

# **CHULMLEIGH ACADEMY TRUST**

## **ASSESSMENT RECORDING AND REPORTING POLICY**

## **Aims**

It is the aim of the College to give students opportunities to demonstrate what they know, understand and are able to do. It is also every teachers aim to enable students to develop their knowledge, understanding and skills.

Assessment is a vital tool in achieving both of these aims.

The aim of assessment is to improve learning, not just measure it. This is assessment **for** learning, not just assessment **of** learning.

Good teaching, enabling effective learning, should:

- Actively involve students in their own learning.
- Adjust teaching to take account of the results of assessment.
- Provide students with the necessary skills to assess themselves and ensure they understand how to improve.
- Provide effective feedback to students.
- Recognise the influence that assessment has on the motivation and self-esteem of students.

## **Principles**

Assessment, recording and reporting should improve learning by:

- Using an agreed framework of consistent principles used throughout the school.
- Allowing the school to fulfil its statutory obligations.
- Informing teachers' planning.
- Involving learners, making pupils aware of the criteria that is used for assessment and providing feedback so that they can learn more effectively.
- Ensuring students know their current level of attainment and understand what they need to do in order to improve and reach the next level.
- Integrating assessment into curriculum plans. Individual departments are responsible for choosing assessment opportunities and procedures within this agreed framework.
- Provide intelligible and meaningful information for parents.
- Using a wide variety of assessment techniques.

## **Implementation**

The College will follow the principles of assessment for learning through use of the following methods:

Target setting

Each student will agree an aspirational target grade for the end of KS3 and KS4. This will be discussed at the beginning of each Keystage, and should be based on a previous key stage and for KS4 target setting data such as FFT. Subject teachers should use this data to suggest an appropriate target grade, which is made available to Tutors. These target grades will then be agreed at target setting sessions, with students and parents. Within each individual subject written targets will be set, which will give students guidance on how to improve, and reach their target grades.

Written objectives for individual students are reviewed with them at the start of each term or as soon as the target has been met if this is earlier. This will help students to understand how they are progressing towards their target grades.

#### Assessment

All departments should conduct a formal assessment task each term, using a variety of assessment techniques as appropriate. It is anticipated that each assessment will normally be an opportunity to formally assess achievement and the pupils' progress in meeting their targets. At the College these assessments will be available to teachers and tutors in Sims

#### Assessment Techniques

Responsibility lies with the individual teacher and with the Curriculum Manager leading the subject team, to use as wide a variety of assessment methods as possible. Pupils must be given full opportunities to show what they know, understand and can do. A range of assessment techniques increases variety and interest in teaching and learning. Displays, discussion, observation, oral presentation and practical work may be used to complete an assessment, depending upon the most appropriate method for the skills that are being assessed.

#### Feedback

Teachers' feedback to pupils, both written and oral, should focus on their progress and achievement. Such feedback has two purposes; firstly, to reward and praise progress and achievement and, secondly, to identify areas for improvement, future targets and courses of action.

#### **College only –** Consistent marking

Departments should be confident of assessing to common standards. As part of this there will be a common marking system, consistently applied by staff and understood by pupils. The marking system will identify pupil progress towards their target grade in each subject and will be graded as detailed below:

P (Plus) - exceeding their targets

E (Equal) - meeting their targets

M (Minus) - not meeting their targets

### Reliability and Common Standards

Curriculum Managers should ensure that criteria for the assessment of students work in that subject is clearly outlined. Staff must also adhere to the criteria of external assessment bodies. Students should be made aware of the criteria that they are being assessed against, to allow them to engage in their own progression. Departments will develop pupil friendly assessment criteria, related to specific topics as part of the Assessing Pupil Progress and Assessment for Learning strategy.

An important feature of the AfL strategy is that the criteria are discussed with, and understood by pupils so that they are helped to take the next steps in their learning.

