

## **ASSESSMENT, RECORDING AND REPORTING POLICY for Barry Comprehensive School**

### **Rationale**

Assessment, recording and reporting at Barry Comprehensive School should help to inform and improve the teaching and learning process to ensure that all pupils are provided with the opportunity to succeed. Where ever possible, Assessment of Learning strategies should dovetail with Assessment for Learning, if pupils are to become independent, reflective learners.

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/success criteria;
- 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.

### **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.

- All departments use SIMS Assessment Manager to record results.
- 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.

## **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, in March for year 10 and in July for years 7, 8, 9, and 12.
- Year 12 parents receive a copy of their child's progress reviews in December.

## **Responsibilities**

### **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 support strategies where possible;
- inform the Head of Department of underachievement;
- identify pupils in need of support and liaise with the SENCO;
- model quality work to aid pupil development;
- use the results of assessment to inform future learning plans.

### **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;

- 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;
- leading/ensuring that the focus within the classroom is on Assessment for Learning (AfL);
- 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 pupil groupings;
- using assessment data to inform future development in the department;

### **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 to governors priorities for improvement.

*Policy written in conjunction with the school's Learning and Assessment Group.*

*This policy should be read in conjunction with the school Home Learning Policy and Learning and Teaching policy.*