



Assessment and Reporting Policy

2015-16

Introduction

Purpose:

Assessment and Reporting Policy

The Mission statement sets out our aim to help every person in our school to “become the best we can be”. Assessment is integral to teaching and learning, and informs all aspects of curriculum planning. In order to make effective progress, students need regular, timely, high-quality feedback on their strengths and areas for development. Assessment primarily informs the teacher about the progress being made by an individual student, and by groups of students; so that he or she can make effective intervention in order to secure still greater progress. Reporting processes aim to inform parents and carers about the progress being made by their child, and to both give accurate indications of likely future performance, and also steps that parents can take to support the learning further.

Aim(s):

- i. To establish a consistent, constructive and coherent whole school approach, both within each department and across departments, to the way in which students' work is assessed, and their progress and attainment reported (*Assessment of learning*).
- ii. To ensure that all students, especially those who are disadvantaged, receive timely feedback on their progress, and steps that they can take to improve further (*Assessment for learning*).
- iii. Together with the working policy on marking and feedback, to establish expectations regarding feedback and reporting.
- iv. To set expectations regarding the quality and frequency of assessment.
- v. To articulate the purpose and frequency of reporting on students' progress and attainment.
- vi. Together with the working policy on home-learning, to make clear school expectations regarding home-learning.
- vii. To establish the School's approaches to assessment beyond levels.

Objectives:

- i. To develop new school approaches to assessment and reporting beyond levels.
- ii. Students should value assessment and feedback as a means to inform them about steps to take to consolidate their learning.
- iii. Students to increasingly adopt a “Growth Mindset” seeing assessment and feedback as opportunities to improve and consolidate learning.
- iv. Teachers should value regular assessment and feedback as a means to inform them about adjustments needed to future planned learning to ensure that all students make progress that is at least good, irrespective of their starting points.
- v. Teachers should value assessment as an indication of the effectiveness of their teaching.
- vi. Parents and carers should value information about their child's progress, so that they too can consider support and interventions that they can offer at home.
- vii. To ensure that feedback is well-timed to enable all involved in the education of students to take effective action in response.
- viii. To ensure that assessment is of the right things, at the right time, so that students and teachers are well informed about progress in learning and attainment.
- ix. To ensure that assessment is used effectively to close the gaps between students and groups of students, thus reducing in-school variation.
- x. To ensure that reports for parents and carers contain all of the information that they need and want, to inform them of their child's progress.

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- xi. To have a range of strategies that keep parents fully informed of their child's progress in school. To encourage parents to contact the school if they have concerns about any aspect of their child's work.
- xii. To offer parents and carers opportunities to meet their child's teacher. During the year there will be appropriately timed parent-teacher evenings, and parent-tutor evenings.
- xiii. There will be two in-year progress tracking reports, and an annual summative report for parents and carers.
- xiv. The SIMs Learning Gateway to be increasingly used by parents and carers to oversee their child's day to day progress in school.

Principles/values:

The school has a duty to assess, and report on, student progress in a way that is valued by students, parents and carers; and undertaken in a manageable way by teachers, using the best currently available insights into effective practice.

Roles and responsibilities 2015/16

Governors:

Link Governors for student progress. To review the progress being made by all students, and groups of students, especially the disadvantaged; and to challenge and support as necessary.

Headteacher:

To monitor the progress of all students in the school

Members of SLT with responsibility for oversight of assessment and reporting

To ensure the implementation of working policies across the school via line management of those with leadership and management responsibilities. To ensure that assessment is accurate and timely, used effectively, with students, to improve progress; and to report to parents and carers.

Monitoring and review:

- Monitoring via meetings (at least termly) between Link Governors and SLT Line Managers
- Monitoring by SLT line management via engagement with Quality Assurance Processes and Line Management
- Review via termly updates to the FGB

Communication:

This policy will be primarily communicated to all stakeholders via publication on the school website

Approved by TLA: 16 March 2016

Ratified by FGB: 23 March 2016

Next review date: September 2018