



Assessment, Recording and Reporting Policy (ARR)

Rationale/Philosophy

Assessment is concerned with determining where the child is in the learning process to enable an effective and appropriate provision.

Assessment is an integral part of the learning process and should be based on a variety of evidence. Teachers and pupils must be fully involved in assessing work currently being covered so that strengths and weaknesses can be identified, effective planning can take place and realistic targets can be set. School policy aims to reflect current thinking on best practice and seeks to provide a system that:

- promotes consistency;
- is meaningful;
- informs classroom practice;
- minimises staff workload.

Purposes of Assessment

Assessment has one or more of the following purposes:

- To enable pupils to reflect on and acknowledge personal or group achievement.
- To help pupils take the next step(s) in learning.
- To communicate with interested parties about the achievements of pupils.
- To enable teachers to monitor pupil progress.
- To inform school, class and teaching planning.
- To meet the legal requirements for assessing the National Curriculum.

Departmental Handbooks

All departments are required to operate assessment policy and practice that reflects whole-school guidelines within the subject context. Inevitably, given the nature of assessment, any such policy needs to be under constant review. However, it should address the following areas:

- Curriculum areas must have a clear and systematic approach to collecting **summative evidence** on student attainment. This should be cross-referenced to schemes of work, demonstrate coverage across the full curriculum, and indicate procedures for ensuring standardisation.

- **Formative data** should also be used to directly inform teaching and learning. This will include relevant information on the current development of **Assessment for Learning (AFL) strategies**.

Assessment Framework

The ability to effectively measure and track student attainment against agreed targets is an essential tool for school improvement. The school operates an electronic system (e-Portal) that facilitates the collection, processing, distribution and reporting of relevant data on a bi-annual basis. However, under-pinning this new whole school framework remains the work at departmental/classroom level on continuing to develop AFL.

Target Setting and Intervention

The early identification of under-achievement and subsequent plans for coordinated intervention are integral to the school's continual drive for improvement. Essentially, the model is as follows:

- Data on student prior attainment and potential (FFT 'D') is made available to all staff via e-portal
- Curricular targets are set towards the start of each Key Stage
- These targets are discussed/shared with students and communicated to parents/carers
- Progress against these targets is monitored on a variety of levels throughout the Key Stage (i.e. by subject teachers, curriculum areas, whole-school coordinators, form tutors, HoH, the inclusion team, AHT's, SLT)
- A range of appropriate intervention strategies are put in place as necessary.

Reporting to Parents / Parental Contact

Information on agreed target levels/grades, current attainment, progress, attendance, homework, attitude and behaviour are sent to parents/carers twice a year (see exemplars) as part of the whole school assessment framework.

In addition to the reports, the school is aiming to provide parents with electronic access to relevant student information from September 2010 (in line with Government expectations). Details of the planned parental meetings can be found on the school calendar. From March 2009 a new initiative (Performance Review Day) is being introduced to facilitate an annual meeting between parents/carers and form tutors to discuss progress and further strengthen the home-school partnership. Over time the school hopes that this will lead to a closer collaboration, building on the vertical tutor system and providing all students with a member of staff that has an **oversight** of their pastoral and academic development.