

**Tasker Milward VC School – Strive to Achieve Respect**  
**Ysgol RG Tasker Milward- Safwn Er mwyn Rhagoriaeth**



# **Assessment Recording & Reporting Policy**

<b>Issue No Rhif y Cyhoeddiad</b>	<b>Author / Owner Awdur/ Perchennog</b>	<b>Date Written Dyddiad Ygrifennwyd</b>	<b>Approval by Governors on Cymeradwywyd gan y llywordraethwyr</b>	<b>Comments Sylwadau</b>
Issue 3	CW	Re-wirrtten 09/06	December 06	
Issue 4	ALT	Amended 06/08		
Issue 5	ALT	Amended 10/12	November 2012	
Issue 6	KLM	Amended 10/15	December 2015	

# **ASSESSMENT RECORDING & REPORTING POLICY**

## **Section A – Assessment**

## **Section B – Recording & reporting**

## **Section C – Appendix: Suggested Formative & Summative Strategies**

### **Purpose**

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning.

The purpose of this policy is:

- to define assessment and its importance in the school, the learning process and the recognition of the achievement of learners;
- to adopt a whole school approach to assessment in line with assessment for learning techniques and the principles of the LNF;
- to define the school's marking policy and ensure there is consistency in marking and feedback across the whole-school;
- to ensure there are consistently applied approaches to the assessment of literacy and numeracy using whole-school marking codes;
- to identify specific roles and responsibilities within the school in relation to assessment;
- to establish procedures for monitoring assessment, recording and reporting across the school;
- to provide the school's rationale and guidance for reporting to parents;
- to provide the school's reporting schedule; and
- to define the school's approach to reporting to parents/carers in line with statutory requirements

## **Section A - Assessment**

**Assessment is an integral part of the process of teaching and learning. Its main purposes are:**

- To provide pupils with a knowledge of their strengths and weaknesses so that they can develop strategies to improve their performance with increasing confidence and independence
- To provide teachers with evidence of pupils' strengths and weaknesses so that an appropriate range of teaching and learning styles can be employed for individuals and classes;
- To provide parents with meaningful and accurate information about what pupils know, understand and can do; and
- To provide the whole school with information which will enable them to set targets for individuals, cohorts and the whole school.

To achieve the above, the School will ensure that assessment:

- is usually formative, enabling pupils to reflect on their work, helping them to know what they are doing well and to identify what they need to do to further improve their performance;
- is sometimes summative, providing pupils, teachers, parents, governors and outside agencies with useful and accurate information at each agreed data capture for reporting;
- is fully integrated into the teaching and learning process;
- involves pupils, when appropriate, so they become reflective learners;
- encourages the involvement of parents by showing clearly a pupil's level of attainment and what he/she needs to do make further progress
- is conducted in a variety of techniques, matching them to the requirements of the task and to the needs of all pupils;
- is monitored in a structured and regular manner so that common standards and effectiveness are assured;
- is understood by pupils.

### **Teachers will:**

- Embrace the principles of AfL in their day-to-day practice (see appendix)
- Ensure all pupils are aware of their potential level (KS3) and potential grade (KS4) and are given specific feedback to help achieve this;
- Ensure that all work is marked in-line with the marking framework and pupils are given ample time to act upon the 'wish' in green pen
- Set targets, both subject specific and literacy and numeracy based targets for all pupils on a regular basis and ensure that such targets are referred to when marking further work;
- Provide continuous oral and written feedback which identifies strengths and the next step for improvement.
- Plan against what pupils can do/know/understand;
- Ensure success criteria are clearly understood;
- Engage pupils in varied questioning with 'wait' time.

### **The head of department will:**

- Ensure that the departmental assessment policy is consistent with the whole school assessment policy.
- Ensure that all members of the department are marking using the marking framework
- Ensure the SoW clearly identifies all assessment opportunities, both summative and formative;
- Monitor assessment practice across the department including the quality of pupil feedback;
- Maintain a set of reference exemplars of pupil work corresponding to N.C. levels at KS3 and ensure that moderation is a feature of departmental work at appropriate times in the year.
- Sample departmental reports checking for consistency within department and correcting any errors.

### **Senior management will:**

- Monitor assessment practice across the school on a regular basis including the quality of target setting.
- Carry out regular book scrutinies to sample the quality of marking and feedback being given to pupils
- Identify and disseminate good-practice across the school.

### **The pupil will:**

- Know exactly what to do to improve their work and will be given time to act on the advice given
- Understand the success criteria of the task or assessment before undertaking it;
- Gain confidence, motivation and self-esteem as a learner.
- Improve own self-evaluation skills.

### **Types of assessment**

**Assessment for learning (formative)** – this is the ongoing assessment carried out by teachers, both formally and informally, during a unit of work. The results of formative assessment have a direct impact on teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teachers' own record books, or pupils' own books and files.

