

Assessment, Reporting and Recording Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	September 2016
Date agreed by Governing Body	November 2016
Date of next review	September 2019
Lead Member of Staff	M Pickup, Deputy Headteacher

Context and Purpose

Effective assessment lies at the heart of effective teaching and learning. The main purpose of assessment is to secure each pupil's entitlement to accurate feedback about their progress towards aspirational and challenging targets. Assessment should promote independence and responsibility for a pupil's own learning and progress so that pupils initiate and extend the range of their capabilities, successfully blending both traditional and digital contexts of learning. An accurate knowledge of what pupils are capable of and achieve is essential if teachers, in turn, are to support pupils in their next steps for learning. Accurate and well managed assessment is central to the school improvement process. Information from data from a range of evidence raises expectations, enables pupil tracking, supports intervention and is used to monitor against national standards.

This policy has been revised at a time of changing national guidelines and requirements and will be developed as these become clarified. As a result of such developments the requirement for providing associated professional development is fully recognised.

Principles and Practice of Assessment

- Assessment should ensure that pupils understand and respond independently to assessments which should promote responsibility for their own progress and learning
- Pupils' progress, across all skill areas as identified in each scheme of work, is monitored and tracked across time and across subjects.
- Utilises a valid range of moderated performance measures including teacher assessments, results from online learning resources and test results, in order to promote reliability before reporting,.
- Pupils' progress with developing skills in literacy and the presentation of their work for learning is regularly assessed and reported in each of their subjects.
- All staff work collaboratively to gather, share and use information about pupils' progress.
- There is an appropriate balance between the assessment and marking of classwork and homework. The setting and marking of homework is undertaken so as to promote increasing and effective independent study.
- Identification of pupils' under-performance is timely, accurate and effectively establishes improvement.
- Data is collected and shared with the pupils, parents and all staff involved in teaching the pupils.
- Pupil progress is benchmarked against national data.
- Pupils have regular opportunities to discuss their progress. Teachers actively involve pupils in setting their own targets, and annual and key stage targets are shared with all staff involved in teaching the pupils.
- Teaching programmes, intervention programmes and revision programmes are informed by regular monitoring of progress and adjusted in the light of pupils' needs.
- Parents and carers are informed and involved in order to support pupils' achievements on a regular basis.
- Performance data is managed through school-wide systems so that teachers have ready access to the data they need, and new data can be entered and processed readily. Full and extensive use is made of school systems for managing assessment information, including SIMS marksheets and 4Matrix.
- Teachers are required to make regular and accurate assessments of each pupil's progress. For the academic year 2016-17:
 - In the primary phase these assessments are made against national age related expectations using the framework provided by the Chris Quigley Curriculum
 - In the Secondary Phase all formal assessments are made against GCSE Grade Descriptors (9-1 except where legacy GCSEs are still being delivered).
 - Teachers should use their knowledge of a child's work drawing on their marking and a variety of evidence to judge a pupil's performance across different contexts. Up-to-date records must be kept of each child's attainment and it is useful to keep samples of the children's work as evidence of attainment.

Forms of Assessment

We recognise and promote two main forms of assessment,

- Formative Assessment / Assessment **for** Learning
- Summative Assessment / Assessment **of** Learning

Formative assessment is the process of using classroom assessment to improve learning, In formative assessment:

- teachers share learning targets with children;
- children know and recognise the standards to which they should aim;
- there is feedback that leads children to identify what they should do next in order to improve;
- it is assumed that every child can improve;
- children review and reflect on their performance and progress with teachers and they develop skills in peer and self-assessment. www.teachernet.gov.uk

Summative Assessment is the measurement of pupil achievement at a particular point in time.

At Cavendish we recognise that pupils are assessed in a variety of ways, both formally and informally and with differing degrees of regularity. We define the different regularity of assessments as follows;

Short-term assessment

Short-term assessment is a continuous process and should be part of day-to-day work with the class. It also informs planning ('formative assessment'). It informs judgements about children's progress against targets set for and with them. Because progress is being assessed over short periods, these targets will be expressed in much smaller steps than moving from one milestone (Primary Phase) or GCSE grade (Secondary Phase). Short-term assessments happen informally in every lesson. This information should be used to adjust subsequent lesson planning.

