresolved the Vice Principal with responsibility for assessment should be contacted.

9. Data and Target Setting

Target setting is completed at regular intervals in all subjects at all levels. This can occur as part of the feedback on work or more formally over a longer time period.

Data is collected through the completion of full reports and Progress Reports by staff. The data is then used at several different levels. Appropriate interventions occur either for individuals or groups on the basis of this information.

There is a formal target setting day in the autumn term for each year group where parents and carers and students are invited to attend a meeting with the form tutor to discuss progress and then to set individual targets.

Subject teachers, Heads of Faculty and tutors will monitor progress towards targets. Achievement of targets should be recorded and positively acknowledged. Exemplar targets should be identified for reports within each faculty. Good practice in target setting should be shared at faculty / department meetings.

10. Mentoring

The academic mentoring programme has been designed to allow selected students to record the progress they are making and the formal and informal conversations that students have with form tutors and other teachers about their progress.

11. Whole Academy Uses Of Assessment Data

KS2 data is acquired from primary feeder schools. GL assessment take place early in Year 7. Additional tests are made, for example reading comprehension levels. This information is shown on class lists.

For Key Stage 3 and 4, departments are set targets using KS2 scores while GL assessments are used in Years 7, 8 and 9 to compare the progress against our in school data .

Key Stage 5 departments use an AS/A level prediction system, based on average GCSE scores, to predict AS and A levels grades for individuals and groups.



Time is spent in departments evaluating student performance, from this departments are expected to make judgements about data and identify development issues.

12. Group Monitoring

The performance of a variety of different groups is monitored in relation to equality of opportunity and attainment. These include different ethnic groups, looked after children, Disadvantaged Students, Special Educational Needs (SEN) and English As An Additional Language (EAL) pupils. The academy has an EAL co-ordinator to monitor the achievements of those students who have difficulties with written and spoken English. Inclusion Reports identify any patterns of specific under-attainment by particular groups and will be addressed at a whole school/academy level.