**Assessment of learning (summative)** – this occurs at defined periods of the academic year, such as the end of a topic or unit of work or at a data capture point. Summative assessments help teachers in making end of year and end of key stage best fit assessments and are also used in determining the overall subject level for learners.

All assessment should enable pupils to know exactly what they have done well and what they need to do to improve. Assessment needs to be linked to the work so that pupils know what aspects of their will be assessed, how this will be done, and what their role is in the process.

#### ➤ **Feedback / marking policy**

Assessment of day-to-day progress depends heavily upon the marking and correction of written work. The main purpose is formative – helping pupils to see how their work can be improved and developed, identifying weaknesses and uncertainties as a basis for remedial action and as an effective means of establishing suitably high expectations of each pupil. Most pupils want to please and believe the marking of their work to be worthy of the teachers' time. Thorough, effective marking can improve pupil motivation. Regular, rigorous and constructive marking is essential to benefit a pupil's learning.

The school's marking framework states that:

- all books should be marked every 4-6 lessons
- all books should be marked using the codes on the framework
- all marked work will include positive and constructive comments using the two stars and a wish approach (stickers available in reprographics)
- spelling, punctuation and grammar (Spag) need to be specifically addressed with 3-5 spelling errors per page identified and corrected by the teacher. The pupil must then write the correct spelling out 3 times.
- A literacy target and subject specific target should be set half termly
- Self/peer assessment is a valuable learning process and needs to be planned and clearly identified in pupils' books.

## **Section B – Recording and Reporting**

### ➤ **Recording**

- All teachers must maintain detailed records of assessments for all classes;
- Data in the form of a sub divided current working at National Curriculum level (KS3) and current expected GCSE/AS/A2 grade (KS4/Post-16) together with effort grades are to be entered into SIMS in accordance with the data capture points. This data will be used for HOY and HOD progress tracking, whole-school statutory target setting and reporting to parents.

### ➤ **Reporting**

Data capture points, interim reports and full reports should:

- Be provided in accordance with statutory guidance;
- Provide a full picture of individual pupils' academic achievement;
- Record individual standards of achievement in each subject;
- Provide evidence of current working at grade/level in relation to potential grade/level;
- Provide opportunities to teachers to comment on progress made in developing skill, knowledge and understanding;
- **Interim reports** – consist of pupils current working at level (KS3) or current expected grade (KS4) (provided by a DCP), potential grade/level and an effort grade.
- **Full reports** - consist of pupils current working at level (KS3) or current expected grade (KS4) (provided by a DCP), potential grade/level, effort grade and a free comment on progress and targets for improvement.
- **Mock grade reports** will be produced after mock exams for year 10 (around Easter) and year 11 (second half of autumn term) and will report home the grades achieved in specific exam papers.

- **AS and A2 full reports** will be issued in the second half of the Spring term. The report will include a current predicted grade, potential grade and effort grade along with a comment on progress and targets for improvement. In addition the academic monitoring process which runs in conjunction with Federation partner institutions produces 3 mini reports which provide parents with effort, predicted and potential grades.

### **Reporting guidance**

- The SLT member in charge of ARR will issue the ARR timetable at the start of the academic year. This will include the dates for all DCP's in the system.
- The data manager will ensure all mark sheets are created and open prior to a DCP report deadline. It is also the responsibility of the data manager and SLT member in charge of ARR to ensure the reports are sent out to parents on the published date.
- Subject teachers should input a current working at level or current expected grade, which should be decided upon following guidance from the Head of Department and by looking at all the work which has been assessed to date and the quality of work produced.
- At KS3, sub divided levels are used with 'a' being the very top of the level, 'b' being the middle of a level and 'c' is at the very bottom end of the level
- At KS4, fine grading (1-3) is used with 1 being a very strong grade, 2 being a middle grade and 3 being a weak grade
- The effort grades used are A-D
- The free comment must include comments on the progress the pupil has made in the subject, including references to the standard of classwork and homework. It must comment on skills gained throughout the course and the general attitude of the pupil to their studies.
- The targets set must relate to the work the pupils will be doing in the work following the report and should clearly explain what the pupil needs to do to make further progress in the subject.
- Once a year, form tutors will be expected to write a comment for the full report. This should comment on the pupils attendance, punctuality, organisation and attitude to school life. It should also comment on a pupil's contributions to the school community and overall achievements.

### **Heads of department**

- are responsible for the quality and accuracy of reports issued by the department and should ensure that robust quality control systems exist within the department.
- should ensure that the data is checked and complete and email the SLT member in charge of ARR to let them know the data has been checked.

