

TRADITIONAL **VALUES**, CONTEMPORARY **ASPIRATIONS**, CREATIVE **CURIOSITY**



INVESTOR IN PEOPLE

**MALET LAMBERT SCHOOL**  
**POLICY STATEMENT**  
**ASSESSMENT RECORDING & REPORTING POLICY**

<b>Completed by:</b>	
<b>Consulted with staff, pupils and parents:</b>	
<b>Consulted with SLMT:</b>	
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<b>Review date:</b>	

## **Assessment Recording and Reporting Policy: Summary**

### **Management**

Overall management of Assessment, Recording and Reporting (ARR) is the responsibility of the Assistant Head (Data and Assessment). Heads of Subject and Learning Coordinators manage day-to-day operation of the process.

### **Assessment**

Assessment is an integral part of teachers' strategies for managing pupils' learning. It helps identify strengths and weaknesses, it informs pupils and their parents about progress, and it forms the basis for planning future learning. On the basis of regular assessments, pupils and teachers can set targets for each learning cycle.

The school records key assessment data centrally in order to support the work of teachers and pupils, to inform parents about their child's progress, and to provide statutory returns to local and national agencies. Individual teachers and subject departments record more detailed information to support the learning process day-to-day. The school attempts to ensure consistency of centrally recorded information by encouraging moderation procedures.

### **Reporting to parents**

Parents have the opportunity to formally discuss their child's progress with staff during the year. There will be two Review Days each year where pupils and parents discuss with the pupils tutor, the progress each pupil has made. This will happen for all year groups. Additionally, there will be subject specific parents' evenings for Y9, Y10 and Y11, a year 7 'settling in evening' and a Y9 'options evening'. These meetings are complemented by three progress checks, one for each term with targets for improvement, and a 'tutor, PSCHEE, citizenship and attendance' report at the end of the year. In addition, examination results (both internal and external) are reported in summary form at appropriate times.

### **External examinations**

The school participates fully in end-of-key-stage examinations set on behalf of national government. In addition, we encourage our pupils to take a full range of appropriate examinations. In consultation with the LA, we agree targets for the results of these external examinations. At present the school uses FFT D figures to set individual student and benchmark school targets.

## **Malet Lambert School**

### **Assessment Recording and Reporting Policy**

#### **Why an ARR Policy?**

Assessment recording and reporting is a crucial element in the three-way educational partnership between each pupil, the home and the school.

The prime purpose of Malet Lambert School Language College is to facilitate, as best as possible, the learning of the pupils in our charge. Assessment is an essential tool in this process. Only by assessing the current state of a child's learning can we identify the next steps that they should take to progress it further. Assessment should not be confused with marking. Marking has its role to play in the assessment process but it is only one of a number of techniques that will contribute to a teacher's rounded picture of a child's knowledge and skills. Neither is assessment solely a 'terminal' process. Terminal assessment has its place, as a tool to measure the past learning of a pupil; more often assessment should be an on-going process, which informs the future development of a child's learning.

#### **The management of ARR**

Day-to-day oversight of the ARR process at Malet Lambert is the responsibility of the Assistant Head (Assessment). In consultation with other members of the Senior Management Team s/he is responsible to the Head and Governors for the effective use of ARR throughout the school.

Within a Department, responsibility for effective ARR is the responsibility of the Head of Subject (HoS). The Head of Subject is responsible for ensuring that appropriate standardisation and moderation is undertaken in order to allow all members of their department accurately and consistently adhere to the policy in their work with pupils and reporting their progress.

Learning coordinators conduct Monitoring, Evaluation and Review of year group performance, report to the SLMT and are also responsible for implementing intervention strategies to support underperformance. Learning coordinators also have their own particular input into the assessment of each child's progress and learning.

A number of support groups also feed into the ARR process: amongst these the SEN and LSU support staff (who play a particularly important part in the progress of SEN and vulnerable children), learning mentors, Connexions staff and others.

Monitoring should take place at all levels of the process in order to assure the quality and consistency of what we are doing. The monitoring process will also be a mechanism through which 'best practice' can be identified with a view to sharing it more widely.

## **Why do we assess?**

Assessment of pupils' work serves a number of purposes. It enables us to identify strengths and weaknesses in the teaching and learning process; it helps us to inform pupils about their current level of attainment and helps us to set with and for them appropriate short and medium term targets for further progress; and it helps us measure the progress that pupils are making through the National Curriculum and to report this to parents. Assessment and in particular the APP approach (Assessing Pupil Progress) should be an integral part of a teacher's strategy for managing the learning of a class.

## **Assessment techniques**

The school will use a variety of assessment techniques in order to form a judgement about a pupil's current level of attainment and to inform target setting and future work with him. Where appropriate the assessment and target setting will involve the pupils themselves in order to give them some ownership of the process.

