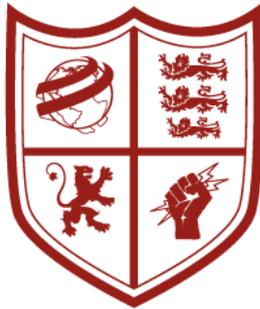




**Stretford**  
Grammar School  
*Aspirat primo fortuna labori*

**Assessment, Recording and Reporting Policy**

**Ratified by Governors: 2019**



## **Assessment, Recording and Reporting Policy**

**Member of staff responsible:** Mr D. Price

**Governing Body Sub-Committee with reviewing responsibility:** Standards and Curriculum

### **1. Principles**

The Assessment, Recording and Reporting Policy is guided by and committed to the following principles:

- Promoting a coherent approach to assessment, recording and reporting within the school.
- To support pupils' learning and achievements across and beyond the National Curriculum.
- To involve pupils in evaluating their own progress.
- To ensure equality of opportunity for all pupils to display achievement.
- To seek to raise standards by reviewing and improving the teaching and learning schemes of work.
- To ensure progression and continuity of learning within the school and across the different phases of education.
- To provide valid, reliable and comprehensible information for teachers, pupils, parents/carers and other users.
- To ensure that statutory requirements for assessment, recording and reporting are met.

### **2. Purpose**

#### **2.1 Assessment Objectives:**

- The purpose of assessment is to enable an informed judgement to be made about a pupil's knowledge, understanding, skills and attitude.
- Assessment is a continuous process which is integral to the teaching and learning cycle, and should be built into the curriculum, and inform future planning.
- Assessment should be based on clear, consistent criteria which are known and understood by both teachers, pupils and parents/carers, and are guided by national criteria and statutory requirements where appropriate.
- In order to achieve consistency, assessment practice should be subject to effective moderation and standardising procedures, including regular work scrutinises, learning walks and departmental Quality Assurance.
- A wide range of assessment techniques should be used in different contexts and for different purposes.
- Assessment should provide opportunities for effective differentiation to take place.

- Assessment should be supported by a wide range of evidence collected over a period of time which provides a fair and thorough representation of pupils' skills, knowledge and understanding.
- Pupils should be involved in the assessment process so that they are encouraged to take responsibility for their own learning.
- The assessment process should recognise achievement, not just attainment, and seek to increase pupils' confidence and motivation.
- Assessment should support individuals in identifying strengths and weaknesses, enabling future learning to be planned through targets to improve, and assisting them in decision-making.
- Assessment practice should be monitored regularly and systematically and assessment procedures modified if necessary as a result.
- The results of assessment should be systematically recorded and used to report to parents/carers on their children's attainment.

## **2.2 Recording Objectives:**

- Recording is the process of selecting and retaining a range of information about a pupil both academically and attitudinal.
- Records should be used to review and monitor pupil's progress at specified and appropriately planned points throughout the key stages, and to support their learning by measuring progress against clearly identified skills within subjects matched to progress flightpaths.
- Records should be used to set appropriate targets for improvement in order to make progress in the future.
- Records should identify pupil's achievements in relation to National Curriculum programmes of study, enabling the teacher to make judgements about each pupil's level of attainment at key points in the academic year, at the end of each year and key stage, and thus provide a basis on which to carry out statutory assessment arrangements.
- Records should be used by teachers to evaluate the effectiveness of teaching and learning programmes of study, and to help inform curriculum planning.
- Records should be used to assist continuity and progression when pupils move from teacher to teacher and from school to school.
- Pupils should have some involvement in the process of recording which should recognise and reward achievements and thus have a positive impact on pupils' motivation.
- Records should provide a secure basis for reporting attainment and progress to parents/carers and other interested users.
- Records should be clear, systematically compiled, regularly updated and manageable.

