	ST. HILD'S **CHURCH OF ENGLAND SCHOOL** **Policy Document**	Last Review Date: Feb 14

ASSESSMENT, RECORDING AND REPORTING

At St. Hild's we aim to serve our community by providing high quality education in a Christian context. We are a comprehensive school guaranteeing equal opportunities, a responsive curriculum and a supportive community. We expect to find God at work in our school.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"I have come that they may have life in all its fullness (John 10:10)"

Rationale

St. Hild's School believes that effective assessment is a means of motivating, developing and recognising student achievement and self-esteem and of providing constructive feedback to all concerned. The provision of clear information will enable students, parents/carers and teachers to work together towards continued progress for each student.

Aim

This assessment, recording and reporting policy has been formulated to provide accurate and detailed information on the progress of individual students throughout their school careers and improved performance for school as a whole, while fulfilling statutory requirements. It aims to be manageable for the teacher, student and the school.

Management

Procedures will be:
- Made known to staff through:
  a) Guidelines and instructions published in the Staff Handbook
  b) Departmental meetings
  c) Dates published in the annual school diary and school bulletins
  d) INSET
- Implemented by all staff as outlined in departmental handbooks
- Monitored by Subject Leaders and Year Coordinators as appropriate and subsequently by the appropriate post-holder on the Leadership Team
- Regularly reviewed in the light of changing needs and circumstances by the Assessment post holder and Leadership Team.

Structure

There are four main sections to the Policy:
i) Assessment
ii) Marking
iii) Recording attainment, achievement and progress

iv) Reporting to parents

ASSESSMENT

Assessment is defined as the evaluation of students' responses to the learning experiences being provided and the measurement of their progress within a structured programme of learning. Assessment procedures are based on the two elements of attainment and achievement.

Attainment is the measure of what a student knows, understands and can do, set against prescribed standards (e.g. National Curriculum Statements of Attainment in Key Stage 3).

Achievement is the measure of what a student knows, understands and can do, set against his/her own ability and previous performance.

The purposes of assessment are:

Formative:
- To assist students to recognise and understand their learning development.
- To motivate students to improve by giving credit for progress and achievement.
- To help students identify future goals and targets.
- To provide information on which planning for future teaching and learning will be based.

Diagnostic:
- To help identify students strengths and weaknesses.
- To inform teachers planning for improvement.
- To provide evidence to inform target setting.

Summative:
- To report on students attainment at a given time in relation to established criteria.
- To provide information about individual performance, in order to predict future performance.

Evaluative:
- To help teachers review the appropriateness of teaching methods, schemes of work and methods of assessment.

ASSESSMENT FOR LEARNING

Assessment is an integral part of teaching and learning in the classroom. Teachers should be continually finding out about their students achievements and capabilities through discussing their work, observing, helping and supporting, encouraging, questioning and challenging.

Assessment for Learning or formative assessment should take place on an ongoing basis.

Assessment opportunities should be identified in schemes of work and in lesson plans. Planned learning should build on the outcomes of previous learning.

Assessment for Learning should provide positive and constructive feedback to students, which can be used to help in setting specific targets for improvement.

Assessment criteria should be shared with students and be based on clear learning objectives and expected outcomes.

Subject teams need to decide the range of assessment strategies, who will carry out the assessment (teacher, peer or self), how assessment will be managed within the classroom and what records will be kept.

Regular marking and discussion of work is an essential pre-requisite of the formative and self-assessment process. It may be helpful to annotate work recording where oral discussion has taken place.

Marking should be carried out regularly so that students have early feedback. Detailed achievement feedback and students 'targets to improve' should be given via the Level Up sheet.

Subject staff should ensure that exemplar assessment outcomes are modelled and shared with students. It is essential that students have a good understanding of what is expected. This can be done through displays of annotated work, graded work with the assessment criteria explained and level and grade descriptors shared in student accessible language.

ASSESSMENT ARRANGEMENTS

Formal assessments are carried out:

At times specified in the school calendar across both Key Stages, and registered levels/grades entered in the Sims database
At the end of Key Stage 3, in the form of teacher assessments
At the end of Key Stage 4, in the form of GCSE and other accreditation
In the course of ongoing teaching, using observation, questioning, interaction between teacher and students, discussion, tasks, tests or assignments

Other methods in use include:

Students' self-assessment
Peer group assessment
Diagnostic tests
Individual education plans
Whole group reflection
Planning, reviewing and target setting
Individual student tracking

Subject Leaders are responsible for planning, monitoring and evaluation of the use of appropriate methods and outlining these in their Departmental Handbooks.

REPORTING TO PARENTS

The purpose of reports is to help parents understand their child's progress in relation to other children of the same age. Reports should identify strengths and weaknesses and inform about ways in which improvements can be made. The language of reports should be clear, informative and give relevant feedback to parents. Information is communicated to parents in several ways:

- Statutory annual reports for each student following assessment periods identified in the school calendar
- Additional interim reports for all year groups

- Letters identifying areas of concern may be sent by subject teachers at any time
- Teachers comments may be written into student planners
- Written commendations used as part of the School Behaviour Plan e.g. Cause for Praise, Achievement awards.

Parent Teacher Consultation Events

The purpose of these events is to provide a forum for parents to have a dialogue with form tutors, subject teachers or other staff to increase the opportunity for extending the partnership between the school and parents.

Subject Teacher/Parent consultation evenings take place after the production of the annual school reports and provide parents/carers with the opportunity to meet and discuss progress with subject teachers.

- Induction Evening for new Year 7 parents allows opportunity for an early meeting with the Form Tutor and other Staff.
- Key Stage 4 Choices Evening to provide information about Key Stage 4 Courses.
- Open Evening with curriculum areas providing activities and learning experiences that the school offers. Parents of Year 5 and Year 6 Primary school pupils are invited to this event.

RECORDING ATTAINMENT, ACHIEVEMENT AND PROGRESS

Assessment Manager

Every student in St. Hild's will have a computerised academic record, which contains information about that student's attainment from entry to the school.

The record includes:

Key Stage 2 information
Inclusion on SEN register
Inclusion on Gifted and Talented register
Inclusion on the Pupil Premium register
NC Levels of attainment as reported on four occasions in Years 7,8 and 9
Key Stage 3 teacher assessments in all subjects
GCSE or alternative accreditation grades as reported on Year 10, Year 11 interim and end of year reports
GCSE grades as reported after trial GCSE examinations
GCSE or alternative accreditation final grades

Assessment information is entered directly by the class teacher and monitored by subject leaders. The relevant data and reports can be re printed at any time.

The SENCO maintains a record of progress for students who are included on the SEN register, outlining attainment in specific areas as appropriate.

Progress Leaders and the appropriate teaching and guidance post holders will analyse progress to identify performance of both individuals and groups.