

Bilbrook Church of England Middle School

Assessment, Recording and Reporting Policy

This policy document is divided into the following sections:

Principles

Procedures and practice

Monitoring and evaluation

Appendix 1: Assessment for learning

Appendix 2: Whole school marking scheme

Principles

These are the key educational principles which underpin this policy:

- Assessment is a central part of the learning process. The process of assessment, recording and reporting helps the pupils, parents and professionals know how well and how fast the pupils are progressing in their learning, and how they can improve.
- The process of assessment, recording and reporting should encourage pupils in their learning and motivate them further. This includes involving pupils in the assessment of themselves and their peers, and giving them the opportunity to show what they know, understand and can do.
- Assessment takes place every day and in each lesson. It informs planning and allows individual learning to be matched to the needs of the pupils.
- Assessment needs to be done in a variety of ways to accommodate the full range of learning needs and learning styles.
- Assessment should be based on clear learning objectives and success criteria which the pupils know and understand.
- Assessment, recording and reporting must fully meet the school's commitment to inclusion, equality of opportunity and personalised learning.
- Effective systems for assessment, recording and reporting are crucial to ensuring continuity and progression both within school, and from school to school.
- Records of assessment must be kept up to date and passed on to the next teachers to aid future planning.
- There is a wide range of purposes for assessment. These need to be recognised and decisions on assessments need to take account of the particular purpose.
- Assessment, recording and reporting on pupils' learning needs to take account of both what level they have gained (ie *attainment*), and also how much their learning has progressed over a given amount of time (ie *achievement*).

- Consistency of procedure and practice across the school is crucial.

NB This school recognises the very important difference between *summative* assessment (that is, assessment of learning) and *formative* assessment (that is, assessment for learning).
[See Appendix 1.]

Procedures and practice

Procedures for assessment, recording and reporting

The procedures which the school has adopted for effective assessment, recording and reporting follow the stages set out below:

1. Planning for learning
2. Assessment for learning
3. Marking and providing feedback
4. Assessment of learning
5. Recording and evidence
6. Reporting to parents and carers
7. Transfer and transition
8. Using assessment information to monitor progress

1 *Planning for learning*

Long term planning involves the whole staff and reflects the school's aims. It reflects the whole-school curriculum framework taking into consideration programmes of study, schemes of work, and the wider curriculum (see the school's Curriculum Policy). It maps progression throughout the school in terms of level of demand with reference to the programmes of study and level descriptions.

Medium term planning identifies key learning outcomes for assessment, progression and curriculum targets for classes. It takes into consideration a range of teaching techniques and assessment approaches which reflect pupils' different learning styles.

Short term planning contains clear and specific learning outcomes for assessment, and success criteria to illustrate expectations for pupils. It takes into account the prior knowledge, skill and understanding that the pupils bring to the learning situation, and the range of learning styles. It recognises that not all learning needs to be assessed and that unanticipated learning occurs. Short term planning identifies what will be assessed for pupils and for groups, how and when this will be done and who will do it.

2 *Assessment for learning*

Pupils know what they are learning, what they have achieved and how they can improve. They are provided with regular opportunities to reflect and talk about their learning, progress and goals. They are provided with time to read and act upon comments on marked work.

Teachers use a range of assessment methods confidently and appropriately. They organise the classroom appropriately so that planned assessments can occur and unexpected achievements can be recognised and valued. They have strategies in place which reveal when pupils have difficulties or are not making progress.

Assessments are used to inform planning for individuals, groups or the whole class. Shared ways forward are agreed between pupils and teachers and focus on how pupils will achieve their goals.

Other adults working in the classroom are clear about their role in assessment and communicate significant information about pupils.

Assessment judgements are informed by a range of learning outcomes, both written and oral, including projects and performances. It is recognised that not all learning needs to be assessed.

3 *Marking and providing feedback*

Prompt and regular marking occurs in all classes and all subjects. The marking includes both verbal and written feedback. The marking focuses on the learning outcomes and success criteria shared with pupils at the start of that piece of work.

Time is provided for pupils to respond to marked work. Pupils are provided with opportunities to assess their own and others' work.

Marking strategies help the pupils understand what they have achieved and they need to do next. They provide constructive feedback and they are used consistently across the school.

The outcomes of marking, along with other information, are used to adjust future teaching plans.

The marking scheme (see Appendix 2) is evaluated and reviewed regularly, making sure new members of staff understand it, so that practice can continue to reflect the school ethos.

4 *Assessment of learning*

Assessment of learning is based on more than just tests. It is always undertaken for a specific purpose. Requirements and guidance for statutory assessments are understood and followed.

