

OUSEDALE SCHOOL

ASSESSMENT, RECORDING & REPORTING POLICY

1.0 INTRODUCTION

- 1.1 Assessment, Recording and Reporting are vital components of the school's curriculum that provides a range of evidence on the impact of its implementation.
- 1.2 Assessment is an ongoing process that helps students embed and articulate knowledge across a range of subjects and disciplines. . At an informal level, it is,, part of the intuitive art of teaching and enhances interpersonal relations by building respect and trust between staff and students The teacher's role is to use it for positive and constructive means to enable all students to progress and, therefore, raise achievement. Thus, this policy should inter-relate with policies such as PSHE, Equal Opportunities and Behaviour.
- 1.3 Assessment should also be a formal process in which both formative and summative judgements of students' effort, ability and attainment are recorded. Teachers are to record, as appropriate, information relating to a range of assessments. This is an important indicator of knowing how well our students are doing at a particular point in the school's curriculum. This assists staff in producing next steps for students and provides valuable feedback to students and parents.
- 1.4 It is important that leaders and teachers recognise the limitations of assessment and should avoid its misuse and overuse. E.g a very small cohort of 5 or less students will give limited information. Systems and protocols should not create unnecessary burdens on staff and students.
- 1.5 Information that has been collected and recorded in relation to assessment should be proportionate, represent an efficient use of school resources and are sustainable for staff. It should always support the teaching of the curriculum and promote progress by students knowing and remembering more. Reporting assessment data to students and parents not only informs on attainment and progress at any given time but also develops the home-school relationship by opening up a dialogue about achievement.
- 1.6 A culture which is open and honest and seeks continual improvement will make good use of Assessment, Recording and Reporting for raising expectations and motivating **all** to achieve their best.

2.0 AIMS

- 2.1 Every student will receive feedback from a range of formal and informal assessments, carried out in both formative and summative ways.
- 2.2. Feedback to students will be both verbal and written. It will be constructive, positive and honest, and largely formative in nature i.e. informing the student what needs to be done in order to progress towards achieving at least their target level/grade. It will tend not to be purely in the form of a numerical value, except where appropriate. Teachers will employ their professionalism to use assessment and its feedback to motivate **all** students to want to continually progress.
- 2.3 Data relating to formal assessment will be recorded initially by the teacher. This will inform teachers about their teaching strategies for individuals or groups of students. It will also inform professional conversations between staff at departmental meetings and with line managers.
- 2.4 Departments will develop or update portfolios of student work that will provide examples, across the range of attainment for the purpose of standardising assessments.
- 2.5 Subject moderation will bring greater rigour to the assessment process resulting in greater shared understanding of the qualitative judgements attached to quantitative data. This will enable teaching expectations to be raised, where necessary, and consistency to be improved.
- 2.6 The school will adhere to DfE requirements, including the school workload reduction toolkit, in assessment, recording and reporting and make use of data supplied by the DfE and other such bodies where appropriate.
- 2.7 The school will encourage all students to actively participate in assessment processes.
- 2.8 Student progress will be reported to parents at least twice a year. The Parent Consultation Evenings will be an integral part of the reporting cycle.
- 2.9 School leaders will evaluate and form actions from recorded assessment data as part of their feedback to staff and line managers. This is part of the monitoring and evaluation process.

