



## Stockport School

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

#### **1. Introduction**

Assessment is at the heart of learning at Stockport School. 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 curriculum and subject areas should be consistent.

- Assessment should help students develop an understanding of their learning, and motivate them. It should help students recognise their next steps in learning and how to take them. It should provide teachers with a range of diagnostic information to help them plan work to suit the needs of the students.
- Assessment should recognise that students and teachers need to have a shared understanding of clear, explicit and achievable objectives, targets and long term goals. Not everything that happens in lessons or appears in students' work can or should be assessed. Assessment must be simple and manageable.
- Assessment should provide parents with information about their child's progress and achievements both in the light of their abilities and in comparison with national expectations.
- Assessment should recognise the range of students' achievements, not just those which are academic.
- Assessment provides the Headteacher and his managers with information about how well it is doing and enables the governing body to monitor performance.

#### **2. Aims**

The aims of this policy are to:

- Ensure effective assessment practice;
- Support effective teaching and learning;
- Ensure that assessment provides a range of useful information and that this information is used;
- Promote equality of opportunity.

#### **3. Management**

##### **3.1: This policy is monitored by an Assistant Headteacher who:**

- Co-ordinates the production of termly and annual summary reports;
- Provides statistical analysis of attainment data and makes this data available;
- Is responsible for the monitoring, evaluation and review of assessment across the School.

### **3.2: Curriculum Leaders are responsible for:**

- Developing a curriculum area policy in line with this policy, monitoring its effectiveness, analysing and acting upon statistical evidence and supporting colleagues in the implementation of policy;
- Collection and analysis of data in respect of student performance in their curriculum areas;
- Managing the recording of attainment data;
- Being the lead professional in supporting colleagues to develop their assessment practice and monitoring that policy is being implemented.

### **3.3: Key Stage Managers are responsible for:**

- Supporting tutor teams in the preparation of termly and annual reports and the co-ordination of parents' evenings;
- Collection and analysis of information in respect of student performance in their Key Stages. Identifying students who are underperforming and implementing strategies to support them.

## **4. Assessment**

### **4.1: Marking Policy**

One key element to ensure that students improve is by staff consistently applying the school Marking and Feedback Policy. Curriculum Area Policies should reflect whole school practice; Directors of Study and Subject leaders are responsible for ensuring that the policy is monitored and adhered to.

### **4.2: Spelling, punctuation and grammar**

Guidance is provided as an appendix to the Marking policy.

## **5. Recording**

Records should be accurate, systematically compiled and based on a range of evidence.

### **5.1: Whole School records**

The following should be compiled and made available:

- Key Stage 2 data and teacher assessment results including raw scores where available;
- Target grades for Years 7 to 11 based on 1 to 9 criteria;
- Estimated grades, with - / = / + to indicate security of the grade, following internal examinations, summary reports and termly reports;
- Key Stage 3 and 4 teacher assessment results where appropriate;
- Estimated grades following internal examinations, summary reports and termly reports;

## **5.2: Recording terminology and conventions**

All students are issued with a target grade indicating the School's expectation of their performance by the end of the academic year. At the beginning of each year, where colleagues are asked to submit predicted grades, the following terminology and conventions apply:

### **5.2.1: Terminology**

- Aspire Grade – the grade or level that the School expects the student to achieve at the end of the academic year.
- Predicted Grade – grade that the subject teacher predicts the student will achieve at the end of the course. This is based on current performance and is based on the “most likely result”.
- Current Grade – grade which best describes the student's performance at the current time.

### **5.2.2: Conventions**

Acceptable Entries for Key Stage 3 Attainment: F (foundation) 1-9 with - / = / + to indicate how secure the student is at that grade.

Acceptable entries for Year 10 and 11 GCSE Grades: F (foundation) 1-9 with - / = / + to indicate how secure the student is at that grade.

## **5.3: Curriculum Area records should:**

- Review the progress of the whole cohort, key groups and whole teaching groups to monitor the quality of learning against aspire grades and/or targets in line with the assessment calendar
- Contain the results of teacher assessments against their defined 'Life After Levels' assessment framework or examination grades;
- Be passed on where there is a change of teacher;
- Be supported by an internal standardisation procedure and/or a portfolio of exemplar work.

## **5.4: Personal records and mark books should:**

- Help with planning by enabling colleagues to remember what has been taught and the attainment of the students;
- Contain details of the students' prior attainment, especially KS2 results, target levels and grades and the outcomes of subject assessment. They should also contain indicators of any key groups they belong to.

## **6. Reporting**

The School will issue 4 grade cards to parents during the year as a short check on progress concentrating on effort and attainment and providing a key target for each subject. An annual summative report, detailing a student's overall progress, is provided at the end of the year and a parents' consultation evening for each year group is timetabled during the year.

### **6.1: Form Tutors**

- An annual report will be written, remembering that the target audience is both the parent primarily, but also the student;
- The termly report should be produced using the SIMS whole school systems;
- Reports should be written in clear and unambiguous language, avoiding acronyms and jargon unless these are clearly explained;
- The report allows for a summary of the student's performance in subjects, identifying areas of progression and success as well as areas of possible concern; references to contribution to the life of the school and participation in school activities; issues of attendance and punctuality and the development of employability skills including self-reliance, personal responsibility, relationships with peers and adults etc.
- Content should balance areas of success and areas to develop and language should encourage a focus on potential and future growth.

### **6.2: Targets**

Targets should be developmental and clearly describe actions the student can take to improve

## **7. Monitoring, evaluation and review**

The effectiveness of this policy is monitored by an Assistant Headteacher.

Monitoring takes place through periodic sampling of students' books, student interviews, lesson observations, analysis of reports, statistical analysis and through line management of curriculum areas.

Curriculum leaders will monitor ARR through their Curriculum Area monitoring procedures and report on the outcomes through line management. Curriculum leaders and their Assistants will also sample their colleagues' reports.

This policy will be reviewed every two years.

**Last Revised and Modified: November 2016**

**Review date – November 2018**