Assessment Recording and Reporting Policy

Hampton Gardens

Policy last reviewed:	March 2024
Next review due:	March 2027
Member of staff responsible:	Sharon Gilligan, Deputy Head of School
Ratified by:	Hampton Gardens Local Governing Body

HAMPTON GARDENS SCHOOL: ASSESSMENT, RECORDING AND REPORTING POLICY

AIMS AND PRINCIPLES

At Hampton Gardens School we consistently aim to ensure students attain standards of achievement that are the highest of which they are capable, by providing teaching of the highest possible standard. We believe that effective assessment is central to the teaching and learning process and a key element in achieving this goal. We believe that the effectiveness of assessment practice can be judged by the extent to which it helps develop student learning, while being managed efficiently by teachers as an integral part of their work.

Research and investigation into best practice provides clear indications of which approaches to assessment are most effective in encouraging student progress.
Summative assessment is the measurement of students' achievement against specific criteria or recognized norms. GCSE, AS and A level are all summative assessments. All schools must set targets for their performance in these tests and publish their results each year.

The role of *formative* assessment has become increasingly recognised as essential for student learning and development. *Assessment for Learning* is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

The use of assessment and baseline data has been acknowledged as a powerful school improvement tool. Effective, self-evaluating schools are able to make informed judgments about their performance and the extent to which 'value' has been 'added' to students' attainment.

The following policy summarises how these approaches will be adopted at Hampton Gardens School. Subject departments will develop their own policies that apply the principles and practice contained to their particular curriculum areas.

GUIDELINES

Students make the greatest progress in their learning when teachers provide effective, clear, relevant and focused formative feedback

To help achieve this:

- The school, subject departments and individual teachers will work together to develop and share best practice in providing formative feedback to students;
- Teachers will provide relevant feedback of some kind within a fortnightly lesson cycle of work being undertaken or completed, as appropriate;
- Teachers will provide effective formative assessment of student progress, which will usually be in written form, clearly summarising:
  i) What students have achieved in the work they have done;
  ii) A target or targets for further improvement;
  iii) Teachers will provide opportunities for students to act on the feedback they receive, and will evaluate subsequent work to ensure that they are acting upon it.

- It is completely appropriate that effective assessment of student work could consist entirely of thorough formative feedback and not require any additional grade/mark/level of any kind;
- It is important that a student can relate his/her periodic reporting/monitoring grade back to the work from which the judgement was derived. To this end when grades signifying attainment are awarded for work they should be appropriate KS3 levels

Students make the greatest progress in their learning when they understand the assessment process, and are involved in their own learning

To help achieve this:

- The school, subject departments and individual teachers will take every opportunity to explain to students the purpose, focus and methods of assessment that are used as clearly as possible;
- Subject departments will ensure that KS3 levels and KS4/KS5 assessment criteria are expressed in ways that are understood by all students, and that they are also readily accessible to all students;
- Subject departments will ensure that exemplar material showing achievement at different levels will be accessible to teachers and students;
- The school, subject departments and individual teachers will take every opportunity to help students become literate in the language of assessment;
- Subject teachers will ensure that all students understand how attainment grades given can be related to KS3 levels and KS4/KS5 assessment criteria.

Students make the greatest progress in their learning when teachers use a range of different assessment techniques, particularly those that build motivation and self-esteem

To help achieve this:

- Subject departments and individual teachers will employ a range of assessment techniques as appropriate to the task that is being undertaken;
- They will provide opportunities for productive self and peer assessment approaches;
- They will allow students to display their subject understanding in a number of different ways, both formal and informal, including through written, oral, diagrammatic and physical responses.

Students make the greatest progress in their learning when teachers decide how and when to assess students' attainment at the same time as they plan their work

To help achieve this:

- Subject departments will be able to 'map out' where the different elements of the courses that need assessment are to be assessed;
- Opportunities for assessment will be identified and highlighted in schemes of work and in lesson plans;

- Assessment will be a fundamental part of the way an individual teachers plan their lessons, not something that is seen as additional or external to the normal process of teaching and learning;
- Students will be given explicit and direct advice on how to achieve to the best standards possible in assessment, through creation and dissemination of appropriate strategies, which may include mark-schemes, writing frames and advice sheets.