A variety of methods should be used to assess children's learning in the short term.

These include:

- observing pupils
- noting pupil's reactions and engagement with tasks
- discussing work and asking questions
- setting assessment activities
- using tests as part of a lesson or as homework.

Medium-term assessment

This occurs when marking and monitoring pupil's work, provide constructive oral or written feedback that acknowledges their successes, helps them see what they need to do to improve further and sets them targets to achieve. These medium-term assessments should be recorded by the teacher to inform future planning. Marking pupils' work should include frequent use of SIR (Strength, Improvement, Response) strategies and, in particular, that pupils' responses are captured.

Long-term assessment

Long-term assessments are made to review and record the progress children are making against the key objectives (assessment of learning). Doing this approximately every half-term will allow you to judge pupil's progress over time and against any individual targets, including those in IEPs. It will also help in planning work for the next half-term.

Frequency of Assessment and Reporting

The frequency with which individual class teachers and subjects mark and assess pupils' work is directly related to the Phase, the nature of the learning in the subject and the proportion of contact time. This will be mapped by Heads of Phase and subject leaders to ensure that it complies with the school's feedback for learning policy and directly relates to the school's central assessment and reporting schedule. This will be agreed with line managers

The scheme of work and assessment points in each subject must be planned to inform the whole school assessment, reporting and recording schedule (Appendix 1) so that tutors and progress leaders can productively monitor and support the overall progress of individual pupils.

Every year group has two profile reports and one full report each year.

Full reports will contain;

- Assessment data including Attitude to Learning, Attitude to Homework
- Attendance figures
- A tutor comment
- A teacher comment and curricular target for each subject.

Profiles will contain;

- Assessment data including Attitude to Learning, Attitude to Homework
- Attendance figures

Expectations for Reporting Progress

The teacher's comment is the opportunity to communicate with both parents and pupils about the pupil's performance and progress in each subject. As such this should form the main focus of the report.

When writing the report the following questions should be considered;

- How well has the pupil done this year relative to expectations?
- Have they made the progress that you would expect of them?
- What are their strengths?
- What are their areas for development?

Teachers may wish to comment on a pupil's attitude and behaviour but this should not form the main basis of a report. Comments should also reflect the data that is being published regarding assessments, ATL and ATH.

Curricular targets and the final comment should make sense when read together.

Reports for foundation subjects do not necessarily have to be as long or detailed as some of the ones below but should still show knowledge of strengths and weaknesses of the pupil. Statement banks that departments develop in house can be used but they do have the danger of de-personalising the report.

Roles and Responsibilities

Pupils

- Ensure that they have recorded their targets.
- Respond to teacher feedback to enable them to make progress within subjects.
- Embrace the school values for assessment and work hard to achieve their targets.

Parents

- Ensure they know and can support their child's end of year and end of key stage targets.
- Use profiles and reports to support their child and teachers in order to ensure good progress.

Class Teachers

- Assess pupils regularly as part of the learning process (short-term assessment) within lessons and use this to inform planning.
- Mark pupils' work and provide formative feedback (medium-term assessment) to enable them to make progress. Use SIR strategies in line with school and department policies.
- Assess summatively in line with departmental policy (long-term assessment) and according to the assessment schedule.
- Enter assessment grades on mark sheets in line with the Assessment, Reporting and Recording schedules.
- Use data to plan support and interventions for pupils.
- Deliver effective in class interventions (Wave 1 teaching) which subsequently demonstrate improved progress for targeted pupils.
- Report progress to parents following school guidelines and systems.

