



**BELONG, *believe*, ACHIEVE**  
**PERTHYN, CREDU, LLWYDDO**

**The Willows Way**

## Assessment, Recording and Reporting Policy

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### Principles:

1. Assessment information will be used to improve student learning and teaching practice and is a key element of whole school improvement work
2. Assessment information on attainment, effort, conduct and presentation will be valid and meaningful for learners, teachers, parents and other audiences
3. Assessment systems will make use of both quantitative data such as test results, pupil targets and qualitative information such as teacher and pupil comments and opinions to drive improvements in student learning. The school will use data to set challenging targets for students
4. Assessment systems used will be manageable in terms of the frequency of assessment and the quantity of information to be recorded. Recording and retrieval of data will be made as simple as possible. Teachers will analyse data to identify patterns in student achievement and to address issues, which arise from them
5. Reporting to parents and pupils will be meaningful and developmental. Advice will be given on how to improve and targets or goals set in order to achieve that improvement.
6. Staff will use data as a background to discussions with pupils about improving their learning

### Rationale:

The Assessment policy will:

- ensure that the school meets statutory obligations for assessment
- promote coherence and consistency in approach to assessment across the school
- promote a common understanding of standards both within the school and across other schools
- provide a framework within which Departments can design assessment to meet their particular needs
- raise expectations of pupil success
- provide a framework of practice which will motivate students to engage in the learning process and associated target setting and take greater personal responsibility for their learning outcomes

Most of the assessment information will be stored on the school's MIS [SIMS]

## Setting and Forms of Assessment:

We will use the following the following data to set pupils:

### a) Baseline Assessment data:

Reading Tests

Teacher knowledge of the pupil

Literacy and Numeracy National Tests

This information helps to predict potential outcomes in terms National Curriculum progression steps, GCSE or equivalent examinations.

### b) Professional Predictions and Expected Targets:

Based on KS2 data pupils are expected to make 2 whole levels of progress by the end of year 9. The school will use information from these baseline data to assign an Expected Target Grade to each student. There will be an expectation that students assigned a particular expected grade will reach certain levels of attainment by the end of year 9. The grade will be recorded and shared with students and parents and pupil progress will be measured against it on a regular basis. At KS4 if a pupil has achieved a level 6 in most subjects, that pupils will be expected to get a grade C or above. If a pupil has achieved a level 7 in most subjects, that pupils will be expected to get a grade B or above. If a pupil has achieved a level 8 in most subjects, that pupils will be expected to get a grade A or above.

We also look at the grades predicted for us by Fischer Family Trust, which takes into account the school's context and the national pupil performance measures to help comparing actual results.

Because our targets are ambitious and challenging we expect every department to achieve 75% of ELP (expected levels of progress).

### c) Comparative Assessment Data:

The school will use All Wales Core Data, which compares performance with similar schools across the country, to set whole school targets and to review the performance of Departments and specific groups of learners.

### d) School Assessment

1. Annual School Exams
2. Regular controlled assessments
3. Marking of classwork and homework

The school will organise examinations for each year group in Years 7-11. These will take place 2 times in the year (January and July). The examination grades will be recorded on SIMS and a report generated. The report will have the percentage scored on the test plus information about the class average. Examinations for years 7 and 8 will be held in classrooms (possibly in the hall) and for years 9 to 11 in a formal examination venue such as the Theatre on dates specified in the School Assessment Calendar.

In addition one assessment per term will be recorded for each pupil in every subject and placed on SIMS Assessment Manager. These must be a National Curriculum level at Key Stage 3 and a GCSE or GCE grade at Key Stages 4 and 5.

## Reporting

### Principles:

1. Reporting is an important part of our relationship with parents and the wider community.
2. Reporting should communicate relevant and useful information and opinions to parents in a clear way.

### Practice:

Teachers will record all marks electronically using SIMS

## Student Report

We will produce one report per term per year group. In addition parents will receive the January report with the percentage information. They are generated through SIMS and are available for staff in SIMS.

Grades will relate to National Curriculum Levels at KS3 and GCSE grades at Key Stages 4 and 5 respectively.

E.g. Levels are recorded in thirds e.g. a pupil just reaching a Level 5 would be given 5c, a pupil towards the top end of a Level 5 a 5a. In this way parents should be able to see progression throughout KS3.

Grades relate to GCSE grades at KS4.

