Ysgol Bae Baglan

Assessment, Recording and Reporting Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: Oct 3rd 2018

Chairman...

Assessment, Reporting and Recording Policy

Assessment

Assessment and tracking of pupil progress is an integral part of effective teaching and learning. It allows progress to be recognised and celebrated and it informs the next step of priorities for both teachers and learners.

Expectations of pupils need to be made explicit in terms of progression through the national curriculum levels and beyond. Effective assessment involves constant monitoring and feedback to pupils and appropriate action to promote improvement.

Students' experience of assessment should, as far as is practicable given the demands of each subject, be consistent across the school. Research shows that this is one of the key elements in raising standards. The experience of assessment within subject areas should be consistent.

Data will be used in the process of establishing individual target grades for each pupil in every subject. A variety of data will be used including FFT data, reading test scores, national tests and data generated from CATs. Progress against these targets will be monitored and tracked to support pupils to achieve their targets. At all Key Stages it is essential that consistency in assessment is a major priority, and to this end, rigorous moderation processes are essential at departmental, whole-school, and cluster levels.

Assessment is a broad term that covers a multitude of procedures and policies all linked to assessing pupil performance, recording it and reporting on it. There is a need for comprehensive data analysis, maximising the use of available data in raising pupil performance and target setting. In addition, the analysis of value added is a requirement for all subjects and bench marking is a whole school issue.

The Aims of a Whole School Assessment Policy
Whole school assessment needs to meet a number of requirements:-

- Legal requirements.
- Contribution to the achievement of the overall aims and ethos of the school, particularly in terms of the development of the whole pupil.
- To form a partnership between the pupil, teachers and parents and allow dialogue on the progress of the individual, through Parents' Evenings, reports and internal monitoring.
- Provision of information e.g. reports with a named contact, for pupils, teachers, parents, governors and external agencies.

- To provide a structure that will enable the school to meet the requirements of the National Curriculum.
- Monitor pupil progress and set targets for improvement.
- Be appropriate for the whole ability range so that pupils understand the system and can be actively involved in using it to improve their own progress and subsequent attainment.
- To develop the confidence of a pupil in his/her own ability
- Be flexible in the range of assessing techniques available.
- Provide evidence, which is manageable for both staff and pupils.

What is the purpose of assessment for pupils?
- Supports their learning by indicating strengths and achievements to be built on
- Encourages motivation through recognising their achievement
- Identifies areas for development, setting targets for improvement
- Allows pupils to review progress against specific criteria / targets
- Informs discussion about progress with parents and teachers
- Provides guidance for option choices and post 16 education

What is the purpose of assessment for teachers?
- Enables the monitoring of pupil understanding and progress
- Identifies areas for development; the next steps in pupils learning
- Provides evidence for report writing and communication with parents, Subject Leaders, Faculty Leaders and the Headteacher
- Measures effectiveness of materials and teaching methods

What is the purpose of assessment for the Headteacher?
- Enables the monitoring of pupil understanding and progress
- Identifies which pupils, teaching groups, subject areas are above, on or below target
- Informs the allocation of resources and training needs
- Evaluates performance of subjects and teachers within the school
- Allows us to evaluate our performance against that of other schools

What is the purpose of assessment for the parents?
- Informs them of their child's progress
- Identifies areas for improvement

Teachers at Ysgol Bae Baglan will use Assessment of Learning and Assessment for Learning.

Assessment of Learning
Assessment of learning refers to the strategies designed to confirm what pupils know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualised learning programs. We as teachers have a responsibility of reporting student

achievements accurately and fairly on evidence based on a variety of contexts and applications. It will involve teachers working together to plan teaching, learning and assessment resulting in a shared understanding of the demands of programmes of study and attainment targets and outcomes of performance. It will enable teachers to make judgements at the end of a key stage through in-school and cluster moderation.

Assessment for Learning

Giving pupils more control over their learning, with teachers using assessment to help each pupil take the right steps to progress has become one of the top features of effective teaching to aspire to. This concept is known as assessment for learning (AfL). AfL is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils in assessing themselves and each other. In this way, they can establish their current position, set targets for improvement and recognise if and when these targets have been reached.

Assessment for Learning is best when:
- It is part of effective planning to enhance learning. It is used to help pupils understand the How of learning as well as the What;
- It is an integral part of the work between teacher and pupil;
- It involves the teacher sharing the learning objectives with pupils;
- It provides positive feedback allowing pupils to recognise their progress and how to move to the next stage in their learning;
- It enables teachers to adjust teaching to take account of the result of on-going assessment;
- It is essential that the teacher recognises that every pupil can improve. It should enable every pupil to achieve their best and have their achievements recognised;
- It is used to encourage independent learning so that pupils are encouraged to take responsibility of their learning and skill development;
- Data is effectively used to challenge performance.

Feedback on pupils' work is most effective when:
- It identifies strengths and weaknesses for individual pupils informing them of how well they did against specific learning objectives;
- It is constructive in nature and relates to criteria understood by pupils;
- Pupils receive regular and detailed feedback on their work which is informative and focused, so that they understand how they are progressing and what steps need to be taken to improve;
- Advice on the how to improve is clearly explained in accessible language and where possible SMART and appropriate for all.