Key Stage Leaders in the Primary Phase

- Establish a Key Stage assessment policy supporting whole school principles.
- Establish and monitor Key Stage procedures and activities (short, medium and long term).
- Ensure that the scheme of work and assessments are planned and recorded on MIS according to the school's assessment schedule
- Organise moderation exercises to ensure that assessments are accurate and consistent across the Key Stage and, as a result, make appropriate adjustments to the scheme of work.
- Use data, together with other forms of evidence such as work scrutinies and pupil voice, to ensure they have an accurate understanding of the strengths and weaknesses of their Year Groups.
- Identify pupils within the groups who are underachieving and lead appropriate interventions.
- Report to governors about the progress of the year groups in the Key Stage.
- Lead class teachers in the completion of annual reports

Progress Leaders in the Secondary Phase

- Use data, together with other forms of evidence such as work scrutinies and pupil voice, to ensure they have an accurate understanding of the strengths and weaknesses of their Year Groups.
- Identify pupils within the group who are underachieving across a range of subjects and lead appropriate interventions.
- Lead form tutors in mentoring based on assessment data and support form tutors as each pupil's advocate to ensure that he or she makes consistent progress in each of their subjects.
- Report to governors about the progress of their year.
- Coordinate tutor and other pastoral aspects of the reporting process ensuring high quality.

Subject Leaders

- Establish a departmental assessment policy supporting whole school principles.
- Establish and monitor departmental procedures and activities (short, medium and long term).
- Ensure that the scheme of work and departmental assessments are planned and recorded on MIS according to the school's assessment schedule.
- Organise moderation exercises to ensure that assessments are accurate and consistent across the subject area and, as a result, make appropriate adjustments to the scheme of work.
- Identify pupils who are underachieving and secure improved progress as a result of intervention.
- Ensure that systems are in place to ensure that reporting within the subject area follows school guideline and systems so that it is manageable and informative

Data Manager

- Create logical and accessible mark books for appropriate audiences.

- Manage the input of data in analytic software tools.
- Support effective analysis of data to enable effective interventions and tracking of progress.
- Support the timely production of Profiles and Full Reports.

DHT Pupil Outcomes

- Lead the establishment and enhancement of the principles underlying effective assessment.
- Ensure pupils are set challenging yet realistic end of year and end of key stage targets based on prior attainment and models of best practice.
- Ensure that analysis of performance is linked to national performance indicators.
- Provide accurate data so that action can be taken to improve the outcomes of specific groups.
- Provide analysis of performance data to the school leadership and governors.
- Work with Progress Leaders and Subject Leaders to monitor pupil progress and secure improved outcomes as a result of planned and appropriate intervention.
- Lead the whole school approach to reporting.

Heads of Phase

- Oversee the progress of pupils within their phase.
- Report to Governors on progress towards targets.

Headteacher

- Ensure structures are in place to support the effective implementation of this policy.
- Report to governors on the evaluation of the operation and effectiveness of this policy.

Governors

- Monitor the progress of all year groups through holding the SLT to account.
- Moderate the evaluation of the operation and effectiveness of this policy.
- Support the school in the further development of this policy.

Appendix 1
 Assessment and Reporting Schedule 2016-17

Key: I= Internal data, P= Profile Data, F= Full Report

	Teacher Deadline
Reception	Wednesday 4 th January 2017 (P) Wednesday 19 th April 2017 (P) Monday 26 th June 2017 (F)
Year 1	Wednesday 4 th January 2017 (P) Wednesday 19 th April 2017 (P) Monday 26 th June 2017 (F)
Year 3	Wednesday 4 th January 2017 (P) Wednesday 19 th April 2017 (P) Monday 26 th June 2017 (F)
Year 7	Monday 5 th December 2016 (P) Monday 20 th March 2017 (P) Monday 26 th June 2017 (F)
Year 8	Monday 5 th December 2016 (P) Monday 20 th March 2017 (F) Monday 26 th June 2017 (P)
Year 9	Monday 5 th December 2016 (F) Monday 20 th March 2017 (P) Monday 26 th June 2017 (P)
Year 10	Monday 12 th December 2016 (P) Monday 27 th March 2017 (P) Monday 3 rd July 2017 (F)
Year 11	Monday 17 th October 2016 (P) Monday 12 th December 2016 (P) Monday 6 th February 2017 (F) Monday 27 th March 2017 (P) Monday 22 nd May 2017 (I)

