

THE SIR BERNARD LOVELL SCHOOL
ASSESSMENT, RECORDING AND REPORTING POLICY

RATIONALE

Assessment is an integral part of the teaching and learning process and is at the heart of our aim of continuously raising standards. The objectives of this policy are to ensure that:-

1. students, parents and teachers have accurate information about students' prior and current attainment, abilities and needs.
2. students and parents are clear about how levels of attainment can be improved.
3. lesson planning takes account of individuals' learning needs and promotes a dialogue between teachers and students about their progress.
4. assessment and recording inform monitoring and target-setting at individual student, subject and whole-school level.
5. assessment is used as part of the whole-school self-evaluation process.

GUIDELINES

Students are entitled to:

1. Clear information and guidelines about what they are expected to achieve in each unit of work, how it is to be assessed and when.
2. Prompt feedback on their work, including specific guidance on how to improve.
3. Target minimum and expected levels/grades information at regular intervals throughout the year.
4. Opportunities to discuss their progress and targets with subject teachers and tutors, at least once a term.
5. Documentation which celebrates their achievements.

Parents are entitled to:

1. Planned opportunities for meeting subject teachers, and for meeting tutors and senior staff if there are concerns about progress.
2. Receive details of a student's progress and performance in the subjects he/she is studying. This will include information about student's strengths and areas for development. Information for parents will take the form of "Progress Updates", issued at regular intervals during the year and consisting of numerical indicators that reflect a student's attitude to learning, behaviour for learning and approach to extended work.
3. In addition, target minimum levels/grades and expected grades will be shown. One "Progress Update" will include a written commentary from subject teachers that highlights key features of a student's learning and suggests targets that will help students reinforce the knowledge, understanding and skills needed for continued success.
4. Other written communications, e.g. through student organiser, to inform them about ongoing successes and concerns.

Roles

The Assistant Headteacher with responsibility for assessment will work in conjunction with the data and reporting group to organise and manage whole-school planning, monitoring and evaluation of assessment, recording and reporting. They should ensure that assessment information is transferred within and between schools in accordance with agreements within the Kingswood Partnership.

Teachers, curriculum leaders and subject directors are responsible for ensuring that:

1. Detailed schemes of work are in use and that these indicate learning objectives and assessment criteria and procedures. Assessment should be of both formative and summative nature.
2. Learning objectives are made clear to students at the start of each lesson and reviewed at the end.
3. Assessment of students with s.e.n. takes full account of their Individual Education Plans and that their progress is discussed with parents.
4. Marking of students' work complies with the guidance given in the Annex to this policy, and in particular indicates clearly to students what they need to do to improve their work.
5. Assessment is interactive, involving students in reflecting upon their own progress and discussing it with teachers.

6. All students have a levelled assessment recorded on SIMS on 3 occasions per year.
7. Assessment procedures, including record-keeping and reporting to parents, are carried out consistently and in accordance with school and external requirements by all staff.
8. Assessment procedures are monitored throughout the year and evaluated annually.

Tutors and year co-ordinators are responsible for:

1. Monitoring students' overall progress and liaising with subject teachers and parents if there are concerns.
2. Ensuring that students' progress, including their targets, is discussed with them individually at least termly.
3. Encouraging students to develop and reflect upon their personal qualities and achievements and to record these.
4. Ensuring that students' achievements are celebrated with their peers and across the year group as a whole.
5. Contributing to and maintaining students' formative and summative records and reports.

CONCLUSION

The assessment of students' learning and progress is central to our aim of raising achievement for all students. It is through close partnership between students, parents, teachers and other staff involved in the assessment process that this aim will be achieved.

Adopted:.....Date:.....
 Head

Adopted:.....Date:.....
 Chair of Governors

Reviewed: Date:.....
 Head

Reviewed:.....Date:.....
 Chair of Governors

This policy will be reviewed bi-annually.

ANNEX – MARKING POLICY AND GUIDELINES

Regular feedback on work is an important factor in motivating students and in improving standards. There must be evidence that individual students' work is considered regularly and that regular feedback is given. Each curriculum area should have agreed guidelines on the frequency of marking appropriate to the nature of the work done by students at each Key Stage. The school has agreed not to grade each piece of work, but rather to indicate levels and grades on more substantive assessments which are to be recorded centrally on 3 occasions per year.

Students should always have a clear understanding of the objectives underpinning their work and the criteria against which it is assessed. Marking should therefore reflect these objectives and assessment criteria. Whilst comments on students' work may sometimes be critical of the quantity or quality, feedback is most useful when the tone is constructive and supportive. Progress should always be noted and targets for improvement clearly identified. Parents will expect to see concerns about students' work raised through the Organiser, and we should also remember to use it as a channel through which we can communicate students' success.

Good marking will have evidence of the following:

1. Proof reading and correction of errors in spelling, punctuation and grammar, in line with the school's guidelines on annotating students' work. Such annotations will be made in the context of what each student knows and is trying to achieve, and will rarely pick up every error.
2. Knowledge of the student as an individual, often reflected in comments and praise directed at them personally. There will be a sense of a dialogue with the student developing over time.
3. Clear and constructive feedback on how the work can be improved in the future; such feedback will go beyond commenting upon presentation alone and will often take the form of targets related to the learning objectives.
4. The use of the school's system of rewards for effort, achievement and improvement to motivate students of all abilities.