

The Clere School



Assessment, Recording and Reporting Policy

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Approved by: Headteacher	Date of Approval: 6 November 2017
Approved by: Chair of Standards, Curriculum & Wellbeing Committee	Date of Approval: 6 November 2017

The intention is that this school policy should provide a common framework of principles and strategies for all departments. The policy document addresses the following areas:

- **Basic Principles**
- **Schemes of Work**
- **Marking**
- **Recording Achievement**
- **Roles and Responsibilities**

Basic principles

We believe that regular and robust Assessment for Learning strategies are necessary for ensuring successful teaching and learning. Careful, regular monitoring of attainment in each subject enables targets for improvements to be set and parents to support their child's progress. Each individual pupil is at the heart of our assessment policy.

- Progress for every student is achieved in an environment of high levels of motivation and interest.
- Assessment, and particularly assessment for learning is an integral part of the learning process.
- All assessment encourages students to learn from their mistakes and successes, and to have a sense of pride in their work.
- Assessment is based on a variety of evidence and, should be gathered from a range of contexts.
- Assessment encourages a dialogue between teacher and students, both oral and written.
- Assessment of students' performance should identify successes and areas for improvement. It is positive and increases motivation. It should give students an idea of their level/achievement.
- Assessment is designed to encourage students to aim higher and to plan the next stages of learning.
- Teachers should record assessment information and use it to evaluate their own teaching programmes, assisting logical progression of work through informing short-term planning, and helping the school to evaluate its curriculum.
- Effective assessment enables us to closely monitor progress, identify and act upon under-achievement and with appropriate interventions, help us to ensure all students make outstanding progress.
- Students are involved in the assessment process - they are aware of the overall context in which a piece of work is being studied and the criteria for judging achievements are made clear to them.
- Where relevant and practical, students should co-construct learning targets with their teacher, and assist in decisions regarding which pieces of work represent their best achievements and why.

- Achievement is acknowledged wherever it occurs in the work and activity of the student both inside and outside the school.
- Valid and reliable information will be provided for parents, on student achievement, progress and effort;

Schemes of Work

Every Curriculum Leader is responsible for producing Schemes of Work. These describe the contents and organisation of the courses of study followed by students. All colleagues working within that curriculum area should be actively involved in the writing, evaluating and improving of Schemes of Work. This ensures that colleagues work together, adopting an agreed philosophy, and to support the delivery of the course aims, objectives, skills and attitudes within the classroom. All Schemes of Work are evaluated and updated as necessary. Schemes are accessible to SLT for monitoring purposes, and available and regularly updated on the school website.

The Scheme of Work includes:

- Course Aims and Objectives
- Skills and Attitudes
- A list of topics (N.C. Programme of Study)
- Timings
- Resources, including use of ICT
- Assessment opportunities, including marking and record-keeping (in accordance with school policy);

Cross-curricular elements:

All Schemes of work promote the principle of Equal opportunities and preparation for life in a multicultural society. We plan differentiation to ensure that topics and skills are accessible to students who may be disadvantaged and/or have Special Educational Needs, and also to ensure that challenge is always present for those students who learn swiftly.

Skills

- Literacy
- Numeracy
- ICT
- Learning to learn skills (Developing independence, enquiry, creativity, reflection, resilience and cooperation)
- Themes
- Careers Education
- Health Education
- Citizenship
- Business and Enterprise
- Sustainability
- British Values
- International/Global issues

Marking

In the Scheme of Work we identify specific common tasks with mark schemes. The system of marking should be explained to the students. Spelling mistakes should be corrected along with the checking of punctuation and grammar.

- All departments acknowledge the effort and progress made by the student (www).
- Teachers add strategies which explain how the pupil can improve the work (ebi).
- Students will be expected to respond to these comments and attempt to improve their work (rsvp).
- Then teachers respond. This is described as a 'learning journey.'
- Students regularly and frequently self-assess
- Peer assessment is used frequently.

Lower School Marking: An appropriate grade related to the assessment flightpath will be awarded, or a mark out of an appropriate total.

Upper School Marking: An appropriate grade related to the exam being studied for will be awarded, or a mark out of an appropriate total.

Recording Achievement

An on-going record of every student's achievements must be kept, in accordance with N.C. requirements, with a brief summary of the task set with date.

Standardisation and moderation of work within a department will ensure that there is a consistent approach between all colleagues and it should be clear how this will be achieved.

C5 There should be a department portfolio, containing examples of work that has been assessed and moderated. This work should be retained as evidence that all colleagues are agreed about the standards defined by the National Curriculum. The portfolio should be annotated to give contextual background and include justifications for the levels/statements awarded.

Reports to Parents

Reports are provided to parents at the end of each term.

Tutor Reports (sent once during each academic year) will communicate to all interested parties the achievements of students both inside and outside school, in accordance with statutory requirements and national guidelines. They will give clear and concise information allowing students, parents and teachers to monitor achievement, progress and effort.

ROLES AND RESPONSIBILITIES

Teacher - *Referenced against QTS standards:*

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
- Communicate effectively with children, young people, colleagues, parents and carers. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Know the assessment requirements and arrangements for the subjects/ curriculum areas they are trained to teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Make effective use of a range of assessment, monitoring and recording strategies.
- Assess the learning needs of those they teach in order to set challenging learning objectives.
- Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Referenced against Core standards:

All of the above in more depth, plus-

- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
- Teach engaging and motivating lessons informed by well-grounded expectations. Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment of learners and designed to raise levels of attainment.

Referenced against Post-Threshold standards:

All of the above in more depth, plus-

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/ curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Curriculum Leader

- Ensure that school policies are being adhered to in a rigorous fashion.
- Have a clear department marking policy that is based on the whole school version, and includes references to subject-specific approaches.
- Publish an up-to-date homework policy that is in line with the whole school version, and check that department staff are adhering to this policy.
- Regularly update and ensure all department staff have a copy of all necessary Schemes of Work
- Build a department portfolio for easy reference as to standardised levels and examples of those.

Senior Leader

- Be accountable for ensuring that the above school policy is being carried out in practice.
- Play a full role with Progress Leaders in monitoring effort and progress at each grade round for each year group.
- Monitor the extent to which the policy is being met and put support in place where it is needed.

Student

- Record homework whenever required in your planner.
- Ensure that tasks are understood and, if not understood and there is a deadline, ask for help in sufficient time
- If any work is left incomplete, particularly homework, ask your parent/carer to write the reasons in the planner.
- Ensure that all work is completed in your own words- do not copy someone else's work
- Complete work in line with the outcomes/success criteria provided by your teacher.
- Use the advice given to you in your next piece of work to show progress and improvement.