In deciding which assessment techniques are appropriate to a given situation, due consideration will be given to differentiation, formative and summative approaches, pupil involvement, whole-school initiatives (especially literacy and numeracy) and the integration of the assessment with the normal process of teaching and learning.

## **Marking**

Marking assists teachers in monitoring pupil progress. It provides information on which to base the planning of future work for individuals and for whole classes. It also helps evaluate the effectiveness of teaching with respect to specific learning objectives. From the pupil's point of view, marking can support their learning by acknowledging their achievement and identifying areas for development and improvement. The marking should promote high expectations and self-esteem by being supportive and helpful. In particular it should assist pupil progression. Not all marking need be diagnostic – some will measure achievement in a purely summative way; however there needs to be enough formative marking to properly support pupil progress. Each department will have their own marking policy based on the school marking policy.

## **Target setting**

Target setting can help teachers as well as pupils. The setting of targets helps teachers clarify their aims for classes and individuals and it will be appropriate that most of them are shared with pupils. There needs to be a shared understanding of the process by which these aims may be achieved and targets can help pupils by acting as intermediate steps along the way. Even those who do not fully achieve the aims will be able to recognise their improvement in terms of progression through some targets. Target setting is a part of the assessment process, which can

contribute significantly to continuity and progression, to evaluation and to future planning. However, it follows that a quality review of progress, followed by further target setting, must take place on a regular basis.

Target setting should take account not only of recent assessment but also of the school's expectations for the student. These expectations are informed by national FFTD data, based on Key Stage and CAT results, as well as by the professional judgement of our teaching staff. Realistic long term targets should be set for the end of Key Stage 4 but these should not normally be lower than nationally indicated results. Targets should incorporate a realistic element of challenge and it should be possible for pupils to track their progress towards them.

Subject teachers, Learning Coordinators and Form Tutors will work with pupils to help them understand their potential and how the target setting process can help them achieve it. The school's data will be used with pupils to analyse their own learning and to set personal targets.

## **Recording**

The school is registered under the Data Protection Act and has a responsibility to abide by the terms and conditions that this imposes. In particular, information held by the school about pupils on any computer or computer system will be factual or reflect the informed professional judgement of staff at the school. Parents<sup>1</sup> have a right to see, and if necessary challenge, this data.

The school will fulfil its legal requirement to keep a record for each pupil which "must include information on the pupil's academic achievements, other skills and abilities and progress in the school, and this material must be updated each year."

### *Central recording: external data*

During a pupil's stay with us, the school collects a number of items of external, or externally moderated data about each child. This data is held centrally on computer and is available to staff in order to inform their work with classes and individuals. This data normally includes:

- Key Stage 2 (KS2) examination levels and TA (English, mathematics and science)
- Cognitive Ability Test (CAT) scores (verbal, non-verbal, quantitative)
- Annual standardised Reading Age assessments
- Key Stage 3 (KS3) TA (English, Mathematics and science) and Foundation subjects
- Key Stage 3&4 (KS3&4) examination results (GCSE, GNVQ, Certificate of Achievement, Young Enterprise, etc)
- FFTD data

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<sup>1</sup> The words 'parent' and 'parents' are used throughout this document to denote the legal guardians of the pupils

### *Central recording: internal data*

The school records centrally each child's level of attainment in each subject. The timing of this assessment is such as to inform the school's annual report to the pupil's parents. A Key Stage 3 course reports the level in the form of a National Curriculum level, whilst a Key Stage 4 course is made in terms of the predicted grade at the end of Year 11. For most students and most courses this will be a GCSE grade but an increasing number of our students take Certificate of Achievement, vocational and other qualifications in which cases the appropriate grading system is applied.

Three times each year, staff make a judgement about a child's progress over the previous few months, apart from year 11 who receive only 2 progress reports over the academic year. The following categories are graded: effort, behaviour, homework and coursework. In addition the progress reports will also include a written target for improvement. A KS3 course reports a 'working at' level whilst a KS4 course reports a 'predicted' grade. Finally the reports will also include a target in the form of a level or grade (FFTD for terminal examinations).

### *Use of centrally recorded data*

The data held on each pupil can be collated in many ways. Its primary purpose is to support the work of teachers and pupils by informing the management of each pupil's learning; in particular, increasing use will be made of this data for AfL and target setting. In addition, some of the data can and will be used to measure 'value added': comparing the progress of pupils through Malet Lambert with the progress made by pupils nationally and seeing what additional benefit they obtain from being with us.

Staff may wish to analyse, or have analysed, the performance of their teaching groups against that of other groups in the school or against national data. Such comparisons may be useful to inform threshold applications or to inform performance management targets.

### *Departmental recording*

Each department will keep its own records covering the work done in its subject. This collation will allow the departmental team to build a picture of a child's progress over a number of years, which can inform future work with the pupil. It allows members of the department to compare progress at an individual or class level and to make judgements about the effectiveness of the learning in their classrooms and, for instance, to compare the effectiveness of different teaching approaches to the subject matter.

