

## Assessment, Recording and Reporting Policy

### Rationale

To allow the Studio to measure, record and acknowledge the achievement of the individual student against set objectives so as to report performance and to plan effectively for future learning.

### Purpose

The purpose of assessment, recording and reporting is to:

Monitor progress and provide feedback for students, teachers and others, leading to action planning and target setting.

Recognise the achievements of individual students.

Motivate and reward students.

Identify strengths and weaknesses.

Evaluate effectiveness of teaching and learning.

Create a framework for (departmental) assessment policies.

Provide evidence of achievement, progress and curriculum coverage.

Provide clear information to parents, students, teachers and others.

Meet statutory requirements and facilitate discussion/dialogue.

### Principles/Guidelines

Assessment and recording will:

Be integral to teaching/learning.

Encourage dialogue between student and teacher.

Take into account the different abilities of students when devising work.

Be standardised within departments with clear policies for homework and marking reflecting whole school policies for attainment, grading and learning performance.

Reports will:

Record attainment/progress/attitude to learning/wider achievements.

Be clear to all interested parties.

Identify targets.

Six reports per year plus two consultation interviews for monitoring progress

Assessment, recording and reporting should be in line with statutory guidelines where appropriate.

### Conclusion

Assessment and the related activities of recording and reporting are both statutory and professional requirements but they must support teaching/learning and not interfere with effective education.

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## Assessment Policy & Guidelines

Assessment is an integral part of the learning process; it serves the needs of all those with an interest in pupils' progress, including the pupils themselves.

The assessment process allows all pupils the opportunity to show what they know, understand and can do.

Medium Term Plans or Schemes of work identify the key learning objectives against which pupils' attainment and progression will be assessed.

The guidelines outline what departments should achieve through the assessment, recording and reporting process, but allow flexibility of methodology. Each subject team can, therefore address its own needs whilst adhering to the following principles.

- fulfilment of statutory requirements
- consideration of the needs of pupils
- integration of assessment into the learning process
- provision of feedback about a pupil's achievements and experience in relation to the stated curriculum
- provision for the planning of learning
- inclusion of opportunities for pupil reflection and review based upon clearly defined and stated objectives
- planning for assessment of knowledge, understanding and capability.

### Key Stages 4

Medium Term Plans will be based upon the relevant National Curriculum programs of study. Faculty assessment policies will:

- identify the assessment methods and criteria to be used in judging attainment against key learning objectives;
- include a marking policy which includes and complements a whole school marking policy
- provide a portfolio of evidence which provides sample illustrations of a range of pupils' attainment in each assessment objective. This profile of evidence will provide a basis for moderation within the department throughout the Key Stage. It will assist in ensuring that the criteria by which pupils are assessed are commonly understood and operated.
- identify procedures for keeping pupils appraised of their progress and for informing parents, at parents' evenings and otherwise, of their child's progress

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- keep regular records of pupil progress from which formative assessments can be transferred to the MIS for pupil tracking purposes.
- At the end of Year 8 reports will include a teacher assessed level, derived from levels of attainment in each attainment target and, where available, subject levels from National Curriculum tests.

In order for this to be achieved:

- pupils should be involved in the assessment process
- the assessment process should be both formative and summative in line with the whole school data collection and end of key stage report
- assessments should inform teaching and learning
- assessments should be shared with form tutors to support the academic mentoring process
- parents receive summative reports in writing each year but have opportunities to discuss progress throughout the year with subject and form tutors.
- underachievement will be notified to tutors and parents through an alert system and the end of term published data

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