

**Teaching and Learning:  
 Assessment, Recording and Reporting Policy  
 (An Appendix to the Curriculum Policy)  
 Including Policy for Assessment at GCSE, AS and A Level**

**Applies to:**

- The whole school along with all activities provided by the school, including those outside of the normal school hours.
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

**Related Documents:**

- Curriculum Policy.
- Differentiation Policy.
- Special Educational Needs Policy.
- Educational Visits and Off-Site Activities Policy.
- Behaviour and Discipline Policy.
- Teaching and Learning Professional Practice Policy.
- Marking Policy.
- Homework Policy.
- EPP Programme Policy Special educational Needs and Disability (SEND) Policy.
- Planning Policy.

**Availability**

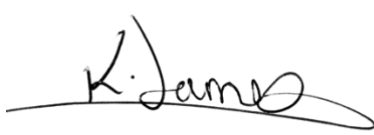

This policy is made available to parents, staff and pupils in the following ways: via the School website, in the Parents' portal, on the Staff portal, at Reception from where a copy may be obtained on request.

**Monitoring and Review:**

- We are aware of the need to review the Assessment Recording and Reporting Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of Stanborough School.
- The Board of Governors undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Note: References made to IB/AS/A Level as the school operated in previous years an IB programme and even though the school does not currently operate an AS/A Level programme it currently accelerates pupils to AS Level.

Date: February 2020

	
Kaz James Interim Headteacher	Judy Clements Chair of Governors

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## **What is Assessment?**

Here at Stanborough School we support the Ofsted view that assessment is the judgement teachers make about a child's attainment, based on knowledge gained through techniques such as observation, questioning, marking and testing.

This Policy should be read in conjunction with our related policies identified on the front page.

## **Introduction**

Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within Stanborough School. We believe the key purpose of assessment is to move pupils on in their learning. Continued monitoring of each pupil's progress gives a clear picture of what each pupil is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what pupils are doing and informs future planning. The outcomes of our assessments will help pupils become involved in raising their own expectations.

Assessment is an important link in the cycle of planned curricular experiences. Recording achievement is a positive way of identifying pupils' particular strengths and weaknesses through sensitive assessment. Sensitive assessment contributes towards a positive attitude, motivation and a desire to continue making progress. We believe that effective assessment provides information to improve teaching and learning. We give our pupils regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each child. We give parents/guardian regular reports on their child's progress so that teachers, pupils and parents/guardian are all working together to raise standards for all our pupils. Formal written subject statements are sent to parents/guardians at least twice for each Year group in each academic year. GPA reports are sent home each half term.

By concentrating on the individual the opportunity is taken to ensure that pupils experience success and can thereby build on their self-esteem and motivation. Creating an assessment balance in our teaching should have major implications on key issues such as differentiation, motivation and record keeping. Unless assessment is seen as an integral part of the teaching process it can easily become an appendage utilising only a fraction of the benefits to be gained. The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of the school in a coherent and practical framework. This will enable all assessment activities to have a direct impact on the foci of tracking progress, planning for improvement, and raising attainment.

We recognise the value of utilising a wide range of assessment techniques. Involving pupils in the assessment process and encouraging active learning increase the impact. A culture of success should be promoted in which every pupil can make achievements by building on their previous performance rather than being compared with others. This is based on informing pupils about the strengths and weaknesses demonstrated in their work and giving feedback about what their next steps should be.

## **Definitions**

The word assessment comes from the Latin '*assidere*', to sit beside. This gives a valuable guide to the concept of assessment as a partnership between child and teacher. It also stresses the individual nature of assessment as opposed to whole class tests. Assessment refers to any situation in which some aspect of the child's education is in some way measured. Assessment occurs when judgements are made about achievement. It is an integral part of teaching and is primarily used in an ongoing (formative way) to promote better learning.

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The objectives of assessment in our school are:

- To enable our pupils to demonstrate what they know, understand and can do in their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents/guardian that enables them to support their child's learning;
- To provide the Head teacher with information that informs judgement about the effectiveness of the school.

### **Implementation**

At Stanborough School we provide for differing abilities and strengths, and aim to provide learning experiences, which accommodate a variety of learning and teaching styles. We use differentiation as a planned process of intervention in the classroom to maximise potential based on individual need.

