

# Assessment, Recording & Reporting Policy



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## Vision

*To raise aspirations and expectations through the implementation of a consistent and coherent approach to assessment, recording and reporting (ARR) that is linked to our carefully sequenced, rich and diverse curriculum. Our approach enables all pupils to make rapid progress without creating unnecessary burdens for staff and pupils.*

## Principles

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. The principles of our ARR policy are:

- Assessment
  - information is informative, understandable and stored centrally.
  - supports teaching of the curriculum by helping pupils to know more, remember more and improves their ability to do more.
  - does not create unnecessary burdens for staff and pupils.
  - is consistent, purposeful, and informs clear actions allowing all pupils to make rapid progress including those with access arrangements.
- Leaders and teachers carefully consider the provision for access arrangements
- Leaders and teachers understand the limitations of assessment and avoid misuse and overuse.
- School and trust leaders review processes for collecting, analysing, and using data to inform actions for all pupils to make rapid process.
- Praise, reward and encouragement are as important as constructive criticism.
- The impact of assessment and data collection on staff workload is carefully monitored and strategically planned.
- Highly effective training on formative assessment is provided for staff on the implementation of the techniques and methods contained within the [Teaching & Learning Handbook](#)

## Roles & Responsibilities

### Pupils

- Actively seek to know more, remember more and are able to do more by acting on feedback from assessment.
- Use green pen to highlight improvement in their work following feedback.
- Complete assessments fairly and understand that cheating/plagiarism will be sanctioned.

### Teachers

- Regularly check all pupils' understanding of the curriculum systematically using formative assessment techniques and methods.
  - Provide regular feedback\* on their learning ensuring that all pupils can make rapid progress.
  - Use outcomes of assessment to plan more effective lessons so all pupils can make rapid progress.
  - Use 4Matrix to identify gaps/trends in learning
  - Seek to identify forms of cheating/plagiarism and sanction with a B2.
  - Follow the assessment procedures outlined in this policy.
- \*Feedback can take many forms, no one particular way is preferred.



### Support Staff

- To support all pupils to make rapid progress.
- To design and implement data efficient recording and reporting systems under the guidance of senior leaders to allow middle leaders to carry out actions.
- To provide FFT20 and L3VA targets.
- To provide subject grade profiles (distribution curves) for historical data comparison.

### Heads of Department

- Ensure implementation of school and department assessment policies.
- Implement and share effective methods and techniques of formative assessment within their department to enable all pupils to make rapid progress.
- Ensure summative assessment is used as an accurate and robust measure of pupil progress and attainment that is in line with national standards.
- Provide high-quality and reliable data through the implementation of robust department standardisation and moderation processes.
- Use 4Matrix to analyse, report and identify key actions to improve pupil progress and attainment, including progress and attainment of key groups to senior leaders.
- Review and report impact of key actions to senior leaders.
- Ensure the distribution of grades awarded in each year group is consistent with historical data trends and triangulates with pupil voice feedback, pupil work, and lesson observations.
- Regularly adjust curriculum plans to identify knowledge and skills that needs to be re-taught to ensure that all pupils can make rapid progress.

### Heads of Year

- Use 4Matrix to analyse, report and identify key actions to improve pupil progress and attainment, including progress and attainment of key groups to senior leaders.
- Review and report impact of key actions to senior leaders.

### Senior Leaders

- Ensure that this policy is adhered to.
- Challenge the consistency of implementation of department assessment policy.
- Set strategic and timely opportunities for departments to review and act on data.
- Set strategic opportunities for regular and highly effective training to enhance the effectiveness of assessment and feedback.
- Review and challenge middle leader analysis, reporting, and impact of key actions.
- Monitor and challenge standards of assessment.
- Monitor and challenge the distribution of grades awarded is consistent with historical trends for subjects and triangulates with pupil voice feedback and lesson observations.
- Report to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Review this policy annually.

### Governors

- Be familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Hold school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.
- Review this policy annually.