Appendix 2 – Key References

[2014 Teacher Standards](#)

Standard 6 states that Teachers should:

- Make accurate and productive use of assessment
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

High Expectations for All

[National Curriculum Review – Expert Panel Report \(Dec 2011\)](#) – “

Assessment is underpinned by the following ten dimensions for achieving high expectations for all

Presumption of capability for improvement

This contrasts with notions of inherited abilities which constrain self-confidence and learning.

Maintenance of high expectations

This dimension conveys both aspiration and confidence to the pupil, thus enhancing their potential to learn.

A focused curriculum with appropriate depth

Such clarity supports high quality learning of essential knowledge, and is particularly important in primary education.

Tangible learning objectives

The focus here is on authentic learning rather than on the acquisition of labels associated with abstract and over-generalised levels.

Constructive feedback for all pupils

This feature offers practical support for self-improvement on learning tasks.

Valuing of effort

This dimension highlights the value of concentration and practice.

Resolute commitment to essential knowledge for all

Here we draw attention to the necessary commitment for ensuring that all pupils attain the 'essential curriculum core'.

Monitoring to record the attainment of pupils who are 'ready to progress'

This feature affirms the need for school systems to monitor pupil learning but also focuses attention on the threshold criterion of ready to progress.

Provision of pupil support to maintain progress

This dimension clarifies the responsibility of each school to provide support as needed to enable pupils, as far as possible, to progress with their peers.

Engagement of parents and carers in authentic learning

The point here is that those in a position to support pupil learning should have direct access to tangible information on which to base their contribution.

Ofsted

Effective assessment processes should:

- Set targets
- Track progress against expectations
- Demonstrate what pupils know, understand and can do through assessment which is best fitted to the learning objectives
- Diagnose areas of strength and weakness
- Support teacher planning
- Provide clear and easily understood information for pupils and parents
- Provide information for other schools at any point of transition
- Provide internal monitoring information for middle and senior leaders and governors

Further Ofsted Guidance:

- Pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including of literacy and mathematics.
- Assessment is frequent and accurate and used to set relevant work from the Early Years Foundation Stage onwards pupils understand well how to improve their work
- Not all aspects of learning, for example pupils' engagement, interest, concentration, determination, resilience and independence, may be seen in a single observation.
- Scrutiny of pupils' work, with particular attention to: how well and frequently marking, assessment and testing are used to help teachers improve pupils' learning, the level of challenge provided, pupils' effort and success in completing their work and the progress they make over a period of time."

Provisional Teachers' Standards for Digital and Online Learning and Assessment – for discussion

http://www.inacol.org/wp-content/uploads/2013/02/iNACOL_TeachingStandardsv2.pdf

- A. Know and understand the primary concepts and structures of effective online instruction and able to create learning experiences to enable pupil success.
- B. Understand and are able to use a range of technologies, both existing and emerging that effectively support pupils' learning and engagement in online learning.
- C. Plan, design and incorporate strategies to encourage active learning, application, interaction, participation and collaboration in the online environment.
- D. Promote pupils' success in online learning through clear expectations, prompt responses and regular feedback
- E. Model, guide and encourage legal, ethical and safe behaviour related to technology use.
- F. Are cognisant of the diversity of pupils' academic needs and incorporates accommodation into online learning
- G. Demonstrate competency in creating and implementing assessments in online learning in ways that ensure validity and reliability of strategies and procedures
- H. Develop and deliver assessments that meet standards-based learning targets and assesses progress by measuring achievement towards these targets
- I. Are competent in using data from online assessments and other evidence to modify course material and to guide pupils' learning
- J. Interact online in a professional effective manner with all stakeholders to support pupils' success
- K. Organise media and content to help pupils and other teachers to transfer knowledge and skills most effectively in the online environment