3.0 METHODOLOGY

- 3.1 The school uses the National Foundation for Education Research (NFER) Cognitive Ability Tests (CATs) and an in-house literacy test to assess students when they start Ousedale School in Year 7.. These assessments inform teaching and learning, an individual student's learning bias, student target grade/levels and provides an indicator of potential performance.
The consistency of the type of baseline assessment will give comparative data over time.
Information on prior attainment, such as KS2, KS3 and KS4, is collated as available over time.
- 3.2 All teachers are provided with a range of information relating to student potential for each class they teach. These are recorded available on the school's Management Information System (MIS) SIMS. Data relating to Prior Attainment is also recorded on SARS (i.e. KS2 performance data for all students, KS3 results for KS4 students, Average GCSE Points Score for KS5 students).
- 3.3 All students are set an end of course target grade/level, in relation to their individual prior attainment. KS3 and KS4 targets are set using a range of baseline data including KS2 attainment, CATS, FFT and KS3 attainment. KS5 targets are set using Average GCSE Points Score. Student targets are recorded on the SARS in the school's MIS. Target grades are moderated using previous school and subject performance and national transition matrices.
- 3.4 Teachers are clear about their expectations of students and the criteria they employ in assessing them. Teachers will use the assessments to judge what knowledge students have gained and can use fluently and provide feedback to inform them of what they can do to improve in relation to these expectations and criteria.
- 3.5 Teachers will record assessment data as appropriate and in line with departmental policy. The type of assessment can take many forms, including:
- questioning and answering
 - spontaneous verbal feedback in lessons
 - marking of assignments
 - testing
 - student/teacher dialogue
- 3.6 Students are encouraged to participate in the assessment process by:
- self evaluation
 - self marking
 - peer marking
 - setting and/or reviewing criteria
 - curricular target setting.
- 3.7 Teacher feedback must inform students of what they are doing well and what they can do to make further developments in their understanding. It must also distinguish

between 'effort' and 'attainment' to ensure that all students are appropriately recognised for the quality of their work and the progress they have made.

- 3.8 The purpose of the Progress Review system is to:
- give reliable information to parents about how their child is doing
 - drive improvement for students and teachers
 - inform all leaders of how the school is performing at individual, class, group, year and whole school levels

Following a Progress Review HODs and PALs will be provided with summary information for their Department and Year Group respectively. The Rewards for those students who are progressing exceptionally well, and the Intervention strategies for those students underachieving, are published in the Staff Handbook and reviewed separately.

- 3.9 Teachers agree benchmarks to ensure the feedback given to students and parents is consistent. Departments discuss issues related to assessment and standardisation. The moderation of a sample of student work is a valuable approach as it also encourages discussion about student attainment and strategies related to teaching and learning.

- 3.10 To support the standardisation process, subject departments will develop and update portfolios of exemplar work relating to schemes of work and stages of development. These portfolios could include exemplifications from sources such as the Standards and Testing Agency.

- 3.11 Progress Reviews, including Light Touch reports, and Parent Consultations will be scheduled likewise in an attempt to suit the requirements of the year group. The principle of separating a year group's reports and Consultation Evening is to give distinct opportunities for formal feedback to Parents. This will lead the planning of the Assessment, Recording and Reporting Calendar. Parents will be informed of this schedule via the School Website.

- 3.12 Progress Reviews will summarise student progress in relation to end of course targets.

- 3.13 Progress Reviews will focus on the achievement of a student, rather than a description of the course.

- 3.14 Copies of reports are to be electronically archived by the school.

4.0 MONITORING AND EVALUATION

4.1 Assessment data are recorded, not only to inform the feedback given to students and staff but to provide information on how the school as a whole is progressing, and so enable professional conversations. The data should be used in the following ways:

- Subject staff to reflect on the progress of different groups
- Curriculum leaders to evaluate and reflect with their departments on differences between groups and students
- Pastoral leaders to evaluate the performance data for different groups such as gender, PP and Non PP, SEND and prior attainment
- Senior Leadership Team (SLT) to draw conclusions from data analysis about the performance of the school in general and in specific areas
- Evaluation Framework (SEF) and SIP processes
- Governors to inform the review of the School Improvement Plan and the setting of targets.

How this is done in practice will be determined by context, such as the annual review of exam results between HODs and SLT, and the department / pastoral meetings related to Progress Reviews.

4.2 The Learning and Curriculum Committee, on behalf of the Governing Body, will review the policy in 1 year.

Approved by the Learning and Curriculum Committee May 2020
To Full Governors July 2020
Date of next Review May 2021