

# Assessment, Recording and Reporting Policy

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<b>Approved by:</b>	Governing Body	<b>Date:</b> September 2022
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## 1 Purpose

1. Assessment is an essential part of teaching and learning from which students and teachers gain an insight into the learning achieved. Its purpose is to make learning and teaching as effective as possible. It provides a means of ensuring that teaching is clearly targeted, and that shortcomings are identified and remedied. It encourages students to improve their learning.
2. The purpose of recording is to show that a student's work is valued, to build confidence and to develop competence. The systematic and regular recording of the attainment and progress of each student is a vital part of the education process.
3. Marking is taken to be allocation of marks or grades to indicate the quality and accuracy of students' work, and feedback to be the analytic commentary which guides progress.
4. Feedback usually accompanies marking but is also part of routine discussion during learning when marking may not be involved.
5. Reporting is part of good assessment and is a major part of communication with students and their parents about progress made.

## 2 Assessment Policy

Assessment is carried out regularly, openly and fairly and will be related to National Standards where appropriate. There should be a consistent approach to assessment that should adhere to the principles of assessment (adapted from NAHT) below;

1. Assessment is at the heart of teaching and learning
2. Assessment is fair
3. Assessment is honest
4. Assessment is ambitious
5. Assessment is appropriate
6. Assessment is consistent
7. Assessment outcomes provide meaningful and understandable information for pupils, parents, teachers, school leaders, governors, government and agents of government
8. Assessment feedback should inspire the belief that with effort there are no limits to learning.

Good assessment practice will:

- Assist the student as learner, through providing positive and constructive feedback.
- Help the teacher as guide and evaluator.
- Monitor student progress and inform future planning of learning and teaching.
- Recognise and reward good work and progress through Credits.

There are a wide range of methods of assessment that are appropriate to facilitate progress in student's learning. Assessment has a number of specific functions:

- To focus on what a student can or cannot do (diagnostic).
- To decide what a student needs to do next (formative).
- To sum up a student's progress so far, in order to inform all interested parties (summative).



As appropriate, assessment will be used to:

- Inform planning of departmental schemes of work.
- Inform individual lesson planning and differentiation.
- Measure a student's performance against the performance of other students.
- Relate a student's performance to National Criteria.
- Compare an individual's present performance with their previous performance in order to gauge progress and set targets.
- Analyse the performance of students both individually and in groups to measure value added against baseline data.

### 3 Recording Policy

Recording involves selecting information about a student's performance or attainment and storing that information in a readily accessible form.

Subject teachers will record a student's:

- Attendance at lessons.
- Performance in assignments, homework and tests.
- Progress in National Curriculum and exam subjects where appropriate.
- Performance in coursework / non-examined assessment and practical activities for both internal and external assessment.

The collection of quantitative data (marks and grades) and qualitative information about the progress and attainment of a learner may range from the personal (teacher's markbook) to the collective (central database) and enables such information to be stored, analysed and reported or used to set higher aspirations for further progress.

Grades are entered into Go4Schools three times a year for each student. In Key Stage 3 these grades will include an attitude to learning and trajectory grade.

In Key Stage 4 these grades will include an attitude to learning, current and predicted grade. This data will be held on the school's central data base, uploaded to Go4Schools and exported to the assessment and reporting folder in Microsoft Teams. It will inform the dialogue between different stakeholders regarding student and cohort progress.

For students in Years 7-10, the final data input will include an End of Year actual grade.

Data is analysed to track the progress of a student at any time in the academic year against targets.

Information can be extracted for any identified group of students. Data analysis provides information for the LA, the DfE, OFSTED, teachers, tutors, heads of department and faculty/heads of year, middle and senior leaders and the school governors for accountability purposes and planning, and for students/parents.

When student and school performance is analysed the school uses five types of data:

1. Trajectory grade
2. Predicted grade
3. Target grade
4. Actual grade
5. Current Grade

#### 3.1 Trajectory Grade

The Trajectory grade is the standard of work that a student is currently working at through Key Stage 3. This is derived from formative assessment indicating the standard that the student is working at compared to expected standards for their age.



### 3.2 Predicted Grade

A Predicted grade is the National Curriculum grade that a student is predicted to get at the end of Key Stage

4. It is based on the student's current performance and ability but also takes into consideration other factors which might include personal difficulties (health), anomalous test results and developing study skills and maturity. The predicted grades are used extensively in whole school performance analysis. It is very important that the predicted grades are both realistic and accurate. With these accurate predicted grades the school can produce an analysis that shows predicted headline figures including Progress 8 estimations, attainment 8, %5+ in English and Maths and %4+ in English and Maths, informing intervention and support which can be targeted for maximum impact.

### 3.3 Target Grades

Target grades (or levels) at the end of KS4 are generated from a student's KS2 or CATs baseline data.

### 3.4 Challenge Target Grades

Challenge Target Grades are grades set by the student in subjects where they believe they have the ability and aspiration to exceed their baseline target grade.

### 3.5 Actual Grade

The Actual grade (or level) is the NC grade attained by a student at the end of Key stage 4 in a subject. Analysis of these grades informs middle and senior leaders of areas of strength and areas that need to be improved.

