



PLYMSTOCK SCHOOL

Assessment, Recording and Reporting Policy

Governors' Committee: Curriculum

Lead Officer: Mrs R Wright

Date for Review: Summer 2018

Assessment, Recording and Reporting are vital components for effective teaching and learning, and important tools by which to raise standards and progress.

Assessment is an ongoing process; making judgements occurs constantly at an informal level. Teachers should use assessment in their daily teaching and interpersonal relationships for positive and constructive means in order to ensure that their planning enables all students to progress and that it raises standards.

Assessment should also be a formal process in which both formative and summative judgements of students' effort, ability and attainment are recorded. These formal assessments not only provide valuable feedback to students but also to teachers and parents. Reporting to parents is an essential part of schooling because it helps in developing the link between school and home, which has been proven to be beneficial in raising achievement.

AIMS

Students will gain feedback from a range of formal and informal assessments, carried out in both formative and summative ways. Feedback to students will be both verbal and written. It will be constructive, positive and honest, and largely formative in nature i.e. informing the student what needs to be done in order to progress towards achieving at least their minimum target level or grade. It will tend not to be purely in the form of a numerical value, except where appropriate.

Teachers will employ their professionalism to use assessment and its feedback to motivate all students to want to continually progress. Marking will be covered in greater detail in the marking and feedback procedures.

Data relating to formal assessment will be recorded by the teacher. This will inform teachers on their teaching strategies for individual or groups of students. It will also inform professional conversations between staff at departmental meetings and with matrix managers.

The School will make use of data supplied by the primary schools, MidYIS and Fischer Family Trust and other such bodies where appropriate. We will also

carefully consider the reports provided by RAISEonline and the Sixth Form PANDA and the Level 3 Value-Added Report.

Reports to parents will relate directly to information that has been recorded, such as progress checks and prior attainment. Annual reports will include a tutor comment. The Progress Checks and Parent Consultation Evenings will be an integral part of the cycle.

METHODOLOGY

On entry to Plymstock School, students' prior attainment in their KS2 tests and their teacher assessments are considered when placing them into their initial teaching groups. Students are then assessed during their first term here using the MidYIS tests and this further informs our teaching, ensuring that any gifted and talented students are correctly identified and sub groups carefully monitored. Teachers are provided with this prior data, and that provided by the Fischer Family Trust relating to student potential, on their marksheets in SIMS.

Students are placed on a pathway appropriate to their entry point and potential in each subject. Each Plymstock Pathway takes a student from Y7 to GCSE and beyond, detailing what they should know at each stage if they are to progress to each GCSE grade. AS and A2 targets are set for students using prior attainment at GCSE, FFT estimates and the professional judgement of their teachers. Targets, pathways and progress are recorded in SIMS.

Ongoing teacher assessment will take on many forms, including:

- spontaneous verbal feedback in lessons
- marking of work
- testing
- student/teacher dialogue

Students will be encouraged to participate in the assessment process, in particular:

- self evaluation
- self marking
- peer marking
- setting and/or reviewing criteria
- target setting.

The purpose of each Progress Check is to inform parents and other interested parties about the student's progress. Data will be collected on SIMS. Heads of Year and tutors will be provided with summary information for their year or tutor group.

This enables them to reward students as appropriate or put intervention measures into place where necessary.

Dialogue about and with students is vital. Students are encouraged to attend the Parent Consultation Evening with their parents.

In addition to the termly Progress Check, parents and students receive a written tutor report to parents once each academic year. The principle of separating a year group's reports and Consultation Evening is to give distinct opportunities for formal feedback to parents.

Sixth form students have a similar data collection and intervention programme and two Parents' Evenings each year.

Progress Checks and Tutor Reports will summarise student progress in relation to end of course targets and identify the areas in which a student is on, above or below target. The Tutor Report will give a general comment about each child's progress and offer formative and personal advice to each student on how to improve further.

Copies of reports are to be electronically archived on SIMS.

MONITORING AND EVALUATION

Assessment data is recorded, not only to inform the feedback given to students and staff but also to provide information on how the school as a whole is progressing, and so enable professional conversations.

The ways in which we use this data include:

- subject staff to reflect on the progress of different groups
- curriculum leaders to analyse and reflect with their departments on differences between groups and students
- pastoral leaders to analyse data and put rewards and sanctions into place
- SLT to draw conclusions from data analysis about the progress of the school in general
- Governors to inform the review of the school development plan and the setting of targets.

How this is done in practice will be determined by context, such as the annual review of exam results between HoDs and Matrix Managers, etc.

The Curriculum Committee, on behalf of the Governing Body, will review the policy every two years.