## School Approach to Assessment

There are two systems of assessment running simultaneously for pupils:

1. Formative Assessment
2. Summative Assessment

### Formative Assessment

Teachers regularly check pupils' understanding of the curriculum systematically using a variety of formative assessment techniques through implementation of the curriculum. They are provided with regular training to implement these effective methods and techniques as detailed in the [Teaching & Learning Handbook](#) that includes low stakes testing and a relentless focus on questioning to consistently review the acquisition of knowledge.

Teachers identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate the effectiveness of teaching, and plan future lessons that includes adjusting seating and curriculum plans.

Leaders strive to embed a culture of systematic formative assessment through a relentless drive on delivery of high-quality training on effective methods and techniques of formative assessment to maximise the impact of curriculum delivery.

Formative Assessment does not require a grade as the focus is on positive actionable feedback to help motivate pupils to "close the gap" between their current and potential attainment. Pupils are provided with regular opportunities for reflection and are responsible for making improvements to their work using their green pen. Teachers reward these efforts.

### Summative Assessment

Two summative assessment points per year group report graded (9- 1/GCSE and A\*-U/A level) pupil and year group attainment and progress. An additional CATs assessment is used in Year 7 to quality assure the FFT20 targets received. A detailed analysis at both department and year group level follows to identify actions for improvements in learning and teaching. Teachers provide detailed actionable feedback to pupils through a variety of methods as detailed in the [Teaching & Learning Handbook](#) so that pupils make improvements in their learning.

Heads of department ensure that summative assessment is used as an accurate and robust measure of pupil attainment and progress that is in line with national standards. They achieve this through consideration of national standards of external assessment at GCSE and A level, and through the careful, and timely, sequencing of their curriculum. They assess the appropriate breadth and depth of the curriculum and identify the knowledge and skills assessed on their curriculum plans.

Heads of department ensure consistency of marking through standardisation and moderation processes. Teachers evaluate learning of all pupils and the impact of their own teaching. They adjust their plans accordingly where required to maximise impact of teaching on learning.

School leaders monitor the performance of all pupils, identify where interventions may be required, and work with teachers to ensure pupils are supported to make improvements in progress and attainment. Parents and carers are informed of their child's progress at three points in the year (two reports, one parents' evening).



## Recording

Summative assessment and (some) formative is recorded centrally by each department. Summative assessment is recorded by teachers in SIMS following completion of a quality assurance process by heads of department to ensure the data is reliable and of high-quality. Heads of department agree with their line manager age-related grades for KS3 using subject grade profiles.

Data entered in Sims automatically identifies pupils who are Above/On/Below (AOB) target as categorised:

- Above: Above two or more
- On: Within one grade
- Below: Below two or more

## Reporting

Two data drops per year group are completed following each summative assessment point to simplify and improve data being collected and analysed, improve analysis of KS3 data in relation to student progress, reduce staff workload, and to ensure standardisation across the trust. Parents and carers are presented with a clear and simple report of progress and attainment data alongside attendance, punctuality, reward, and behaviour data.

Teachers input the following data in SIMS for all pupils:

- EPIN (Exceptional, Positive, Inconsistent or Negative ratings) for attitudes to learning.
- Working at grade (9-1)/Predicted (GCSE & A level)
- Assessment percentage
- Assessment percentage year group average

Teachers feedback pupil attainment and progress to parents and carers at one parents' evening in the year. SEND Review Days feedback attainment and progress three times per year, specifically reviewing the implementation and impact of agreed pupil action plans on key groups of pupils.

Teachers of Year 13 pupils use assessment information to generate and report UCAS predicted grades.

Form tutors report on the personal development of their pupils in a written report once per year that comments on the pupil's contribution to form time, house and extra-curricular activities, their character development overtime, and how they embrace and live the school's PRIDE values.

Leaders analyse, report and identify key actions to improve pupil progress and attainment, including progress and attainment of key groups to senior leaders. They review and report on the impact of these key actions to senior leaders.

## Links with other policies

This assessment policy is linked to:

- [Teaching & Learning Handbook](#).
- [4Matrix Teacher Guide](#)
- Department Feedback Policies
- Behaviour for Learning Policy

