

NEWLANDS GIRLS' SCHOOL

POLICY DOCUMENT



ASSESSMENT, RECORDING AND REPORTING POLICY

LAST UPDATED & REVIEWED	(by) Curriculum Committee	November 2022
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POLICY TYPE	Voluntary/School Policy
REVIEW FREQUENCY	Every 2 years – November 2024

RESPONSIBLE	
Management Team	Assistant Headteacher

APPROVED		
Approved by/Meeting Date	Headteacher – Miss Capon	10 th November 2022
Minuted by/Meeting Date	Full Governing Body Meeting	5 th December 2022

UPDATED: Shared Drive Website	9 th December 2022 9 th December 2022	
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Courage Commitment Compassion

NEWLANDS GIRLS' SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY

The main aim of assessment is to contribute to the educational process that helps all pupils to learn more effectively and become more confident. Its specific purposes are:

For the PUPIL

- to inform about progress being made;
- to provide awareness about what is being learned;
- to determine the level of development of skills, concepts and the acquisition of knowledge;
- to provide targets and strategies as a basis for further learning and raise expectations;
- to celebrate what has been achieved.

For the TEACHER

- to evaluate the effectiveness of the teaching;
- to assist development of good teaching and learning practices;
- to help plan work best suited for each pupil's stage of development;
- to detect and diagnose learning difficulties;
- to monitor achievement in relation to potential;
- to give teachers a sense of pupils' achievement.

For OTHERS

- to provide parents, schools, employers and other agencies with useful, appropriate and reliable information, thus providing a partnership between pupil, teacher, parent and the wider community.

To achieve this aim the following principles form the basis of the Assessment, Recording and Reporting policy:

Assessment should follow the principles of Assessment for Learning (AfL) and

- be an integral part of the teaching and continuous learning experience;
- recognise a wide range of achievements and experiences;
- contain positive and constructive statements, which are reflected in pupil records;
- build upon earlier achievements and experiences and provide a base for similar processes in the next stage of education;
- involve a formative process where aspects of a pupil's progress, achievements and experiences are reviewed within the context of the National Curriculum and the wider school curriculum;
- facilitate parental involvement in the process for their child;
- involve pupils contributing to the process;
- be discussed and developed with potential users where appropriate.

Marking and feedback

Each subject has a clear marking strategy, which details the expectations for marking and feedback at each Key Stage, incorporating departmental policy. This includes what work is marked, the forms of assessment and marking used, how frequently work is marked and where marking can be found.

At Key Stage 3, work may be marked using attainment bands, the success criteria for which take a long-term view of likely attainment at GCSE.

In Years 10-13, achievement will be shown in grades, 9-1 at Key Stage 4 and A*-E at A Level. At all Key Stages, bands or grades for attainment could be accompanied by a description of effort. The criteria against which a piece of work is assessed should be made explicit to the pupils. Although not every piece of work will be marked in bands or grades, regular Progress Reports will offer both parents and students a summary of their performance in a subject for the year to date. Comments of praise and areas for improvement should be given where possible, either as an alternative to grades/levels or to enhance them.

Pupils are expected to enter into an assessment dialogue with their teacher, responding to marking and feedback and correcting or improving work. This informs judgements of the pupils' levels of understanding and confidence in order to help teachers' planning and encourages proactive involvement of pupils in their own learning.

Standardisation of Assessment

Departments have in place systems for standardising the marking of pupils' work across all key stages. Staff use a variety of methods to achieve consistency; for example, the use of exemplar portfolios, moderation/discussion of pupils' work, collaborative teaching /marking and lesson observation.

Consistency of marking is monitored regularly by Heads of Department (HoDs) and is part of the agenda for their meetings with the subject's Leadership Team (LT) Link. This can be further monitored through informal discussion and comparison of pupils' work on a day to day basis either with colleagues or HoD.