### **Aims**

- To define a pupil's ability
- To bring the pupil forward in his/her learning
- To assist in planning for future learning
- To identify individual strengths and weaknesses
- To identify curriculum support needs
- To facilitate realistic target setting
- To track progress
- To inform decisions about grouping and setting where used in specific subjects
- To give continuity of progression between year groups
- To act as evidence for reporting
- To give information of levels obtained
- To monitor the effectiveness of teaching throughout Stanborough School
- To comply with statutory requirements

Stanborough School is committed to an assessment, recording and reporting policy that:

- Gives teachers feedback that allows them to evaluate performance
- Gives parents feedback that involves them in the education process
- Gives clear direction to pupils as to outcomes expected
- Gives specific feedback to pupils that encourages growth of understanding regarding expectations and areas for improvement
- Expects a variety of assessment methods to be used where appropriate
- Expects a variety of responses to different types of activities where appropriate
- Is manageable for staff
- Encourages consistency among staff
- Encourages validity through differentiation of activities
- Encourages a high level of communication between staff on assessment
- Allows each pupil to experience growth and success
- Allows maximum accessibility to learning activities by all students

### **Principles of Assessment:**

In order to satisfy the above aims, the school policy is based on:

- Pupils being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work;
- Teachers using the results of their assessment to set work which challenges and stretches their pupils;

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- Effective planning for teaching and learning which recognises the full range of achievements of all pupils by focusing on how pupils learn;
- Recognising assessment as central to classroom practice;
- Assessment being regarded as a key professional skill for teachers;
- Sensitive and constructive practices because any assessment has an emotional impact;
- Taking account of the importance of learner motivation;
- Promoting commitment to learning goals and a shared understanding of the criteria by which pupils will be assessed;
- Providing constructive guidance for pupils about how to improve;
- Developing the pupils' capacity for self-assessment and recognising their next steps and how to take them;

### **Formative Assessment**

The majority of assessment will be formative and for that reason must be an on-going activity, therefore the following practices are necessary in order to facilitate this:

- Teachers need to know and understand what pupils can do in order that they know where the next stage of learning needs to move. For this to be done well, teachers need to internalise assessment levels. This makes assessment easier and more accurate and teaching can be more accurately pitched to pupils' needs.
- Faculty Leaders must provide the appropriate leadership and support for teachers to achieve this.
- Learning objectives and learning outcomes must be shared with pupils as part of the everyday practice in words appropriate to the specific age of the pupils.
- Pupils need to understand what they have learnt and how they can improve.
- Pupils' understanding is best explored through careful and skilled questioning.
- Pupils are given constructive feedback, verbal or written. Written comments, highlighting, symbols or verbal feedback are used to indicate achievements and areas for improvement.
- Pupils are set targets that are clear and achievable.
- Pupils are encouraged to assess their own performance and to use peer to peer assessment.
- Pupils have opportunities to reflect and talk about their learning and progress against identified targets.
- Teachers will work together to moderate work on a regular basis.
- Teachers need to use and apply the good practice as written in our 'Teaching and Learning Policy' and our 'Marking Policy'.

### **Reliability**

- a. Children should know at which level they are working at and what to do to attain the next one.
- b. They must be familiar with these levels which will be posted in full view in the classroom.
- c. Grades should be allocated according to the attached percentages (except in GCSE classes where it is known that other criteria operate).
- d. Students should be informed of learning outcomes expected for topics and assignments. These should be given in verbal or written form.
- e. Work should be graded and returned within seven days, or the next time the class meets.
- f. Feedback on assignments should include specific suggestions and comments for improvement. This will be given to the class and/or individuals.
- g. Subject, team groups or department should meet at least once termly to grade specific assignments, moderate comments and results or just to monitor progress or discuss concerns. In the first week of school departments should meet to discuss GCSE results to make a full analysis and agree on way forward.

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- h. All work should be well-presented (taking into account the limitations of a particular child). Marks should be deducted for poor presentation and spelling and grammar should be assessed to inform provisions for literacy programme.
- i. Records should include sufficient detail to indicate a pupil's development in a subject area.