Students make the greatest progress in their learning when teachers undertake investigation to find out if assessment is really helping in the learning process

To help achieve this:

- Teachers will take time to observe and listen to students talking about their work;
- Subject departments and individual teachers will develop tasks that require students to demonstrate their learning;
- Subject departments and individual teachers will analyse and make explicit the key words that will help students to develop and articulate their subject understanding.

Teachers are best able to help students make the greatest progress in their learning when they use manageable systems for recording student progress

To help achieve this:

- The school will identify points throughout the year, when teachers will need to make summative judgements about student attainment and effort, so that progress can be monitored. ;These will be communicated to staff students and parents via the school assessment calendar
- These judgements will be imported into the school's school management information system from Pupil Progress tracking software in consultation with the Subject Lead during a period of time as shown on the school's calendar;
- Teachers should always be able to justify all such summative judgements made with reference to previously assessed work and/or prior performance data;
- Subject departments will determine what additional information they wish individual teachers to record, and in what format. They will ensure that any information which teachers are required to record is demonstrably useful to the assessment process.

Teachers help students make the greatest progress in their learning when they use relevant data effectively to inform their teaching, set targets and monitor student progress towards those targets

To help achieve this:

- Teachers will familiarise themselves with baseline data on the students they teach. This will usually include Key Stage 2 SAT results, reading ages, SEN information and other prior performance data where available;
- Teachers may also use baseline tests in their subjects to triangulate with KS 2 SAT results;

- The school will provide teachers with the information above in the most effective form possible. This information will also be used to provide minimum expected predictive grades for students at the end of each key stage. These minimum expected grades will be used by teachers and the data lead as a basis for setting aspirational individual targets;
- The school will undertake, collate and disseminate analysis of data entered onto the School Management System to all teaching staff. Where appropriate individual teachers, form tutors, middle and senior managers will use this information to track the actual performance of relevant students against expected progress/targets.

Students make the greatest progress in their learning when teachers, parents and students themselves work in partnership to ensure that assessment is effective.

To help achieve this:

- The periodic summative judgements that teachers make about students will be shared with parents through 'Grade Cards'. In each academic year parents/carers will receive three grade cards, one per term. These will be sent home via the student and made available through online reporting;
- Parents/carers will have one formal opportunity to discuss assessment judgements at a parents' consultation evening following one of the grade cards. Parents/carers are able, when necessary, to contact teachers, middle or senior leaders if they would like to discuss assessment issues at other times of the year.
- Following each grade card, the form tutor will have a short meeting with every student to discuss their progress and to set individual targets. After this meeting the form tutor will record the outcome of the meeting and targets set on the School Management Information System. Parents/Carers will be informed of these targets via a phone call/email from the form tutor.
- The school will endeavour to ensure that parents/carers clearly understand the processes and vocabulary of assessment. Parents/carers have an important role in discussing the implications of summative and formative assessment with their child.

All teachers have an important role in developing the basic literacy of students. To this end teachers will use their professional judgement to decide the level of correction of spelling, grammar and punctuation appropriate in any piece of work. They will normally prioritise:

- Key words for the topic being studied;
- The most common misconceptions in spelling, punctuation and grammar.

Senior Leaders, Heads of Department/Faculty, or other appropriate managers delegated by them, will sample work from every teacher within their department/faculty across each academic year. They will use this opportunity to monitor the nature of feedback given and the quality of student response to it, and use this to improve assessment practice.

The Head of School will ensure that:

- All students will receive reports on their progress, produced in accordance with the school's guidelines;
- Parents/carers are informed about their child's progress and results in tests and examinations, where applicable;
- Students will only follow specifications and be entered for external examinations agreed by the local governing body;
- All teachers receive support and training about how to use assessment to inform lesson planning;
- Marking of students' work complies with school's guidelines and is used to motivate students and provide them with the guidance they need to make future progress;
- A database of student attainment is used to track students' progress;
- Any changes to this policy are to be approved by the governing body;
- The governing body are reported to at least annually about student progress and the standards achieved.

APPROVED BY GOVERNORS:

		May 2024
SIGNATURE	**NAME**	**DATE**