## **2.3 Reporting Objectives:**

- Reports should provide parents/carers and other users with full and accurate statements about pupils' achievements and progress, written in clear and accessible language.
- Reports should reflect attainment skills outlined within the National Curriculum programmes of study, where appropriate.
- Reports should communicate pupils' achievements across a wide spectrum including non-National Curriculum and extra-curricular achievements, personal and social skills.
- Reports should be based on evidence from formative assessment and recording.
- Reports should be manageable for teachers to produce.
- Reports should have a positive effect on pupils' attitudes and motivation through a reflective process that identifies strengths and allows opportunities to set targets to improve.
- Reports should support pupils' learning by setting targets to improve that are specific and skills based.

- The reporting process should provide opportunities for pupil involvement.
- The reporting process should be part of a continuing dialogue with parents/carers and encourage parental involvement and support.
- Reports should aid continuity and progression within and across schools and from one phase of education to another.
- Reports should conform to statutory requirements.

### 3. Policy Implementation:

- Central records hold a range of information to which staff as a whole have access – via the SIMS database and Results Analysis records in staff share folders on the school network.
- In order to fulfil the above objectives the following records should be kept:
- Departmental schemes of work; teacher records on pupils; pupil records of achievement; pastoral policies.

#### Reporting is carried out in the following ways:

##### 3.1 Data Capture Reports

- At regular intervals during the school year, reports are produced on pupil's progress through the Data Capture points. These reports contain the following information: a WAG (Working At Grade); an attitude to learning grade (1-4); and a target to improve statement.
- The WAG reflects whether the student is making progress within the skills outlined by the subject skills descriptors. These descriptors are mapped to the grading system 1-9 from Key Stage 3 and Key stage 4. Assessments are completed during the year and the WAG is calculated from these assessments. Each assessment will demonstrate to what extent the pupil has mastered the skills required to reach a grade as outlined in the subject skills descriptors.
- The progress flightpath shows the expected progress that pupil's will make:

Year Group	Progression Flight Path								
11									
10									
9									
8									
7									
Grade	1	2	3	4	5	6	7	8	9
Old Grade	G	F	E	D	C	B	A	A*	A* +
	Below Expected Progress			Making Expected Progress			Above Expected Progress		

- Students may make different levels of progress as they continue through each Key Stage and the Working at Grade always reflects the most up to date indicator of progress because it is generated from assessments taken within each subject.

- The Working At Grade will reflect whether a pupil is making progress at a level that is at the top of a grade skill descriptors (+), making the expected progress within the grade skill descriptors (=), or making progress that is at the beginning of the grade skill descriptors (-).
- They also indicate an attitude to learning grade (1-4). Details of the attitude to learning grade can be found in the staff handbook.
- Subject staff provide a target to improve statement that explains to the pupil what they need to do in order to make further progress.
- Data Captures are used to track and monitor progress and help to identify any barriers to progress or patterns of underperformance. Progress Leaders identify any issues and liaise with parents/carers in order to put into place the necessary interventions.
- Parents/carers and pupils are provided with the opportunity to reflect on the Data Captures and set personal targets to improve. Reply slips are collated by Form Tutors and used in form to reflect on progress and revisit targets.

### **3.2 Form Tutor Reports**

- Form Tutor reports are sent home to parents/carers once a year for all years. This report contains a WAG, Attitude to Learning, Target for Improvement statement. In addition the report contains a comment from the Form Tutor and Progress leader.

### **3.3 Parents' Evenings**

- Parents' evenings are held once a year for all years and provide an opportunity for staff to give a 'verbal' report on pupils' progress. It is also an opportunity for parents to seek clarity on ways in which their child can make improvements. For parents who cannot attend parents' evenings, subject staff provide brief written comments to be passed on via Form Tutors or Progress Leaders.

### **3.4 Daily Reports**

- Following concerns about progress, pupils may be placed on a daily report. This report will identify the barriers to progress for the subject staff. Each lesson will provide an opportunity for the pupil to make progress as outlined by the specific target to improve written on the report. Parental contact is made to explain why the pupil has been placed on the report.