



THE
BARCLAY
SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

Governor committee:	Full Governors	January 2015
Updated by:	J Ellison	January 2015
Policy due for review:		January 2018



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The Barclay School Assessment, Recording and Reporting Policy

Assessment, Recording and Reporting are vital components in effective teaching and learning, and important tools by which to raise achievement.

What is assessment?

Assessment monitors and measures not just attainment but also effort, behaviour and organisational skills. Through assessment we identify the progress a student makes in these areas. Formative assessment measures and monitors students' on-going progress. Summative assessment measures students' achievement at certain fixed points. Assessment forms an integral part of teaching and learning and is an essential tool in raising achievement.

Objectives

It is the aim of teachers at the school to offer all students an opportunity to show what they know, understand and can do. In order to help students develop their understanding, knowledge and skills we see assessment as a vital tool. Through assessing, recording and reporting on students' work, we aim to:

- allow staff and students to plan more effectively
- give students helpful feedback on their achievements and areas for development, in order that they can learn more effectively
- involve students and their parents/carers in the students' progress
- provide parents with measures of progress and a framework within which they can support their children's learning
- provide our school with information to support school self-review

What is the purpose of assessment?

Assessment enables students to:

- have a clear understanding of how well they are progressing
- understand specifically what they need to do next in order to make further progress
- be actively involved and in control of their learning



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Assessment enables teachers to:

- plan lessons effectively based on an accurate understanding of their students' strengths and weaknesses
- give appropriate advice and targets to students to enable them to make further progress
- to identify students who are in need of additional support and take appropriate steps
- to identify gifted and talented students who require additional challenge and provide suitable learning activities
- to identify underachieving students/groups of students and take steps to address their underachievement and close gaps
- to identify students achieving beyond what might normally be expected of a student of their ability and to celebrate their achievement

Assessment enables departments to:

- differentiate curriculum provision to meet effectively the needs of individual students
- to organise teaching groups appropriately
- to identify students in need of additional support and target support effectively
- to identify gifted and talented students and put in place departmental strategies to provide additional challenge for them
- to identify, monitor and address underachievement and close gaps
- to identify, recognise and celebrate outstanding achievement

Assessment enables pastoral staff to:

- monitor the progress of students
- to identify target groups of students or individuals in need of additional support and target support effectively
- to identify, monitor and address underachievement and close gaps
- to identify, recognise and celebrate outstanding achievement

Methods of assessment

Teacher assessment takes many forms and happens throughout the process of teaching and learning. It may occur through the formal assessment of work and be accompanied by marking, grading / levelling and the giving of written advice and targets. It may also be of a more summative nature, based on discussion and observation. Students should be partners in the assessment process, aware of assessment criteria and able to assess their own achievement and that of their peers. Self-assessment and peer-assessment are invaluable



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tools in engaging students in the language and methodology of assessment, enabling them to understand how it works and thus to achieve more highly.

Professional development

Teachers must have the knowledge and skills to assess with confidence. This may involve training on the assessment requirements of exam boards, Key Stage 3 assessment and Assessment for Learning, as well as internal school procedures. These training needs may be met by departmental INSET and moderation, peer observation, whole school INSET or INSET run by an external provider. Training requirements should be identified within departments and be pursued through the school's professional development procedures.

Recording and Reporting

Teachers must keep records of assessment information. This should include prior achievement data which should inform the planning of work for both the whole class and the individual. It will also form the basis for advice and targets for students.

Records should be kept of achievement in key assessment tasks so that the teacher and head of department/faculty can monitor students' progress. Parents are entitled to ask about their child's progress at any time during the school year, therefore record keeping is also essential for this purpose as well as informing annual written reports to parents and discussions at parent consultation afternoons.

Reporting

Reporting National Curriculum levels is required at the end of KS3. In addition to this the School produces a Termly Progress Report. These are issued to inform parents of their son/daughter's subject specific progress each year. In addition, there will be one Parents' Evening for each year group during the academic year. The times of the year when assessments take place and reports are issued will be published in the annual Academy calendar and will appear in the ARR calendar which is issued to all staff.

Class Context Sheets

Following each progress check teaching staff will be provided with a class context sheet for every group they teach. On this profile will be a range of information about each student together with baseline data, individual end of year/end of key stage targets and current working level/grades. Each data collection will be compared to the previous standard of student progress and students will then be given the appropriate support. There is also a final column that allows staff to identify barriers to learning and wave 1 interventions when necessary. These context sheets are compiled in such a way as to enable certain 'at risk'



groups to be tracked and help enable the school to 'close the gap' where there is underachievement.

Appendix 1

Roles and Responsibilities

The Assistant Head (Achievement and Standards) should:

- ensure a consistent approach to assessment, marking, recording and reporting, in line with agreed procedures;
- ensure that all staff compile and report (as necessary) appropriate summative assessment data;
- ensure that all staff provide appropriate formative personalised feedback to students;
- evaluate staff/subject/student groups/whole-school performance comparative to other staff/subjects/student groups/schools;
- oversee the work of the Data Officer;

The Data Officer should:

- provide an up-to-date database accessible to all staff to be used to monitor progress and inform planning and intervention;
- provide parents and students with reports of progress against target levels/grades in accordance with agreed procedures;
- provide a summary of students' progress against target levels/grades for use by SLT/Curriculum Leaders in accordance with agreed procedures.

The Exams Officer should:

- ensure that national tests are applied in accordance with the statutory framework;
- facilitate internal tests, as set out in the annual calendar, that will provide key summative assessment data.

