



INVESTOR IN PEOPLE

# Assessment Recording Reporting Policy

## Version 19/20-1.0

<p><b>Important:</b> This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p><b>Name and Title of Author:</b></p>	
<p><b>Name of Responsible Committee/Individual:</b></p>	SLO
<p><b>Implementation Date:</b></p>	Local Governing Body
<p><b>Review Date:</b></p>	Autumn 2020
<p><b>Related Documents:</b></p>	Autumn 2021

## **CONTENTS**

### **Section**

- 1. Introduction**
- 2. Aims**
- 3. Leadership**
- 4. Assessment**
- 5. Reporting to Parents**
- 6. External Examinations**
- 7. Curriculum Area Responsibility**
- 8. Assessment Techniques**
- 9. Marking**
- 10. Target Setting**
- 11. Recording**
- 12. Reporting**
- 13. Meeting with Parents**
- 14. External Examinations?**
- 15. Key Stage 4**
- 16. Monitoring and Evaluation**

## **Assessment and Reporting Policy: Summary**

### **Introduction:**

This document describes the assessment and reporting processes, outcomes and actions that are used at the schools. The monitoring and reporting cycle enables the school self-evaluation document contributing to school improvement.

Each school's SEF will be updated four times per year and the judgements made in it will inform whole school and subject planning, individual performance management and whole school and individual training priorities.

Trustees have oversight of the performance of each school and Local Governing Bodies have more detailed understanding of the strengths and areas for development for individual school.

### **Aim:**

To ensure efficient monitoring and evaluation of pupil progress using a cycle that collects accurate working and prediction data in which intervention and school planning can be undertaken. The assessment and reporting cycle should support classroom teachers, heads of house and curriculum leaders as well as the senior leadership team in improving performance across the school.

### **Leadership**

Overall leadership of assessment and reporting within Malet Lambert is the responsibility of the Deputy Head for Curriculum and Assessment. Curriculum leaders lead day-to-day operation of data collection and forecasting adhering to a Trust Assessment Timeline. Senior leaders review and hold middle leaders to account on progress data and subject actions for improvement.

### **Assessment**

Assessment is an integral part of teachers' strategies for managing pupils' learning. It helps identify strengths and weaknesses, it informs pupils and their parents about progress, and it forms the basis for planning future learning. On the basis of regular assessments, pupils and teachers can set targets for each learning cycle.

The school records key assessment data centrally in order to support the work of teachers and pupils, to inform parents about their child's progress, and to provide statutory returns to local and national agencies. As policy the school records, a minimum of three progress cycle data per year, all mock exam data for KS4 subjects in addition to controlled assessment data. Further, two additional Y11 data input points are recorded.

Individual teachers and subject departments record more detailed information to support the learning process day-to-day. The school attempts to ensure consistency of centrally recorded information by encouraging moderation procedures. The school data team (comprising the DHT, data manager and examinations officer) support all middle leaders and teachers with their data recording, analysis and subsequent intervention and actions.

### **Reporting to parents**

Parents are informed of their child's progress formally three times through the year and have the opportunity to formally discuss their child's progress at parents' evenings.

This will happen for all year groups and twice per year for Y11. Additionally, there will be a Y9 'guided choices evening'. In addition, examination results (both internal and external) are reported in summary form at appropriate times.

## **External examinations**

The school participates fully in end-of-key-stage examinations set on behalf of national government. In addition, we encourage our pupils to take a full range of appropriate examinations. In collaboration with the Trust, we agree targets for the results of these external examinations. Further details on examinations can be found in the school curriculum examination policies.

## **Curriculum Area Responsibility**

Within a subject department, responsibility for effective assessment is the responsibility of the curriculum leader. The curriculum leader is responsible for ensuring that appropriate standardisation and moderation is undertaken in order to allow all members of their department accurately and consistently adhere to the policy in their work with pupils and reporting their progress.

Head of school, SLEs, Heads of House and SLT perform Monitoring, Evaluation and Review of year group performance. Heads of House and SLT are additionally responsible for implementing intervention strategies to support underperformance.

A number of support groups also feed into the assessment and reporting process: amongst these the SEND, learning mentors and Heads of House (who play a particularly important part in the progress of SEND and vulnerable children).

Monitoring should take place at all levels of the process in order to assure the quality and consistency of what we are doing. The monitoring process will also be a mechanism through which 'best practice' can be identified with a view to sharing it more widely.

## **Why do we assess?**

Assessment of pupils' work serves a number of purposes. It enables us to identify strengths and weaknesses in the teaching and learning process; it helps us to inform pupils about their current level of attainment and helps us to set with and for them appropriate short and medium term targets for further progress; and it helps us measure the progress that pupils are making through the school curriculum, progression from our three year KS3 to level 2 qualifications and to report this to parents.