An overall view of a student's attainment and progress is achieved as follows:

Years 7 – 9	Monitoring of effort grades and attainment bands against target by tutor, teacher, HoDs and Head of Year (HoY).
Years 10-13	Monitoring of effort grades and of report grades against target grades. GCSE, A2 levels and BTEC examination results and comparison with national data through Inspection Data Summary Report (IDSR), Analyse School Performance (ASP) and through the use of Fischer Family Trust (FFT), L3VA and A-Level Performance System (ALPS) value added systems data by tutor, teacher, HoDs, HoY and LT.

Recording

The recording of pupils' attainment is an essential part of the overall process. It enables progress to be monitored, informs planning of future work and ultimately enables judgements about levels to be made, particularly at the end of each key stage.

To ensure effective transfer from the primary to secondary phase, KS2 information is gathered.

Year 6 teacher predictions are obtained as part of the transition visit process. These are shared with the Head of KS3 Maths and English, as well as the SENDCo, to inform planning for small groups and intervention. In addition, specific skills or talents are shared with relevant departments e.g. fluent linguists with MFL and accomplished instrumentalists with Music.

At KS4 and in the Sixth Form, grades should correspond to GCSE, A level and BTEC as appropriate.

Staff share attainment band descriptors and/or grade criteria with students and students are aware of the band/grade at which they are working.

Progress Reports

Parents and carers will receive regular Progress Reports throughout the year, approximately one per term. On each Progress Report, except the first reports for Years 7 and 10, the pupils will be awarded a current performance band or predicted grade for each subject, along with a descriptor of their general effort and quality of homework. As the year progresses, this data will be collated into a format which summarises their journey of learning and effort across all terms. The Progress Report can then form a basis for productive discussion at Parents' Evening, along with assisting the role of the Form Tutor and other teachers who may be offering mentoring support; the reports remain important documents whilst being supplementary to other forms of feedback that pupils and parents receive.

Parents are encouraged to make contact with the school, should they have any questions regarding their daughter's Progress Report.

Homework and effort judgements:

1. **Excellent:** Committed, resilient, participates fully, meets deadlines, proactive and takes initiative to respond to feedback and improve.
2. **Good:** Working well.
3. **Requires Improvement:** Inconsistent, working, but not to capacity.
4. **Inadequate:** Lacks commitment, disengaged, misses deadlines.

Attainment grades:

Key Stage 3

In Year 7, pupils are given an overall target band, which represents the level they are expected to attain consistently throughout Years 7 to 9. Each girl's target is based on FFT data, taking into account her attainment at Key Stage 2. Target bands indicate a student's likely average attainment at GCSE within the grade range 9-1.

Key Stages 4 and 5

The predicted attainment grade indicates the grade that the student is likely to achieve at the end of the key stage if she continues to progress at her present rate. The target grade is the grade that we would expect the student to achieve if she makes good progress, based on previous attainment.

Wherever possible, targets are calculated using FFT data (Years 7-11) and ALPS information (Years 12 and 13).

School Examinations:

School examinations for Years 10 and 11 are to assess and report each pupil's attainment at the time of the examination. In many cases, a pupil's examination grade will be different to her predicted attainment grade, to which professional judgement about anticipated progress will have been applied. All parts of examination papers must be accessible to pupils, so papers must examine learning only in those parts of the syllabus for which pupils have been prepared before the examination period.

Written Accuracy Marking Policy

- Teachers are expected to identify inaccuracies by circling them with a red pen. It is the responsibility of all teachers to identify:
 - Misspellings
 - Confusion of homophones (e.g. *their, there* and *they're*)
 - Failure to use a capital letter at the beginning of a sentence
 - Failure to use a capital letter when using a proper noun (i.e. the specific name or title of a person, place, company etc. – e.g. *Winston Churchill, Maidenhead, Microsoft* etc.)
 - Failure to finish a sentence with a full stop (or other appropriate punctuation)
 - Failure to use an apostrophe for possession (e.g. *the girl's house* - or *the girls' house* if you are talking about more than one more girl)
 - Failure to use an apostrophe for omission (e.g. *should + not = shouldn't*)
- Teachers are expected to allocate time in lessons for students to correct the identified inaccuracies and respond to the feedback given with a green pen.