



## 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 where available.
- Assessment should recognise the range of students' achievements, not just those that are academic.
- Assessment provides the Headteacher and their 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 those on the Senior Leadership Team who:**

- Co-ordinates the production of grade card summary reports;
- Provides statistical analysis of attainment and progress 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: Heads of Year and / or supporting colleagues are responsible for:**

- Analysis of information in respect of student performance in each of their Year groups. This will include, but is not limited to:
  - Identifying students who are underperforming and implementing strategies to support them.
  - Identifying students who are performing well and communicating with the students and parents / carers.
  - Producing a Year group summary of performance for governors.

## **4. Assessment**

### **4.1: Marking Policy**

- Staff should consistently apply their departmental Marking and Feedback Policy, all of which are rooted in a whole school approach of manageable, meaningful and motivating marking. 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;
- ‘Current Working’ and ‘Predicted’ grades, with - / = / + to indicate security of the grade, following internal examinations, summary reports and termly reports;
- Grades following internal examinations and assessment point collections.

**5.2: Recording terminology and conventions**

- All students are issued with a target grade indicating the school’s expectation of their performance at the given point in time. Where colleagues are asked to submit predicted grades, the following terminology and conventions apply:

**5.2.1: Terminology**

- Target Grade – the grade or level that the school expects the student to achieve at the given point in time.
- 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**

GCSE	VOCATIONAL
9	L2 D*
8	
7	L2 D
6	L2 M
5	
4	L2 P
3	L1 D
2	L1 M
1	L1 P

- Where a student is yet to produce grade 1 work, they will be assessed with ‘Working Towards (WT)’.
- Each grade will be reported with - / = / + to indicate security of the 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 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 data sets (electronic or otherwise) 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 three grade cards to parents during the year, reviewing academic progress and pastoral data. A parents' consultation evening for each year group is timetabled during the year and an *End of Year Summative Report Consultation* will take place at the end of the year.

#### **6.1: Form Tutors**

- Form Tutors will offer the parents/carers of every child in their Tutor group a 5-minute 1-1 Parent/Carer and Form Tutor Consultation meeting at the end of the year.
- Form Tutors will discuss with parents/carers and students, the key features from their latest Grade Card, and pick up on areas of success and also suggest where further progress and improvement may be achieved from the start of next year in terms of target setting.
- Form Tutors will also share information regarding students' general development and engagement in and around school with other activities.
- The Consultation Meeting also allows parent/carers to ask questions regarding their child's progress and engagement and share any other information that you feel relevant with their child's Form Tutor.

#### **6.2: Targets**

- Targets shared throughout the year 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 the Senior Leadership Team.

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 Assessment, Recording and Reporting through their Curriculum Area monitoring procedures and report on the outcomes through line management meetings.

This policy will be reviewed every two years.

**Last Revised and Modified: October 2023**

**Next Review date – October 2025**