

# **BARRY COMPREHENSIVE SCHOOL**

## **ASSESSMENT, RECORDING AND REPORTING POLICY**

### **Rationale**

Assessment, recording and reporting at Barry Comprehensive School help to inform and improve the teaching and learning process to ensure that all pupils are provided with the opportunity to succeed. Assessment at our school:

- forms an integral part of the teaching and learning process;
- offers all pupils the opportunity to show what they know, understand and can do;
- guides pupils to recognise their strengths and targets for improvement;
- is based on a considered view of what learning should be assessed;
- relates to shared learning objectives;
- advances learning;
- enables teachers to plan more effectively;
- helps parents become more involved in their child's progress;
- provides data that is useful in the evaluation of the effectiveness of schemes of work;
- recognises and rewards pupil effort as well as academic attainment.

### **Assessment for Learning**

The following principles underpin our assessment policy and practice.

- Progression occurs when pupils are clear about the criteria on which they are assessed, the ways in which they can improve and are involved in the assessment process through peer and self-assessment.
- Quality teacher assessment provides feedback promptly and regularly both in oral and written forms, focusing on learning objectives and shared success criteria that cite pupils strengths and targets for development.
- Quality feedback is positive and personalised, providing an opportunity to engage in dialogue about pupil progress so that pupils set their own steps for improvement
- Feedback recognises effort as well as quality: setting pupil performance in the context of the purpose of the task and previous effort.
- Teacher comments act as 'scaffolding' to support further learning.
- Mistakes are valued as learning points for further development.
- Questions are asked that allow pupils the opportunity to develop their thinking skills.

### **Recording**

The records we keep must be purposeful and manageable.

- Record keeping is essential to comply with statutory regulations, national data collation and SEN data.
- Clear records also enable the passing of information from teacher to teacher or between schools when a pupil transfers. Accurate records inform the pupil grouping process and in curriculum development and planning.
- Records reflect a wide range of activities and approaches including day-to-day work as well as the results of tests / examinations.

- Departments use SIMS Assessment Manager to record results. Teachers must record Key Stage 3 attainment in fine levels at least once per half term (frequency and policy effectiveness to be reviewed July 2010). This result may relate to one attainment target in a subject or be a summative judgement of pupil attainment to date. These records are used for tracking purposes only and are **not** to be reported to parents nor shared with pupils before the end of Key Stage 3.
- Up-to-date pupil attainment data must be accessible for Senior Learning Mentors, Pastoral Co-ordinators and the Senior Management Team in order to tackle underachievement, award attainment and to keep parents informed.
- Records are used to inform the reporting process.
- Pupil Data Sheets are accessible through SIMS Assessment Manager. These contain details of pupils outside of academic attainment, eg. SEN status, Fisher Trust data, reading ages.
- Portfolios are being developed by core subject departments in order to exemplify standards at the end of KS3. Non-core subjects will begin to develop their portfolios for submission in the Spring Term 2010.

## **Reporting**

Reports at Barry Comprehensive School are designed to provide clear information to parents about their child's academic and social development.

- Reports are generated and stored by SIMS Assessment Manager.
- Each subject report outlines pupil strengths, development needs and targets for improvement.
- Subject reports also cite pupil progress in terms of their effort, behaviour, organisation and presentation, standard of homework and their skills in working with others.
- Pupils receive an overview summary sheet in their report. This section reports on attendance and the form tutor comments on contribution to tutorial sessions. The Senior Learning Mentor (SLM) makes an academic summary of the report and the Headteacher comments on progress to date.
- Every child completes a pupil self-assessment form during the tutorial session on the day of issue whereby pupils evaluate their progress.
- Annual reports are sent to parents in January for years 11 and 13 and in July for years 7, 8, 9, 10 and 12.
- Year 12 parents receive a copy of their child's progress reviews in December.
- Annual parents' evenings are held to communicate attainment to parents and discuss targets for improvement. Pupils on the mentoring programme have additional target setting evenings with their mentors.