A holistic and 'best-fit' approach is used when working with the level descriptions, and in making judgements against level descriptions a range of assessment information is used.

Consistent judgements are reached through activities that promote shared understanding of standards.

Tests and formal assessments are analysed to identify gaps in teaching and learning, and to provide feedback and 'feed-forward' for pupils.

5 *Recording and evidence*

Information from ongoing assessment records, together with records of summative assessment, contribute to the agreed attainment information used to track achievement and progress.

There is a whole-school agreed set of attainment information which is recorded, updated twice a year, and used to track progress. Beyond agreed whole-school records, subject leaders decide what to record and how to do this. In addition, each teacher uses a range of recording strategies for additional records.

Progress against key learning objectives is observed, noted and where significant is recorded according to the procedures adopted by each subject area. This information is then used to feed forward into future planning.

Pupils are involved in recording comments on their work.

Samples of assessed work are kept to exemplify agreed standards and to model success.

Records are useful, clear, easy to interpret, and are passed on to others. They enable reports to be written easily and provide the necessary information for transfer to other schools. Information from the previous teacher or school is used to plan work in a new class.

6 *Reporting to parents and carers*

There are two reports issued each year: one interim report in the spring term, and a full final report in the summer term.

Efforts are made to ensure that all reporting complies with the following guidance, that reports should:

- Include descriptive assessment
- Refer to supportive evidence
- Use positive statements
- Place achievements in context
- Discriminate between attainment and achievement
- Report against given criteria
- Avoid speculation and jargon
- Identify targets for future learning
- Target the audience: pupil, parent, teacher.

The interim report gives a brief summary of attainment and progress. The final report provides a summary of the year's programme of study; it gives levels of attainment and future targets in the national curriculum subjects and RE; it gives information about effort and commitment in all aspects of school life; and it includes the individual child's Record of Achievement which is written by the child. For pupils in Year 6, statutory requirements are followed in reporting the results of the Key Stage 2 tests. Efforts are made to ensure that parents understand the information which is given to them about their child's attainment and progress, including the relationship between individual attainment and comparative results. Equal importance is put on teacher assessment and external test assessment.

There are 3 parents' consultation sessions each year, one each term. The autumn term session is with form tutors and serves to set targets for the year; the spring term session is with subject staff; and the summer term session follows the issue of the annual report and is with the child's new form tutor for the next year. In between, the school actively encourages parental involvement in their child's learning. The school has an open door

policy for parents to make contact at any time to discuss any issues linked with the child's progress in school. The school employs a full range of means of communication including the use of the homework diary, personal visits, phone calls, letters and emails.

7 *Transfer and transition*

Curriculum liaison and trust are well established with partner first and primary schools and the high school. There are agreed procedures across the partnership about data transfer and liaison: these ensure that statutory requirements are met and that the necessary information is given to enable new schools to pitch the curriculum appropriately. Information and discussion cover attainment, progress, approaches to learning, strengths and areas for development.

The information passed from feeder first schools includes attainment and progress in literacy and numeracy; Key Stage 1 performance; Year 4 optional test data; information on pupils on the special educational needs register; and any other pastoral information.

The information passed to the high school includes optional test data in English, maths and science; levels (and sub levels) in every subject; information on pupils on the special educational needs register; and any other pastoral information.

Opportunities are provided for teachers to observe learning in partner schools and settings, and to meet as curriculum leaders.

8 *Using assessment information to monitor progress*

When new pupils arrive the information that comes with them is always used to pitch the curriculum appropriately

An agreed set of attainment information about each pupil is used to track the individual's progress. This includes Key Stage 1 and end of Year 4 data in literacy and numeracy, reading and spelling ages, and forecast predictions using the PIMS, MIDYIS and Fisher Family Trust systems. For pupils with Statements of Special Educational Need, the information will also include the Statement and any relevant information from educational and medical reports.

Attainment information is used to inform curriculum planning and to identify key learning outcomes.

Attainment is analysed for each cohort by the Headteacher, by line managers and by curriculum leaders, and is used to set appropriate targets.

The Headteacher, line managers and curriculum leaders analyse and monitor year on year trends and the performance of specific groups of pupils (eg by gender, ethnicity, EAL, SEN, looked after, free school meals, gifted and talented). National and local comparative data is used in this process. Benchmark information is used to identify other similar schools in order to learn from their experience.

Progress towards targets is checked regularly by the class teachers and curriculum leaders. The implications for classes and individual pupils are noted and adjustments to planning and delivery are made accordingly.

Information about pupil attainment and progress is used to inform the performance management process, which in turn informs subject action plans and the school improvement plan.