### **Validity**

- a. Differentiation by assignment and outcome should be practiced in all Faculties.
- b. Pupils should be allowed to correct/improve on appropriate pieces of work so that they can recognise progression.
- c. Assessment techniques should be varied to test different skills.
- d. A list of children exhibiting signs of special needs should be drawn at least during the two weeks of the beginning of school and a plan of action set for each child.
- e. Assignments should be set to allow each pupil to experience growth and success in an all inclusive setting. Provision should be made for the special needs of all five recognised groups: The slow learners, those below an Attainment Grade below 4, those with behavioural concerns, the ESL students and the gifted and talented.
- f. Extension work should be available for the more able and enterprising students.
- g. Feedback to pupils should be given as often as possible and after each assignment with specific suggestions for improvement.
- h. Teachers should check students' understanding of assessment expectations and use the system of success criteria to make it easier for all children to access the curriculum and the objectives set for the lesson.
- i. Schemes of work should note methods of differentiations and expected outcomes.
- j. Targets should be set for students for each subject on an individual basis and should be reviewed periodically at the beginning of every half term, after the issue of Attainment Grades.
- k. Internal subject targets should also be set by teachers after each topic to allow closer monitoring of progress.

### **Manageability**

- a. All work should be marked and assessed according to the learning objectives set for the lesson. Not all assignments will be graded but all will be recognised and corrected. The teacher will decide on the emphasis placed on each piece of work and on the method of marking. However, sufficient work should be graded to ensure a child's continued progress.
- b. Records should take into account a broad range of activities (such as tests, oral work, written assignments, classroom involvement), and should be taken consistently. They should be specific in noting the date and the nature of the assignment
- c. GCSE and Year 9 teacher assessment grades are recorded and analysed according to ethnic groups, genders, subject areas and past achievement.
- d. Baseline assessment and year 9 teacher assessment results are used to determine future progress and predictions for success in GCSE.
- e. Presence and absences are recorded in class registers by the form tutor during form room period at the beginning of each day in the morning and in the afternoon after lunch.
- f. At the beginning of each school year teachers are given a record book in which he/she keeps record of presence, absences and grades with titles and dates of assignment.
- g. Record of all grades for half terms and half year is kept on the school system
- h. Record of number of merits and demerits issue to students are also on the school system and monitored by the form tutor.

### **REPORTS PROCEDURE**

Stanborough School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

All Form Tutors are required to follow the Reports Policy, in order to ensure that all reports are sent out correctly and on time.

1. Deadlines for reports must be adhered to. Deadlines are given for subject teachers, form tutors and SLT.
2. Subject teachers enter comments and grades/levels for each student on Progresso. These must be proof read to ensure that student's names are spelled correctly, correct grades are entered and careless errors are minimized.
3. Form tutors proof read the subject teacher's report, on Progresso and either advise the subject teacher of the errors or correct them.
4. Form tutors complete their reports, focusing on the pastoral aspect, not the academic, on Progresso, making sure that days of attendance are correct. This must be checked with Mrs Davis at reception.
5. The SLT member responsible for the particular form/teaching group must proof read the subject teacher's and form tutor's reports and complete his/her section of the report (an overall, summative comment on the student's academic progress.)
6. If the form tutor is satisfied that there are no errors on any part of the report, the reports for the whole class can be printed.
7. Form tutors must ensure that the reports are signed by subject teachers and the appropriate SLT member
8. Form Tutors should put all subjects reports in alphabetical order.
9. It is the Form Tutor's responsibility to ensure that there are no missing reports.

**( Black folders and name labels will be provided by admin office and posted).**

## Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship and communication with parents and the wider community. Effective reporting serves to support and promote our pupils' learning.

### Who is subject to reporting?

- The Head teacher, to report to all other stakeholders as required.
- Class Teachers, to report to parents and pupils as necessary.
- Parents.
- Pupils as appropriate.
- Faculty Leaders, to enable effective monitoring.
- Senior management personnel, in order to analyse, report and inform about areas of strength and areas needing attention at Stanborough School.
- HT with responsibility for oversight of Teaching and Learning, to inform and develop the Teaching and Learning within Stanborough School.
- Support teachers, to identify individual pupil needs.
- AHT with responsibility for Assessment, Recording and Reporting, to disseminate to others as necessary.
- Other schools to which pupils may transfer if moving out of the area.
- The Board of Governors.
- Other outside agencies as appropriate, eg OFSTED, ISI.