## **Responsibilities**

### **Senior Management Team (SMT)**

It is the responsibility of the SMT to overview and guide the assessment, recording and reporting processes by:

- analysing and interpreting performance data;
- providing teachers with the data they need to guide target setting;

- identifying school assessment priorities for the School Development Plan;
- supporting departments in their development of assessment policy and practice;
- providing training to support assessment procedures and practices;
- monitoring and evaluating the development of assessment practice in departments / faculties as part of the performance management process;
- communicating governors' priorities for improvement.

### **Head of Department / Subject Leader**

It is the responsibility of the Head of Department to ensure that the whole school policy is reflected in department policy and practice by:

- moderating and evaluating the effectiveness of assessment in the department;
- sharing good practice in the department;
- ensuring that standards in assessment are consistent, eg. through portfolio generation and moderation exercises (see internal standardisation and moderation section);
- highlighting peer and self assessment opportunities in schemes of work;
- linking assessment criteria to key stage levels / examination criteria;
- informing teachers as to the basic minimum required re record keeping;
- monitoring record keeping by teachers in the department;
- checking that teacher marking is regular;
- ensuring that the focus within the classroom is assessment for learning;
- analysing and interpreting data to monitor standards and the effectiveness of teaching and learning;
- reporting to the Senior Management Team (SMT) on standards;
- reporting underachievement to the SLM;
- using assessment data to organise pupils groupings;
- using assessment data to inform future development in the department;
- leading departments in the development of assessment for learning strategies.

### **Subject Teacher**

It is the responsibility of the subject teacher to:

- implement whole school and departmental policy;
- develop pupils' evaluative skills through peer and self assessment;
- report to parents on pupil progress and development targets;
- provide quality feedback regularly and promptly;
- share assessment criteria with the pupils;
- set targets and monitor pupil progress;
- reward effort and achievement, recognise underachievement and put into place remedial strategies where possible;
- inform the Head of Department of underachievement;
- identify pupils in need of support and liase with the SENCO;
- model quality work to aid pupil development;
- use the results of assessment to inform future teaching and learning plans.

### **Internal Standardisation and Moderation Processes**

It is the responsibility of every Head of Department to oversee the following systems and procedures in order to ensure consistency in assessment in KS3:

- In day-to-day marking we do not 'level' pieces of work as levels are 'best fit' judgements to be used **with pupils only at the end of KS3**. Departments and Senior Learning Mentors use levels in their recording systems to monitor pupil progress: whole school policy requires that this be done at least once per half term (to be reviewed July 2010).
- Standardisation involves a process of using samples of work to confirm a shared understanding of the characteristics of a level.
- Each KS3 subject must hold a **standardisation portfolio**. This consists of a range of activities from a number of pupils to exemplify characteristics of KS3 levels.
- This portfolio should be updated when departmental activities change or when better examples of pupil work can be used. Standardisation is an ongoing process.
- All subject teachers must be involved in this standardisation process as the standardisation portfolio must represent the shared understanding of the whole department.
- Standardisation is a precursor to moderation at the end of KS3 where a '**best fit**' judgement on a learner's level of attainment is made: this is a professional judgement supported by evidence. Some subjects, eg. PE and Art, combine standardisation and moderation in a single process. All departments that award end of KS3 levels must discuss these judgements as part of the moderation process. This should be done in departmental meeting time in the summer term.
- In subjects with more than one attainment target, teachers must take account of the aggregation of separate AT outcomes.
- Departments are to develop **learner profiles** for exemplification purposes to assist judgements at the end of KS3, through moderation. These profiles represent the most secure examples of level attainment and may be replaced when more appropriate examples arise or learner activities change.
- **Standardisation portfolios** are sources of evidence of department understanding of level characteristics. These are initially verified by the WJEC and should be updated to reflect the changing activities in KS3.

### **Cluster Group Moderation**

- Arrangements for core subject moderation meetings are made by the LEA. One representative of each core subject department attends these meetings.
- Internal and cluster group moderation arrangements reinforce each other to result in a common understanding of the application of National Curriculum level descriptions.

*This policy should be read in conjunction with the school home learning, SEN and teaching and learning policies.*