### **Heads of year**

- are expected to analyse the data for their year group and ensure that under performance by a pupil or in a department is challenged

## The SENCO

- is expected to analyse the data from each DCP that relates to pupils on the SEN register, FSM list and other vulnerable groups, and ensure that under performance is being highlighted and interventions are being put in place

## Senior management will

- monitor the quality and accuracy of reports and liaise with heads of department where necessary.
- use the data produced as a result of a DCP during the next line management meeting to analyse where pupils are in relation to their targets a
- use the data produced to monitor underperformance of departments in relation to target grades or levels

## Section C – Appendix

- i) Suggested Formative & Summative strategies.

<b>Assessment for Learning</b>	<b>Assessment of Learning</b>
Self assessment Peer assessment Questioning Differentiation Demonstrating Sharing learning intentions Modelling Scaffolding Explaining Guided tasks Independent working Working with others Displayed evidence of standards Exemplar material Shared criteria for the next step Regular observation of lessons Book monitoring	Testing External examinations Time limited tasks Closed tasks Revision Practice opportunities Drilling Preparation and rehearsal Written work

- ii) **AfL Principles and suggested tools**

## Questioning

<b>Assessment for learning principle</b>	<b>Suggested tool</b>
<i>Improving quality of answers</i>	Increasing thinking/wait time Big questions Collaboration on formulating questions Finding questions learners get wrong
<i>Peer discussion</i>	Think-pair-share Group responses Phone a friend
<i>Active involvement of all pupils</i>	Whiteboards Choice of answers eg concept cartoons No hands up Snowball/post it challenges Placemats Agreeing ground rules

## **Feedback**

<b>Assessment for learning principle</b>	<b>Suggested tool</b>
<i>Target setting</i>	Modelling development of success criteria Learner centred and linked to learning intentions/success criteria for Task Comments only/no grades Advice on how to improve



	Clarity – closing the gap comments Temporary comments Two stars and a wish PMI diagrams Caterpillar Traffic Lights
<i>Immediacy of feedback</i>	Allow time and opportunity to correct Self-assessment Learner-to-learner dialogue

### Peer and self-assessment

<b>Assessment for learning principle</b>	<b>Suggested tool</b>
<i>Ongoing assessment in lessons</i>	Traffic lighting Thumbs up/thumbs down Talk partners Post-it challenge/snowball challenge KWL/KWHL grids QUADS grids Reflection triangles Scaffolded (generic) reflection prompts Self-marking Peer-marking Writing Journals/learning logs/learning diary
<i>Using summative assessments formatively</i>	Modelling the Task

	Reviewing tests Big copies of exam questions Learners set questions Learners write mark schemes Exam question analysis Coursework quality and drafting Learner-led plenary
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**N.B.** The allocation of tools to principles is at times arbitrary as many tools fulfil key roles for more than one principle. In addition, there is much overlap between principles.

## Thinking principles and suggested tools

**N.B.** The allocation of tools to principles is at times arbitrary as many tools/strategies fulfil key roles for more than one principle. In addition, there is much overlap between principles.

<b>PLAN</b>	
<b>Thinking principle</b>	<b>Suggested tool</b>
<i>Asking questions (to understand the problem)</i>	Concept maps Concept cartoons KWL/QuADS grids Mind mapping Snowball challenge Who-what-when-where
<i>Activating prior knowledge, skills and understanding</i>	Concept maps Concept cartoons KWL/QuADS grids Mind mapping Odd One Out
<i>Gathering information</i>	Placemat activities Sequencing activities Questionnaires
<i>Determining the process/method and strategy</i>	Brainstorming e.g. placemat activities Mind mapping Snowball challenge/post it challenge Sequencing activities
<i>Determining success criteria</i>	KWL/QuADS grids Traffic lighting Think-pair-share

<b>DEVELOP</b>	
<b>Thinking principle</b>	<b>Suggested tool</b>
<i>Creating and developing ideas</i>	Concept maps Mind maps Living graphs Odd one out PMI diagrams
<i>Entrepreneurial thinking</i>	Fortune lines Mind mapping Extension to who-what-when-where Extension to Most likely to PMI diagrams
<i>Thinking about cause and effect and making inferences</i>	Concept cartoons Fishbone diagrams Fortune lines KWL/QuADS grids Living graphs Odd one out Predicting from the video
<i>Forming opinions and making decisions</i>	Brainstorming Diamond ranking Mind mapping Most likely to Multi-layered mystery Snowball challenge
<i>Thinking logically and seeking patterns</i>	Memory diagram Mysteries

	Whole and part Who-what-when-where
<i>Considering evidence, information and ideas</i>	Jigsawing Venn diagrams

<b>REFLECT</b>	
<b>Thinking principle</b>	<b>Suggested tool</b>
<i>Evaluate own learning and thinking</i>	Caterpillar Concept map Lilypads/Mr frog PMI diagrams Questionnaire Reflection triangles Writing journals
<i>Reviewing outcomes and success criteria</i>  <i>Reviewing the process/method</i>	Hot seating PMI diagram Splat Taboo Traffic Lighting
<i>Linking and lateral thinking</i>	Concept cartoons Just a minute