### Reporting at Stanborough School

Parents evenings are held at the beginning of the academic year to explain school assessment and reporting procedures to parents. There are two **formal** sessions during the year when teachers will meet parents to report on progress. These are the Form Teacher consultation and the Subject Teacher consultation evenings.

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- Annual reports: reports will be sent to parents twice annually. These will include a summary of course content, grades on knowledge and skill acquisition and a feedback section on student attitudes. Grades should be based on the grading sheet attached. Comments should be characterised as positive and tactful. Wherever necessary, future directions should be noted and suggestions for improvement or extension work made.
- Parent's evenings: each form will have two parents' evenings annually: one in the first term and one following the first report. The second parents' evening for Year 11 and for Year 9, on GCSE options choices.
- Student review: student reviews and target setting should be held at the beginning of every half- term. Reports should be sent to parents who should send their feedback and acknowledge receipt of report. Needs will be targeted and parents informed of any specific concerns.

### **Written feedback to parents**

There is a formal written report from each subject teacher to inform parents of their child's progress based on continuous formative assessment. The report will comprise constructive feedback indicating strengths and the way forward for any recognised weaknesses. Written Reports are phased across the academic year to tie in with key educational milestones.

### **ASSESSMENT FOR LEARNING**

When assessment is understood by the students and they take an active part in the process, standards of achievement are likely to be raised. **Formative assessment** focuses on a student's strengths and areas in need of improvement. Based on this assessment suitable targets are set and appropriate actions to meet the targets are initiated.

The following are characteristics of effective assessment for learning:-

1. It forms an integral part of teaching and learning.
2. The teacher makes the learning objectives and outcomes clear to the student.
3. It provides positive\* feedback, enabling the student to recognize their progress, motivating them to further study.
4. It helps the student to know what is good work for them, and what features make it so.
5. It involves self-assessment and peer assessment. Self-assessment encourages students to take increasing responsibility for their own learning as they consider the standard of their work and how it could be improved. Peer assessment provides useful feedback from a source other than the teacher which helps students, and allows them to learn from each other.
6. It encourages reflection on the assessment data by the teacher and student.
7. It provides prompt and regular feedback to the students.

\*Negative 'condemnatory' feedback should be avoided where possible e.g. "You never make any effort" and where negative feedback is used should be of the type "I know you can do better than this"

### **General guidelines on assessment**

Assessment can be a valuable formative tool, as well as providing summative information on a student's performance.

### **Informal Assessment**

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Informal assessment involves observations made during lessons in response to oral work, practical activities or written work, and these formative assessments should be used to modify the teaching approach and to inform lesson planning. Homework provides further assessment opportunities, and should be marked promptly with mistakes corrected. Written comments should appear regularly on student's work, commending good points and providing constructive advice on how to make improvements.

**Formal Assessments.**

Care is needed to ensure that assessments are reliable and valid, and easily managed.

Tests should be **criterion referenced**. They should assess a student's progress against N.C, GCSE criteria or against specific departmental objectives and should show what a student can do (e.g. Has achieved level--- or working towards level----). Questions should be of an appropriate reading age and should show progression in terms of level of difficulty. The marks allocated to each question should be shown on the test paper for student guidance. Pupils with learning difficulties should receive help in accordance with NC guidelines. The mark scheme should be clear and available to the student, and the marks allocated should be shown and percent aged to encourage confidence in the fairness of the assessment.

In Key stages 3, 4 and 5 Internal Tests should reflect national and international tests where possible, to build up confidence in taking external examinations. Students should be given ample practice on past examination papers (some under exam conditions and timings) to develop examination technique. Assessment outcomes provide feedback which can inform teaching and be used to improve the student's future performance.

**Recording and reporting of Assessments**

Teachers should keep records of marked work, test percentages and **homework**. Formal written reports are issued to parents twice yearly and both parents and pupils have the opportunity to reflect on the pupils' progress. Interim information is provided each half term giving grades in each subject and the pupils' overall **attainment grade**. Parents' evenings provide the opportunity to discuss progress and any concerns (see Academic policies).