### 3.6 Current Grade

The Current grade (or level) is the estimated NC grade that a Key Stage 4 student is currently working at in a subject. Analysis of these grades informs middle and senior leaders of areas of strength and areas that need to be improved.

Student achievement is tracked through regular inputs into Go4Schools. This provides a summative analysis of attainment and progress by individual students, by teaching class groups, year groups and by vulnerable groups and breakdowns for subjects and individual class teachers.

Individual departments may have their own, more detailed, tracker in Go4Schools or in Teams, that enables finer monitoring of student progress specific to their individual departmental structure and to implement intervention promptly where necessary.

Subject teachers will retain any coursework or controlled assessment needed for moderation.

Heads of Department, working with team members, are responsible for developing appropriate methods of recording students' attainments, and of storing coursework, in line with the departmental practice as well as exam board requirements on assessment.

The progress of an individual student must be readily available at Carrington School for both pastoral and academic purposes. Appropriate information must also be made available when the student transfers to another school or college.

Records will be stored and used in accordance with the provisions of the Data Protection Act.

## 4 Reporting Policy

Reporting to parents and others is fundamental to schools' accountability for the quality of education which they deliver. The school needs to demonstrate its professionalism to a wide, diverse and potentially critical audience. Rigour in attending to detail, including standard of English, is as necessary in the report as showing that progress is being made by the student, class, cohort or school in subjects, personal development and headline figures, and identifying for them the next learning steps.

Every student will receive three interim reports (data sheet) each year.



## 4.1 Interim Report

An interim report provides a snapshot of how each student is performing in three key areas; their attitude to learning – a measure of the amount of effort they are putting into their work both in class and at home and whether their progress is above, below or in line with where we would expect to see them at this point. This is denoted using a grade 1-4, where 1 is outstanding and 4 is inadequate.

Students in each year group receive 3 interim reports per year, with the third being the end of year exam results for years 7-10.

Progress is based on how the student is performing in each subject, compared to an estimated progress trajectory towards GCSE. This trajectory is determined from Key Stage 2 performance. A student's expected trajectory (also referred to as target) is indicated by the grades 9-1, where 9 indicates the highest standard of attainment. All KS3 subjects use grades 9-1, KS4 subjects use the grading system denoted by their qualification and exam board requirements.

At both Key Stages 3 and 4, grades are inputted into Go4schools as fine grades. Fine grades use a – or + to denote how secure students are in that grade. For example, 5- indicates a teacher has awarded a grade 5 but there is doubt whether the student could consistently replicate that standard of work, whereas a grade 5+ indicates the student is consistently achieving this standard of work.

## 4.2 Parent Consultations

There are two Parent consultations per year group. One is completed on-line and one is in school. Each consultation lasts 5 minutes.

To provide broader opportunity for more parents to receive feedback about their child's progress in every subject, years 7-10 in-school consultations are with 2 year groups at a time and one consultation window in the evening, one in the afternoon.

## 5 Procedures Implementation and Monitoring

Heads of Departments, working with members of their Department, will be responsible for developing appropriate methods of assessment in accordance with the guidance in the appendices below. Details of assessment procedures are to be published in the Departmental Handbook. Heads of Departments and teachers working in the department will be responsible for reviewing the assessment process on a regular basis and at least annually.

SLT will monitor recording by liaising with tutors and with Heads of Departments, and by holding periodic meetings.

Exercise books will regularly be sampled by senior and middle leaders, via review and monitoring.

The Deputy Head with responsibility for Assessment will monitor both the setting of expectancy by

Departments, the standards set by teachers and how effectively this supports raising Student performance.

## 6 Evaluation

The policy will be reviewed by members of the Leadership Team and Governors annually.



## Appendix 1 – Attainment and Progress

Attainment and relative performance indicators:

- Measures of attainment provide information about the standards students are reaching.
- Measures of progress provide information about how far students have travelled in their learning by considering the difference in their attainment over a period of time. Progress is the difference between a starting level of attainment and a final level of attainment.

By analysing attainment and progress the school is able to:

- provide an accurate judgement of the standards attained and progress made by all students in the school
- identify the gaps in performance of different groups of students and between different subjects
- inform strategies for raising attainment, accelerating progress and narrowing the gaps between different groups of students.

The combination of attainment and progress is called the achievement.

At a national level the performance indicators for a school at the end of key stage 4 include:

- Progress 8 (average made by students across 8 subjects)
- Attainment 8 (average attainment across 8 subjects)
- % 5+ in English and Maths
- %4+ in English and Maths

Progress 8 is the main benchmark and is a measure of the standards achieved by students at the end of Key Stage 4 compared to their achievements at the end of Key Stage 2.

## Appendix 2 – Reporting Schedule

	Interim Report	Parent Consultations
October	Year 11	
November	Years 7-10	Years 8 and 10 virtual
December	Year 11 Mock Results	Year 11 face to face
January		Year 7 virtual
February	Year 11	
March	Years 7-11	Years 9 and 11 virtual
April		
May		
June		Years 7-10 face to face
July	Years 7-11 End of Year	