### Quality Assurance

At departmental level it is the role of the Head of Department to monitor standards and consistency of assessment within their team. This will be scrutinised as part of the liaison between CTL's and SLT at their bi-weekly meetings. The quality of reports will be checked by the form tutor, Head of House and designated members of the senior management team.

### Reporting

A course outline for each subject is made available online in the Autumn Term in each year.

Interim Progress reports are sent home to parents once a term.

Full Reports, issued annually, are in the form of comments about progress against targets. These have the same overall format for each department which consists of assessment results/levels over the reporting period and a teacher comment about progress against targets. The reports will be prefaced by a section recording student attendance and their involvement in extra curricular activities and school responsibilities. There will be comments from their tutor, Head of House and a Senior Manager. Deadlines for reporting are issued in the school calendar and the Deputy Executive Head Teacher will issue reminders to staff.

## Consultation/ target setting events

Each year group has one parent/carers' consultation/ target setting evening per year. Appointment sheets are issued to staff and pupils via the office. Pupils make appointments with the teachers in their subjects and a time of five minutes is set aside for each consultation. The form tutor and heads of house are also available to discuss pastoral issues.

In addition to this Yr. 10 will also have a target setting appointment with their Head of House. This will give an opportunity for aspirational target grades to be discussed for each subject, and then agreed. This will occur during the school day, and time will be allocated for this in the Autumn term.

Phone calls to Yr.7 parents to discuss progress will be undertaken by tutors prior to the Easter holidays. This should give an opportunity for both parents and tutors to raise any concerns, and agree necessary actions.

Copies of reports are kept in school and are attached to a pupil's individual record. It should be noted that although this fulfils our statutory obligations, contact with home is promoted through the planner system, house points, student mentoring and the importance given to the role of the form tutor to ensure that parents feel they are involved in their children's progress.

## Self Assessment and Target Setting

Marking is seen as a dialogue between student and teacher. Students should be given opportunities to assess themselves at least three times per year.

Targets should be Specific, Measurable, Attainable, Relevant and Time - constrained. Teachers should discuss these guidelines with students in order that the targets enable progress.

Targets need to be recorded and regularly reviewed so that they become the basis for future learning and assessment.

## *Examinations*

The internal examinations timetable is created and arranged by the examinations officer, who also administers all arrangements for external examinations. Internal examinations dates are provided in the College Calendar.

## Monitoring, Review and Evaluation

The Head and both Deputy Executive Head Teachers are involved in reviewing examination results with Curriculum Team Leaders (CTLs) during the Autumn term each year.

The senior management team checks reports for quality.

#### Heads of Department and Subject Teachers

It is the CTL's responsibility to ensure that the school policy is adhered to and that each member of the department is aware of it. They should also report back to the department on assessment issues discussed at management meetings. The CTL should ensure that deadlines for reporting are met; they should sample reports and monitor marking and assessment within the department. Subject teachers should be aware of, and abide by, school policies.

#### Heads of House and Form Tutors

Heads of House and tutors play a vital role in quality assurance in relation to reporting. They monitor reports sent home; keep themselves aware of important issues in those reports and respond to, or refer on to the relevant person the comments made by parents after reports have been sent home. In the form tutor's report, the tutor is responsible for assessing performance in personal and social education, monitoring attendance, behaviour and punctuality and recording achievements brought to their attention by the student, or a member of staff.

#### *Directors Learning Committee*

The Directors Learning Committee meet termly. Its terms of reference include, "to ensure that statutory requirements of Assessment, Recording and Reporting are met". The committee considers developments and initiatives in the curriculum and assessment and monitors the effectiveness in curriculum provision, the school's assessment procedures, and the school's examination results.

*Over the next two years we will monitor and review the effectiveness of this policy by continuing to:*

- monitor assessment, recording and reporting through examination review meetings, bi-weekly meetings with CTL's and half termly house reviews.
- monitor current legislation to ensure the school policy follows revised national criteria on examinations.