Assessment is effective when departments ensure that:

- Schemes of work include regular opportunities for developing assessment for learning and members of the team provide quality feedback to pupils;
- Staff and pupils have access to, and regularly discuss, portfolios of work and exemplars of work;
- Teachers monitor and moderate their summative assessment for consistency and accuracy, updating portfolios as the need arises;
- They review the progress of pupils at set times throughout the year with assessments, tests and examinations and adjust the curriculum in response to these findings;
- They maintain up to date departmental records of assessments.

Recording and reporting assessments is consistent and effective when all teachers:
- Keep detailed and up to date records and regularly review pupils' progress against base line data, their effort, attainment strengths and areas for improvement as well as their completion of classwork and homework, lesson attendance and punctuality;
- Use their subject knowledge, experience, records and subject portfolios and take into account all relevant criteria when making summative assessments regarding pupil attainment;
- Use these records and their schemes of work to plan systematic and coherent learning pathways for the pupils, and in line with school guidelines, prepare reports on pupils for subject statements and in response to other requests.

Recording

Aim

- To develop a system of records on a pupil's progress.

Objectives

- To have evidence of a pupil's progress throughout their education.
- To provide evidence for external agencies about a pupil's achievement, strengths and weaknesses in a given subject
- To pass on and receive pupil records if transferring between schools.
- To provide information for form teachers, HoD, Wellbeing and Learning Directors, Heads of School and SLT about a pupil's progress e.g. monitoring pupil progress.

Process
- Recording should be continuous throughout the Key stage.
- It must be clear to all and manageable.
- It is to be used in planning.
- It should be an integral part of teaching and learning
- It must be reviewed regularly.

Recording should involve:

- Use of on line recording, mark books and /or recording sheets.
- An agreement on level criteria related to the NC.
- Collection of evidence from definitive work and professional judgement.
- Standardisation and moderation processes at KS3 and 4.
- Show evidence of quality control.
- Include collection of both formative and summative data.
- Provision of self-assessment / pupil self-evaluation sheets.

Tracking Pupil Progress

Aims

- To improve pupil attainment and motivation.
- To track pupil performance within subject areas year on year.
- To track pupil performance in Literacy and Numeracy in Key Stage 3.
- To have a consistent approach across Key Stage 3 and Key Stage 4.
- To allow focused intervention where needed.
- To build up individual pupil profiles regarding progress, attitudes & approaches.

Process

Use is made of all available data, CAT4; Fischer Family Trust (FFT) data, KS 2, National test data and Levels and professional judgement (Triangulation of data) to:

- Set pupils challenging yet achievable end of Key Stage 3 target levels/end of Key Stage 4
- GCSE target grades (in December of year 10); Three times a year, staff are required to make a judgement on whether a pupil is deemed as being 'on target' to achieve their target level/grade or whether they are working 'above target' or 'below target'; providing a reason if pupils are below target and identifying actions taken to rectify the situation.
- In the end of year 10 report and throughout year 11, staff are required to also give a 'predicted grade based on current performance' as well as a 'target grade'. This information aids the mentoring process and helps target those pupils who require support. If a pupil is deemed to be working 'below' their target level/grade the member of staff must assign a code to explain the reason for this;
- Target levels/grades can change as pupils develop;
- Pupils' progress in literacy and numeracy is tracked across all subjects in Key Stage 3 (see separate policy)

Centrally held in SIMS will be the following data:

KS3 classes
- KS2 Teacher Assessments;
- CATs test results;
- Reading scores / ages;
- Literacy and Numeracy Standard Age test scores;
- Target grades and tracking data.

KS4 classes
- KS3 Teacher Assessments;
- CATs test results
- Target grades and tracking data;
- Fischer Family Trust predictions;
- GCSE predicted grades.

Monitoring:

This will be undertaken as follows:
- As part of the whole school Self Evaluation cycle;
- Subject Leaders will sample pupil work in each year group at least once a year;
- There will be regular whole school sampling of year groups and different groups of learners;
- Lesson observations will form an integral part of the monitoring process and will be used as opportunities to sample pupils work and AfL practice;
- The views of learners and parents will also be sought throughout the year.

Appendix 1.

Codes used in SIMS and interventions

Reasons for Under attainment

A   Absent for parts of the course
B   Behaviour
C   Poor concentration
D   Disappointing Practical grade
E   Lack of effort, enthusiasm and engagement
F   Forgets books or equipment /kit/ingredients
H   Homework issues
I   Incomplete work
L   Lack of independent working
M   Medical issues
N   Not coping with course demands
O   Lack of organisation
P   Pastoral Issues
Q   Punctuality to lessons
R   Lack of revision
S   Other factors
T   Literacy Issues
U   Lack of understanding
V   Numeracy issues
W   Working well, just below target
X   Withdrawn from course

YBB Interventions

A   Additional Support from teacher in class
C   Class teacher support
E   Extra timetabled lessons
H   Homework club
I   Additional Independent learning
L   Literacy support
N   Numeracy support
O   One to one withdrawal
P   Working with parents and pupil

PS   Pastoral Support

X   Withdrawn