Faculty Leaders should:

- monitor assessment, marking, recording and reporting practice within their subject area(s), ensuring that it is consistent with agreed procedures;
- through a formal annual Faculty Area Review process (involving lesson observation, student voice and scrutiny of work) identify strengths and areas for improvement regarding assessment, marking, recording and reporting practice;



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- ensure that staff in their teams are provided with up-to-date information regarding subject specifications and assessment criteria;
- ensure that regular standardised assessment is carried out in all subjects within the Faculty Area, in all year groups;
- facilitate opportunities for standardisation of marking and sharing best practice within their Faculty Area;
- monitor the effectiveness of teaching groups, specifications, programmes of study and schemes of work within their subject area(s) in the light of assessment, recording and reporting information.

Assistant Subject Leaders should:

- support Curriculum Leaders in monitoring assessment, marking, recording and reporting practice within their subject area(s).

Subject Teachers should:

- ensure that all students are actively involved in their learning and in the self-assessment of their progress;
- ensure that all students take an active role in setting their own targets;
- share learning objectives and assessment criteria with students;
- provide students with regular formative feedback on the standard of their work, in line with agreed marking and assessment procedures;
- use assessment data to inform lesson planning, including differentiated activities to meet the identified needs of individual students;
- provide the Data Officer with a summary of student performance in relation to target level/grade in accordance with the annual Reporting Timetable;

Students should:

- take responsibility for their own learning through self-assessment;
- work towards achieving agreed target levels/grades.

Parents should:

- support and encourage their child's learning by working in partnership with the school, e.g. attending parent/teacher consultation evenings, monitoring homework, having some familiarity with the school's assessment philosophy and procedures.

The Headteacher should:

- ensure that the policy is implemented and report to Governors;
- carry out the statutory duties of the Headteacher with regard to assessment,



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recording and reporting as defined by the DFE.

The Governing Body should:

- carry out the statutory duties of the Governing Body with regard to assessment, recording and reporting as defined by the DFE.

KEY

Abbreviation	Description																												
ATL	<p>Attitude to learning - awarded on the following scale:</p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="background-color: red; color: white;">Completes very little/no work</td> <td style="background-color: yellow;">Completes some work but to a poor standard</td> <td style="background-color: lightgreen;">Completes the work</td> <td style="background-color: green;">Completes all the work set and to a good standard</td> </tr> <tr> <td style="background-color: red; color: white;">Not motivated</td> <td style="background-color: yellow;">Very little interest shown</td> <td style="background-color: lightgreen;">Shows interest most of the time</td> <td style="background-color: green;">Is highly motivated and looks for more challenging work</td> </tr> <tr> <td style="background-color: red; color: white;">Fails to listen or get on with the work</td> <td style="background-color: yellow;">Doesn't always listen to instructions</td> <td style="background-color: lightgreen;">Listens attentively and follows the instructions</td> <td style="background-color: green;">Listens attentively and make good contributions</td> </tr> <tr> <td style="background-color: red; color: white;">Doesn't keep on task – even when supported</td> <td style="background-color: yellow;">Often has to be reminded to keep on task</td> <td style="background-color: lightgreen;">Remains on task & able to do some work independently</td> <td style="background-color: green;">Works independently</td> </tr> <tr> <td style="background-color: red; color: white;">Disrupts others learning</td> <td style="background-color: yellow;">Fails to work with others in the group</td> <td style="background-color: lightgreen;">Works well with others</td> <td style="background-color: green;">Works well with others – offering support and help.</td> </tr> </tbody> </table>	1	2	3	4					Completes very little/no work	Completes some work but to a poor standard	Completes the work	Completes all the work set and to a good standard	Not motivated	Very little interest shown	Shows interest most of the time	Is highly motivated and looks for more challenging work	Fails to listen or get on with the work	Doesn't always listen to instructions	Listens attentively and follows the instructions	Listens attentively and make good contributions	Doesn't keep on task – even when supported	Often has to be reminded to keep on task	Remains on task & able to do some work independently	Works independently	Disrupts others learning	Fails to work with others in the group	Works well with others	Works well with others – offering support and help.
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Barriers	<p>Barriers will be entered for students on SIMs using the coded number 1-21. They will not be included in the report sent home to parents, but will be included in the context sheets and used as a tracking tool. If you are struggling to assign these please use the referral system prior to the data collection to support you in doing this. <i>These will be used for internally only.</i></p>																												



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Controlled assessment	In order to support our internal tracking of controlled assessment all KS4 progress checks will include a column regarding controlled assessment where students will be RAGged as follows: Green=No cause for concern -up to date and progressing well Yellow= Some cause for concern – students have gaps or work is not up to standard. Red = Serious cause for concern – students are seriously behind or have significant gaps NA = no controlled assessment in course. This will be shared on reports home.
CWG	Current working grade: The grade the student is currently working at. Awarded using sub grades e.g. C2, A3 etc.
CWL	Current working level: The level the student is currently working at. Awarded using sub grades e.g. 5a, 7c etc.

Exam grades	The actual grade achieved in the end of year test or mock paper.
PredG	Predicted grade: This is the grade that the student is likely to achieve if they continue to achieve and progress in their current way. This will either be a full grade e.g. A, B, C or carry a 1 to denote that a student is working at the top of a grade e.g. A1, B1, C1 (NB: the sub grades of 2 and 3 no longer exist in predicted grade.)
Progress	In line with our new assessment model yr7 students will no longer receive levels but will be graded according to: 1 = Progressing below expectation 2 = Progressing as expected 3 = Progressing better than expected