Responsibilities

Class teacher

- Has clear planning and learning objectives linked to national curriculum levels
- Uses assessment information to inform planning
- Assesses regularly in class using both formative and summative assessments
- Gives feedback to pupils, both written and oral, using the school's marking scheme; ensuring that the feedback is meaningful and can be used to help the pupil move forward
- Reports to parents: pupil attainment, progress, and next steps
- Sets individual targets for improvement
- Carries out school based and national statutory tests
- Records significant progress (positive and negative)
- Uses agreed range of assessment methods and techniques to gather and use information on pupil attainment and progress
- Keeps the necessary records, following both school and subject requirements
- Ensures information is transferred to next teachers/school
- Identifies pupils in need of support and liaises with the SENCO
- Keeps a sample of pupil work to illustrate levels

Subject leader

- Ensures long and medium term plans are in place with clear learning objectives and links to national curriculum levels
- Ensures methods of assessment, recording and reporting are implemented effectively
- Monitors plans to ensure assessment informs planning
- Monitors standards of attainment and progress
- Ensures the whole school marking scheme is being implemented effectively
- Analyses, interprets and uses data to monitor pupil progress, make the necessary interventions, make changes to the curriculum if necessary, and to set targets
- Reports to the leadership team and governors on schemes of work, standards, areas for development, and impact of any developments
- Generates portfolio of standards

SENCO

- Liaises with class teachers, heads of year and Inclusion Manager
- Monitors progress against IEPs
- Maintains SEN register
- Uses specific assessment tasks and diagnostic instruments as necessary
- Liaises with external agencies
- Initiates formal assessment for statementing where necessary

Assistant Headteacher

- Monitors attainment and progress in the key stage for which they are responsible
- Makes the necessary arrangements for parents consultation sessions
- Monitors and evaluates the impact of reporting arrangements

Deputy Headteacher

- Collates assessment data
- Provides access to assessment data for all staff

Makes the necessary arrangements for national tests and optional tests
Makes arrangements for producing and issuing interim and annual reports, and statutory reporting of national tests

Headteacher

Ensures the school meets statutory requirements
Agrees statutory targets at whole school level
Reviews the implementation of assessment, recording and reporting
Monitors and analyses data for trends
Determines priorities for whole school development
Monitors quality of procedures
Reports to parents and governors on standards and quality

Monitoring and evaluation

This implementation of the policy is monitored by subject leaders and the senior staff team. This routine monitoring feeds into a regular review of the procedures, their implementation and effectiveness, possible changes in the procedures, and possible staff development. All staff, pupils and parents are enabled to take part in reviewing the effectiveness of assessment, recording and reporting.

It is the responsibility of the headteacher to report to governors on the monitoring and evaluation of the policy.

It is the responsibility of governors to ensure the effective implementation, evaluation and review of the policy is taking place.

The policy is reviewed annually.

Appendix 1: Assessment for Learning

Summative and Formative Assessment

This school recognises the very important difference between *summative* and *formative* assessment.

Summative assessment

This can also be called *assessment of learning*. Summative assessment summarises where learners are at a given point in time, and it provides a snapshot of what has been learned in terms of both attainment and achievement. Summative assessment is used for any or all of the following purposes: as a measure of attainment and achievement; for accountability; for ranking; and for certifying competence. This approach to assessment includes testing and measuring performance, grading and comparing. Issues of validity and fitness for purpose in assessments are crucial parts of the process.

Formative assessment

This can also be called *assessment for learning*. Formative assessment is any assessment for which the first priority in its design and practice is to serve the purpose of promoting the pupils' learning. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. It is any assessment activity which informs the next steps to learning.

The outcomes from Assessment of and for learning are inter related and should be used in future planning.

Although there is a place for summative assessment for the reasons listed above, this school is committed to placing great emphasis on formative assessment because:

- It is a powerful way of raising standards in schools
- It recognises individual learning needs and puts the focus on learning rather than teaching
- It encourages pupils to know themselves as learners and to develop lifelong learning skills
- It develops much greater responsibility and independence in the learner
- It develops the culture that every learner can improve, and therefore it raises expectations and attainment

Key characteristics of assessment for learning

This school is committed to ensuring that the following key characteristics of Assessment for Learning (AFL) are embedded in the school's practice:

1. AFL is embedded in the day to day practice of the school
2. AFL involves sharing learning goals with learners
3. AFL aims to help learners to know and to recognise the standards for which they are aiming
4. AFL aims to help learners in peer and self assessment
5. AFL provides feedback which leads to learners recognising their next steps and how to take them
6. AFL is underpinned by the confidence that every learner can improve
7. AFL involves both learner and teacher reviewing and reflecting on assessment data

