



# Ranelagh School

## Assessment, Reporting and Recording Policy

Date reviewed by designated SLT lead	Autumn 1 2017
Date reviewed by Governing Body/Achievement and Standards Committee	Autumn 2 2017
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Published	Website Staff Shared Area (0;Subject Areas;Policy Documents)

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

"Promoting children's learning is the principle aim of schools. Assessment is at the heart of this process"

*The Task Group on Assessment and Testing*

### **Purposes of Assessment and Reporting**

- 1 To provide an opportunity for students to show what they know, understand and can do.
- 2 To provide a means of tracking progress, both quantitatively and qualitatively, against benchmarked predictive data.
- 3 To provide information to the student on how they might improve their learning and encourage a dialogue between teacher and student on how to develop their learning.
- 4 To provide baseline data to set challenging targets and share this information with students.
- 5 To provide a record of attainment of all students and to be able to access that information and share it with other stakeholders such as parents and national data collection agencies.
- 6 To provide a consolidated report of all students showing all attainments and achievements and progress made over the course of one year as required by statutory instrument.

### **Principles of Assessment and Reporting**

#### **Assessment for Learning**

- 1 Teachers should share learning objectives with students and students should understand what they are expected to do, why they are doing it and have the skills and understanding to be able to carry out the learning activity.
- 2 Students should be actively involved in the assessment of their own work and should receive feedback from which they can recognise their next steps and how to take them, providing a dialogue between the student and teacher on how to improve. It should be noted that oral feedback is the most regular and interactive form of feedback and in certain circumstances is the most effective.
- 3 To provide information to the student on how they might improve their learning and encourage a dialogue between teacher and student on how to develop their learning.
- 4 There should be recognition of the influence that assessment has on the motivation and self-esteem of students, both of which are crucial for effective learning.
- 5 Assessment involves both the teacher and the student reflecting on the assessment information and coming to a shared understanding of what learning grades they are working at and what they would need to do to improve.
- 6 Written work should be marked with comments which identify what has been done well (identifying strengths) and what needs further improvement (identifying weaknesses), and which give guidance on how to make that improvement. Where possible opportunities should be provided for students to respond to the comments to enhance the learning process. Learning objectives, learning outcomes and level/grade descriptors need to be the reference point for written feedback. (See Marking and Feedback Policy).

## Assessment of Learning

- 1 Teachers will undertake summative assessment to judge how well students have performed over a period of time. This information may be used for screening, for reporting and for setting against benchmarked data to make judgements on the progress and attainment of all students.
- 2 This information will be available for comparing against standardised assessment data to assess the progress and attainment of all students, and subgroups of students, at various stages such as KS2 to KS4, GCSE, and A-level as determined by the Headteacher. This assessment will be supported by data from projects including FFT Aspire, and Alps at KS4 and KS5.
- 3 Curriculum areas should agree the pieces of work to be formally assessed and should quality assure the marking to ensure consistency across the department.
- 4 Information on the progress of students should be recorded in accordance with departmental and school policy. It is important that recording systems should be manageable and easy to access.

## Reporting

- 1 All reporting and screening information should be recorded on SIMS. The dates of screenings and reports are given in the school calendar (three times a year for Years 7-10, and 12, two times a year for Years 11 and 13).
- 2 A consolidated report of the screening information will be issued to parents/carers after each screening electronically via the Parental Portal (hard copy available on request). This will usually include current attainment data and/or an indication of progress, predictive data (minimum and aspirational expectations), an attitude to learning grade, codes to indicate areas of strength and areas for development for each subject studied.
- 3 Summative assessments (internal examinations) are also recorded. This information will be reported to parents and will be available for progression and continuity into the following year.
- 4 With the 'final' screening, a more detailed report for all subject areas including PSHEE and Citizenship and including comments from the student's Form Tutor will be issued annually to parents and carers electronically (hard copy available on request). This will also contain summative grades during KS3 based on the body of work completed during the year and linked to department assessment criteria. At KS4 this will include current and predicted grades for each examination subject studied and internal examination results; these grades should be discussed and standardised within each curriculum area.
- 5 Curriculum Leaders will be responsible for checking the quality of the comments written by members of their departments. They will also be responsible for providing up to date curriculum information for the Parental Portal.
- 6 In addition Annual Reviews and Individual Education Plans will be prepared for appropriate students within the SEN register. The SENDCOs are responsible for collecting and collating this information in line with the statutory frameworks for SEND.
- 7 The Senior Manager responsible for assessment and reporting will provide guidelines on the process and content for all screening and reports at KS3 and KS4. The Senior Manager with responsibility for Sixth Form will provide the same information for KS5.