Year 11 Mock GCSE grades relate exactly to the level of performance in the Mock. In awarding grades, however, coursework marks must be taken into consideration, and allowance must be made for content, which has not as yet been taught.

## Written Comments

Teachers will make two written comments per year per pupil on annual reports and they are presented as even better if and what went well. Comments will be as detailed and constructive as possible. They state what a pupil can and cannot do and how far this matches potential

Comments will be made on progress throughout the year and should not be confined to simply reporting on examination results.

Subject Leaders will read all reports produced in their Departments and ensure that they are of the expected quality.

## Staff Responsibilities

**Headteacher** will ensure that:

- there is a coherent strategy for the effective management of performance data (this will include how and when data will be made accessible to staff).
- staff and governors receive training on the interpretation and use of data to inform their planning .
- pupils' attainment and progress is tracked and this information, alongside baseline data, is used to set targets, monitor progress towards targets and evaluate achievement.
- all performance review targets will impact positively on pupil progress.
- parents receive information each term about the progress of their children and otherwise as agreed.
- the governing body receives relevant and timely information on progress to enable it to make informed decisions when setting targets and monitoring and evaluating progress.
- statutory targets are set and published by deadline.

#### Members of SLT will:

- Facilitate INSET/discussion opportunities for departments or teams of teachers to discuss assessment/recording/reporting;
- Facilitate liaison opportunities with other schools related to consistency and/or continuity in assessment/recording/reporting;
- Look at early predictions of final GCSE and encourage individual pupils to see that with more effort, higher expectations and increased motivation, they can substantially improve their performance;

#### SLT with overall responsibility for Assessment, Recording, Reporting will;

- Keep up-to-date with local and national developments relating to assessment disseminate relevant documentation to Heads of Department and advise other colleagues when necessary
- Support, monitor and evaluate assessment/recording/reporting within the school
- Analyse baseline testing and examination results and disseminate information to staff  
Devise an annual reporting schedule  
Lead Development group[s] on Assessment and Data Management within the school
- Work with others to set a expected target grade for students at the school

#### Assistant Head teacher - Oversight of Examinations will:

- Oversee the arrangements for public examinations
- Disseminate relevant documentation to Heads of Department and advise other colleagues when necessary.
- Construct the exam timetables for internal examinations, and ensure that timetables reflect the teaching commitments of the staff.
- Oversee the arrangements for baseline testing.
- Assist with the setting of expected target grades for students in Key

#### Subject Leaders will:

- Monitor and evaluate teachers' marking and other assessment/recording/reporting practices within their department, e.g. they should ensure that the common grading policy is applied consistently across the Department.
- Promote consistency in assessment/recording/reporting within their department.
- Provide guidance on judgemental issues when assessment standards are being set.
- Ensure that their staff has access to relevant publications and are fully informed of the arrangements for public examinations
- Use the results of assessment to inform and direct future teaching and curriculum planning.
- Undertake periodic examination of pupils' written work, with appropriate follow-up. eg. for C/D borderline in KS3.  
Supervise setting of school examinations and revision programmes.  
Produce and monitor the department's marking policy.  
Periodically meet with their line manager in the SLT to discuss, amongst other issues, matters relating to assessment/recording/reporting
- Evaluate reports written by members of their Department and where necessary take steps to improve the quality of these reports

Form Tutors will:

Regularly monitor pupil progress

Act as Learning Coaches making use of data to prepare their discussions with pupils

- Read the comments made by subject staff on the report and take appropriate action where there is cause for concern

Subject Teachers will:

- Undertake periodic examination of pupils' written work and liaise closely with SLs on issues related to assessment, recording and reporting. Follow-up work will take place where standards are poor or excellent through the school's system of Achievement monitoring
- gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when monitoring and evaluating progress
- agree targets with each pupil for attainment and progress, personal development, attendance and behavior, as informed by the tracking process
- be aware of each pupil's expected progress 'flight path' at a termly level
- encourage pupils to assess their progress towards their targets, and help them to understand what they have to do to improve
- report to parents on the progress of pupils each term
- involve support staff wherever appropriate.

Pupils will:

- agree targets for improvement with teachers
- assess their own progress and seek advice if they are unsure about what to do to improve.

The **Governing Body** will:

- develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them

- ensure that targets and results are published in the school prospectus for parents of primary school pupils
- agree action with the headteacher where progress towards agreed targets is below expectations
- recognise and celebrate the effort and success of pupils and all staff.