Roles and responsibilities within Assessment for Learning

Pupils will

- Be involved in and responsible for their own learning
- Expect to know what they are learning, why they are learning it and how they will be expected to do their learning
- Be able to explain what they are learning and talk about what successful outcome will look like
- Be encouraged to spend part of the lesson actively thinking about learning
- Be encouraged to identify aspects of their work that they find easy or difficult
- Be able to contribute to developing success criteria
- Be able to identify successes and next steps in their own work and that of their peers
- Be able to use feedback from a teacher or a peer to make improvements in their own work
- Be able to monitor their own work against the success criteria and know that they are making progress
- Be able to understand where and how their current learning fits into the bigger picture.
- Be able to ask and answer questions about what they are learning of teachers and other pupils
- Be able to think, learn and talk about how they learn and what helps them to learn
- Be able to identify an aspect of their work that could become a personal target
- Be able to discuss their personal targets and the progress they are making

Teachers

- Promote a classroom ethos that values the pupils' views
- Involve the pupils at all stages in their learning
- Gather information about progress by using a variety of assessment techniques to suit the pupils and the nature of the learning, eg observation, discussion, conferencing, questioning, error diagnosis, analysis, marking, self/peer assessment, testing
- Find out what pupils already know before starting a new topic and make links between prior learning and the new learning
- Frame clear learning objectives
- Share learning objectives and the criteria for successful learning; explain, model or engage pupils in conversation about what will make good quality work
- Enable pupils to know what they are learning, why they are learning it and how it fits into the big picture of the curriculum
- Differentiate and adjust planning and teaching in response to pupils' learning needs
- Help pupils understand how they learn effectively
- Recognise that mistakes are an important part of learning and an opportunity to take learning further
- Plan for and ask questions in all parts of a lesson
- Develop peer and self assessment
- Use effective marking and feedback
- Use the potential of all assessment opportunities, including tests, to move the pupils' learning forward
- Develop a planning/recording system that allows them to note classes/groups/individuals that are not meeting learning objectives
- Use analysis of national tests, optional tests and other assessment to identify strengths and areas of weakness and make a difference to their planning
- Ensure that records are useful for and used to adjust next steps, short, medium and long term plans and to pass onto subsequent teachers

Curriculum leaders

- Ensure that assessment for learning is identified clearly within school and subject documentation
- Ensure that the principles of assessment for learning are reflected in who school and department training and support
- Ensure that talking about good practice in teaching and learning is part of every meeting agenda
- Ensure that effective questions and activities are shared between teachers
- Use patterns and trends from assessment information to inform curriculum developments in order to respond to the pupils' actual learning needs
- Monitor and evaluate teaching and learning

Leaders and managers

- Understand and use the principles of assessment for learning to promote effective practice
- Ensure all school policies reflect assessment for learning principles
- Promote an understanding that good teaching and learning will lead to good test results
- Understand the different uses of assessment information and monitor its use
- Monitor and evaluate teaching and learning through the school
- Make clear that pupils' progress is not solely measured by test results

Governors

- Understand what assessment for learning is
- Make certain that assessment for learning is embedded in the aims and vision of the school
- Hold the headteacher accountable for implementing assessment for learning
- Seek evidence that assessment for learning informs whole school policies

Appendix 2

Whole school marking scheme

- Marking must follow the principles and procedures described in the Assessment, Recording and Reporting policy.
- Marking must be done promptly and regularly.
- Marking must follow the agreed whole-school marking scheme and any other elements agreed within individual subjects. It is the responsibility of subject leaders to decide and communicate to staff any additional guidelines relevant to the particular subject.
- Outcomes of marking must be recorded appropriately so that the information can be used for reporting to parents, and for the transfer and transition of pupils (within school and between schools).
- Marking must provide feedback on subject specific areas, key skills and learning skills.
- Marking must provide regular feedback to pupils to show their attainment (linked to national curriculum/RE levels), their progress, and what they need to do to improve.
- Marking must give information on areas of strength, areas for development, and how to improve. Staff are encouraged to remember the guidelines ‘3 stars and a wish’ to help focus on the positive.
- Marking must be consistent.
- Marking must be monitored by subject leaders.
- Peer assessment and self assessment is encouraged, but marking done by the teacher must be done *at least once a fortnight*. Pupils must receive written feedback from the teacher at least once in each unit of work.
- At least once each half term teachers must give pupils a target. This will be written down and discussed with them to ensure the pupils understand the target and what they need to do to reach the target.
- A numerical score should only be used where the task directly relates to the score (eg 8/10 correct answers achieved in a maths test or a knowledge-based test).
- Any other grading system should be directly linked to national curriculum systems.
- Work can indicate areas of achievement *
Work can indicate areas for development △
These symbols can go in the margin or above the text to which it refers.