**Attainment Grade Calculation**

Attainment Grade measures the overall academic performance of pupils by calculating the grades from each **subject** and averaging them. **Each grade is a number ( 0 – 9).**

Internal Grade boundaries document.

Grades and Percentages	
9	93 - 100
8	86 - 92
7	80 - 85
6	70 – 79
5	66 – 69
4	56 – 65
3	46 – 55
2	36 – 45
1	20 - 35
0	Below 19



Grades for each subject are calculated using: Tests – 60%, Classwork – 20% and Homework – 20%

An average is calculated by adding up all the grades and dividing by the number of subjects.

Teachers should aim to help pupils improve their attainment by 2 grades within the key stage (Year 7- 9)

### **Target Setting**

Target setting is the setting of specific goals/ targets designed to raise educational achievement, and then taking the action needed in order that these targets can be realized. The stages of target setting are:-

1. Analysing current performance, comparing results with similar schools.
2. Target setting
3. Action planning and action itself.

### **Aims of target setting.**

1. To provide data that can be used to monitor performance of all students and to analyze their progress, so that each student's attains the highest standards possible based on their individual learning needs.
2. To use past and current data to predict potential performance.
3. To set clear targets (building these into the school development plan), with strategies for achieving these targets, including professional development
4. To compare performance with other schools (local and nationally)
5. To raise students expectations of themselves and hence their attainment.
6. To develop the partnership between parents, teachers and students, enabling parents to have a clear understanding on how they can support their child's learning at home.
7. To raise parental expectations if needed of what their children can and should achieve.

### **Baseline data for target setting.**

#### **Key stage 3.**

The school uses information gathered on students from feeder schools (reports and levels of performance at KS2. As the quality of assessment varies all students sit Cognitive Ability Tests (CATs) shortly after entry to the school in Year 7. Pupils who join the school later are also required to write CATs tests. These results provide baseline information and assist in the task of target setting for KS3. For core subjects, targets are set for % of students achieving level 5 or above at the end of KS3.

#### **Key Stage 4.**

The results of EOY tests, taken at the end of KS3 in core subjects, provide baseline data for performance at KS4. These are used for target setting for KS4. These results are used to set targets for the % of students attaining five or more GCSEs at grades 9 – 4. These targets aim to be realistic but challenging.

### **School target setting**

The school sets targets in the autumn term in the following areas:-

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1. Percentage of students in KS4 attaining five or more GCSEs or equivalent at grades 9 -4
2. KS4 average GCSE (or equivalent) point score per pupil (Year 11)
3. Percentage of students in KS3 attaining level five or above in each of the core subjects (English, Mathematics, and Science)
4. KS3 average point score per pupil (Year 9)
5. Other targets are set in areas it considers as priorities in accordance with the school development plan

### **Departmental targets**

Departments should seek to set challenging targets for their performance in KS3 and KS4 and should set targets in the autumn term in the following areas:-

1. Individual targets for all students in KS4
2. Raise the percentage of students in Year 11 attaining grades 9- 4 from \_\_\_\_ % to \_\_\_\_%.
3. Raise the percentage of students in Year 10 attaining grades 9 – 4 from \_\_\_\_ % to \_\_\_\_%.
4. Individual achievable and challenging target levels for all students in KS3.
5. Other targets should be set as appropriate e.g. Percentage of grade 9 at GCSE, Percentage of boys (girls) obtaining grades 9 - 4, Percentage of boys (girls) obtaining Grade 6 at KS3 etc.

### **Teacher Targets**

Individual teachers should set targets for the attainment for their own teaching groups, and for their own professional development in consultation with the head of department.

### **Pupils Targets.**

Individual target setting for students occurs at the beginning of each term, when form teachers, parents and students discuss progress and review the previous targets attained. Targets for all subjects are agreed by the students and recorded by the form tutor. **Pupils record them in their planners. Pupils must also discuss these targets with their subject teachers and record them on a target setting sheet in their books. Pupils can track their progress in each subject by recording their target and attainment in the tracking sheet in the inside cover of their exercise books.**