## **Assessment techniques**

The school will use a variety of assessment techniques in order to form a judgement about a pupil's current level of attainment and to inform target setting and future work with him. Where appropriate the assessment and target setting will involve the pupils themselves in order to give them some ownership of the process.

In deciding which assessment techniques are appropriate to a given situation, due consideration will be given to differentiation, formative and summative approaches, pupil involvement, whole-school initiatives (especially literacy and numeracy) and the integration of the assessment with the normal process of teaching and learning.

## **Marking**

Marking assists teachers in monitoring pupil progress. It provides information on which to base the planning of future work for individuals and for whole classes. It also helps evaluate the effectiveness of teaching with respect to specific learning objectives. From the pupil's point of view, marking can support their learning by acknowledging their achievement and identifying areas for development and improvement. Please refer to the school marking policy for specific details.

## **Target setting**

Target setting can help teachers as well as pupils. The setting of targets helps teachers clarify their aims for classes and individuals and it will be appropriate that most of them are shared with pupils. There needs to be a shared understanding of the process by which these aims may be achieved and targets can help pupils by acting as intermediate steps along the way. Even those who do not fully achieve the aims will be able to recognise their improvement in terms of progression through some targets. Target setting is a part of the assessment process, which can contribute significantly to continuity and progression, to evaluation and to future planning. However, it follows that a quality review of progress, followed by further target setting, must take place on a regular basis.

Target setting should take account not only of recent assessment but also of the school's expectations for the pupils. These expectations are informed by national data, and KS2 average point scores or literacy and numeracy standardised tests and CAT results in line with the Trust model. Realistic long term targets should be set for the end of Key Stage 4 but these should not normally be lower than nationally indicated results. Targets should incorporate a realistic element of challenge and it should be possible for pupils to track their progress towards them.

Subject teachers, Heads of House and form tutors will work with pupils to help them understand their potential and how the target setting process can help them achieve it. The school's data will be used with pupils to analyse their own learning and to set personal targets.

## **Recording**

The school is registered under the Data Protection Act and has a responsibility to abide by the terms and conditions that this imposes. In particular, information held by the school about pupils on any computer or computer system will be factual or reflect the informed professional judgement of staff at the school. Parents<sup>1</sup> have a right to see, and if necessary challenge, this data.

The school will fulfil its legal requirement to keep a record for each pupil which "must include information on the pupil's academic achievements, other skills and abilities and progress in the school, and this material must be updated each year."

---

<sup>1</sup> The words 'parent' and 'parents' are used throughout this document to denote the legal guardians of the pupils

#### *Central recording: external data*

During a pupil's stay with us, the school collects a number of items of external, or externally moderated data about each child. This data is held centrally on computer and is available to staff in order to inform their work with classes and individuals. This data normally includes:

- Key Stage 2 (KS2) examination/standardised test marks and
- Cognitive Ability Test (CAT) scores (verbal, non-verbal, quantitative)
- Annual standardised Reading Age assessments
- Key Stage 3&4 (KS3&4) examination results (GCSE, and all other level 2 qualification results)
- FFT data.

#### *Central recording: internal data*

The school records centrally each child's level of attainment in each subject. The timing of this assessment is such as to inform the Trust Monitoring and Evaluation cycle and termly reports to Directors. Key Stage 3 courses in Year 7 and 8 report in the form of: on, above or below target on the emerging, developing, secure and excelling scale. Year 9 and Key Stage 4 courses are reported in terms of a predicted grade at the end of Year 11. For most pupils and most courses this will be a GCSE 9 - 1 grade but a number of our pupils take BTEC level 2, Cambridge National Certificates and vocational and other qualifications in which cases the appropriate grading system is applied. Separate grade targeting criteria are applied to these courses depending on the grading system applied.

Three times each year, staff make a judgement about a child's progress over the previous few months, apart from year 11 who receive only 2 progress reports over the academic year. The following categories are graded: effort, behaviour, homework and controlled assessment where applicable.

#### *Use of centrally recorded data*

The data held on each pupil can be collated in many ways. Its primary purpose is to support the work of teachers and pupils by informing the management of each pupil's learning; in particular, increasing use will be made of this data for intervention and pupil progress.

Teaching staff may wish to analyse, or have analysed, the performance of their teaching groups against that of other groups in the school or against national data. Such comparisons may be useful to inform threshold applications or to inform performance management targets. The school provides analysis software through the Sistra website for this purpose and staff are required to monitor their progress data through this programme.