Each department will include in its Departmental Handbook a set of guidelines for assessment, recording and reporting by its staff and these should reflect the general guidelines set out here. At present the school has standardised requirements for recording assessment data centrally but gives departments freedom in how they should record progress at a departmental level or in individual teachers' records.

#### *Standardisation and moderation*

If information held centrally about a child is to be meaningful, it follows that it must be accurate and consistent. This implies that staff uses the same criteria and comparable judgement when arriving at grades or levels.

Within a department it is important that provision exists for moderation of grades. Regular opportunities must exist for staff to agree assessment criteria and moderate their use.

The problem is more complex in areas where cross-curricular delivery is undertaken, for instance with literacy and numeracy. Here it is essential that there are clear and unambiguous guidelines for staff and, as with other subject areas, arrangements are made for moderation and collection of the grades.

In all cases, teams should consider whether it is appropriate to gather folders of exemplar work to inform the assessment process. These collections may be especially useful during the induction of staff new to the school. The process of collection and agreement of levels can itself represent a major training opportunity if all staff are fully involved in it. The discussions involved in assembling the portfolio will undoubtedly improve understanding of National Curriculum issues. The assessment portfolios can also be used with pupils and parents to demonstrate the quality of work that is required to justify each National Curriculum level.

### **Reporting**

All reporting is now carried out using 'SIMS' software. Grades and levels, are collected as Excel files, collated centrally and distributed to parents. Staff are expected to record progress grades directly onto assessment manager. Staff and Heads of Subject are responsible for checking reports. Reports are passed to parents via 'pupil post' near the end of each term and may then be discussed at review meetings and parents' evenings.

The school has a responsibility to ensure that this automation of the report process does not reduce the quality of the information that it gives to parents. The school will make every effort to make the content of these reports easily understandable to parents and pupils alike. Educational jargon will be avoided wherever possible.

A course booklet is issued to parents at the start of the academic year detailing the subjects and topics that will be studied. This can be used in conjunction with progress grades to ascertain students' specific areas of strength or weakness. Reports should summarise for parents what progress their child has been making during the reporting period. They should give them information about their child's

particular strengths and achievements and about areas that need development and improvement. Parents will want to know how their child is performing in relation to their past performance and to their potential, to the rest of the class and to national norms. Additionally they will want to know about their child's attitude and behaviour.

SLMT, Heads of Subject and Learning Coordinators agree the reporting calendar for each academic year before publication. Key dates from this calendar are published to parents as part of the school's annual information pack.

### **Meetings with parents**

Staff at Malet Lambert School will meet formally with each child's parents up to twice a year.

This may be with the form tutor to receive and discuss their child's progress on a Review Day, with their child's teachers to discuss progress in each subject, or both.

The nature of the two meetings will necessarily be different. Individual subject teachers will have a tightly focused view of the discussion they wish to have with parents, form tutors will probably take a wider and more generalised approach. Whether the discussion is subject based or about personal qualities, we should aim to give parents specific advice about how to help their child improve, even if their child is already doing well. We should be honest; most parents want a full and accurate picture, even if this can be uncomfortable. We should provide the opportunity for parents to ask questions in order to gain a better insight into their child's performance at school.

These meetings form part of the school's annual cycle of events and are notified to parents via the school calendar. In addition, letters will be sent to parents via pupil post shortly before the event.

### **External examinations**

The school undertakes external examinations with pupils at a time which is deemed most appropriate for their development.

The school, in consultation with the LA, sets target levels for a range of examination indicators each year:

#### **Key Stage 4**

- Percentage 5 or more A\*-C grades
- Percentage 5 or more A\*-C grades including English and Maths
- Percentage 5 or more A\*-G grades
- Percentage 1 or more A\*-G grades
- Capped and Average point score

The school undertakes to provide all pupils with the opportunity to take examinations in the subjects that they have studied during Key Stage 4; indeed it is our policy that all pupils should undertake such examinations other than in exceptional circumstances.

Statements of entry are sent home to parents, normally in early February, for the GCSE and Certificate of Achievement examinations. Parents are asked to signify their agreement with the entries and any queries are dealt with at this stage. Once the entries are confirmed and sent to the examination boards, parents are asked to pay for any examination that their child misses without good reason.

### **Development of ARR**

The school is aiming to transfer from a “data rich” environment to one, which is “information rich”. The latter should provide all staff with the accurate information they require to adapt and improve their teaching, and subsequently pupils learning. The School aims to increasingly use ICT to help achieve this.

The roll out of APP will promote the role of assessment in enhancing learning.

### **Monitoring and Evaluation**

Monitoring and Evaluation will be done by the following methods:

- Observation of lessons
- Discussion in Link meetings between SLMT and Heads of Subject
- Sampling of pupils’ views through questionnaire or discussion
- Analysing teacher specific data, in order to share good practice and support development
- ‘Deep trawls’ by the SLMT for each curriculum area