



Stretford Grammar School

Aspirat primo fortuna labori

Assessment, Recording and Reporting Policy

Ratified by Governors : February 2018

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Date of Policy: February 2018

Date of Review: September 2019

Member of staff with overall responsibility: Mr. D. Price-Uden

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 students' learning and achievements across and beyond the National Curriculum.
- To involve students in evaluating their own progress.
- To ensure equality of opportunity for all students to display achievement.
- 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, students and parents/carers
- To ensure that statutory requirements for assessment, recording and reporting are met.

(2) Purpose

Assessment Objectives:

- The purpose of assessment is to enable an informed judgement to be made about a student'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 teachers, students 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 work scrutinies, learning walks and departmental Quality Assurance.
- A wide range of assessment techniques should be used in different contexts and for different purposes.
- Assessment should meet the needs of all learners
- Assessment should be supported by a wide range of evidence collected over a period of time which provides a fair and thorough representation of students' skills, knowledge and understanding.
- Students should be involved in the assessment process by responding to the feedback they receive on their work
- The assessment process should recognise achievement, not just attainment, and seek to increase students' confidence and motivation.

- Assessment should support individuals in identifying strengths and weaknesses, enabling future learning to be planned through targets to improve
- 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.

Recording Objectives:

- Recording is the process of selecting and retaining a range of information about a student both academically and attitudinal.
- Records should be used to review and monitor students' 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
- Records should identify student's achievements in relation to National Curriculum programmes of study, enabling the teacher to make judgements about each student'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, schemes of work and inform curriculum planning.
- Records should be used to assist continuity and progression when students move from teacher to teacher and from school to school.
- Records should provide a secure basis for reporting attainment and progress to parents/carers and other interested users.

Reporting Objectives:

- Reports should provide parents/carers and other users with information about students' progress
- 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 students' attitudes and motivation through a reflective process that identifies strengths and allows opportunities to set targets to improve.
- Reports should support students' learning by setting targets to improve that are specific and skills based.
- The reporting process should provide opportunities for student 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

1. Implementation:

1.1 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 shared 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 students; student records of achievement; pastoral policies.

Reporting is carried out in the following ways:

1.2 Data Capture Reports

- At regular intervals during the school year, reports are produced on students’ 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 student has mastered the skills required to reach a grade as outlined in the subject skills descriptors
- The progress flightpath shows the expected progress that students 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 student 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 (-).
- Data Captures also include 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 student what they need to do in order to make further progress. This is based on a recent formal asseesment.

- 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 implement the necessary interventions.
- Parents/carers and students 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.

1.3 Form Tutor Reports

- Form Tutor reports are sent home to parents/carers once a year for Years 7-11. 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.

1.4 Parents' Evenings

- Parents' Evenings are held once a year for years 7-11 and provide an opportunity for staff to give a 'verbal' report on students' 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.

1.5 Daily Reports

- Following concerns about progress, students 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 student to make progress as outlined by the specific target to improve written on the report. Parental contact is made to explain why the student has been placed on the report.