#### *Departmental recording*

Each department will keep its own records covering the work done in its subject. This collation will allow the departmental team to build a picture of a child's progress over a number of years, which can inform future work with the pupil. It allows members of the department to compare progress at an individual or class level and to make judgements about the effectiveness of the learning in their classrooms and, for instance, to compare the effectiveness of different teaching approaches to the subject matter. All department data is stored on the school secure servers or within the school's google drive.

Each department will include in its Departmental Handbook a set of guidelines for assessment, recording and reporting by its staff for individual courses run and these should reflect the general guidelines set out here. The school standardised requirements for recording assessment data centrally include controlled assessment, mock examinations and progress cycle predictions however, gives departments freedom in how they should record progress at a departmental level or in individual teachers' records.

#### *Standardisation and moderation*

If information held centrally about a child is to be meaningful, it follows that it must be accurate and consistent. This implies that staff uses the same criteria and comparable judgement when arriving at grades or levels. For the 2019 9-1 GCSE subjects, predictions are the best estimate based upon the knowledge and skills required to gain a grade G, C and an A grade previously. Precisely grade boundaries cannot be attributed given this is a unique year and the national picture the school finds itself in. The content required for each of the grades 1,4 and 7 will be used to base initial predictions upon.

Within a department it is important that provision exists for moderation of grades. Regular opportunities must exist for staff to agree assessment criteria and moderate their use.

The problem is more complex in areas where cross-curricular delivery is undertaken, for instance with literacy and numeracy. Here it is essential that there are clear and unambiguous guidelines for staff and, as with other subject areas, arrangements are made for moderation and collection of the grades. Controlled assessment is formally moderated using lead personnel to verify work and cross-moderation between internal moderators within departments.

In all cases, teams should consider whether it is appropriate to gather folders of exemplar work to inform the assessment process. These collections may be especially useful during the induction of staff new to the school. The process of collection and agreement of levels can itself represent a major training opportunity if all staff are fully involved in it. The assessment portfolios can also be used with pupils and parents to demonstrate the quality of work that is required to justify each scheme of work or specification criteria.

### **Reporting**

All reporting is now entered directly onto 'SIMS' marksheets. Curriculum leaders are responsible for verifying progress data within 24 hours of the staff input deadline. Reports are generated and e-mailed to parents, with an A5 copy provided for pupil planners. Paper copies can be supplied to parents on request; this is lead through the House teams. All reports need to be quality assured within the data team before they are distributed.

The school has a responsibility to ensure that this automation of the report process does not reduce the quality of the information that it gives to parents. The school will make every effort to make the content of these reports easily understandable to parents and pupils alike. All grades written on reports are colour coded for attainment; green – above target, yellow – on target, blue – 1 grade below target, red – two or more grades below target. Educational, assessment and grade reforms will be explained to parents on the reports with links to relevant DfE websites for further information.

## **Meetings with parents**

Staff at Malet Lambert School will meet formally with each child's parents at parents evening. Most parents want a full and accurate picture, even if this can be uncomfortable. We should provide the opportunity for parents to ask questions in order to gain a better insight into their child's performance at school. Parental events form part of the school's annual cycle of events and are notified to parents via the school calendar, website, e-mails, social media and letter.

## **External examinations**

The school undertakes external examinations with pupils at a time which is deemed most appropriate for their development. The school, in consultation with the Trust sets target levels for a range of examination key performance indicators each year in addition to measures reported by the DfE:

- Progress8
- Attainment8
- Maths and English Grade 9-5
- Maths and English Grade 9-4
- Ebacc entry
- Ebacc average points per slot
- Ebacc Grade 5+

## **Key Stage 4**

The school undertakes to provide all pupils with the opportunity to take examinations in the subjects that they have studied during Key Stage 4; indeed it is our policy that all pupils should undertake such examinations other than in exceptional circumstances.

Statements of entry are sent home to parents, normally in early February, for the GCSE and Certificate of Achievement examinations. Parents are asked to signify their agreement with the entries and any queries are dealt with at this stage. Once the entries are confirmed and sent to the examination boards, parents are asked to pay for any examination that their child misses without good reason.

## **Monitoring and Evaluation**

Monitoring and Evaluation will be done by the following methods:

- Zonal walks by SLT, SILs and middle leaders.
- Learning walks undertaken by Heads of Subject, SILs and Trust Directors
- Head of school book-sees
- Departmental book scrutinies
- Head of house book scrutinies.
- Sampling of pupils' views through questionnaire or discussion
- Analysing teacher specific data, in order to share good practice and support development