

ASSESSMENT RECORDING AND REPORTING POLICY

The school aims to implement a set of assessment strategies, which will:

- Record and recognise pupils' academic, social and personal achievements
- Be diagnostic resulting in target setting in relation to academic social and personal development
- Allow pupils to understand the process, be involved in it and practise self-assessment
- Be an integral part of the teaching and learning process
- Be criterion referenced
- Provide a profile of achievements and progress to pupils parents new staff employers and other interested agencies
- Be accurate and reliable
- Inform planning to ensure progress for all pupils

The school recognises that assessment is wide ranging and includes many diverse areas of school life.

Guidelines for the Implementation of a whole school assessment policy

As a school:

The school should address

- The co-ordination of the whole school data process
- Links with the primary feeder schools for the transference of achievement data

As a department:

- Each department should address the following guidelines as appropriate.

Assessment

The following factors should be considered when formulating a departmental policy:

It is recognised that due to the differing skills being taught by individual departments, it is impossible to equate marks/grades in any one curriculum area with those of another. However, what is important is that;

- All involved in the process – staff pupils and parents have a common understanding of what is meant by each mark or grade.
- There is a consistent approach within each department.
- These assessments should be useful, positive and part of the learning process.

1. The key areas in being consistent in the overall assessments used by all departments is to use the data set that is available at KS3, SATS/CATS/MIDYIS and at KS4, SATSYellis and at KS5 ALIS as a means of tracking progress with each department providing annually a National Curriculum sub level of attainment in KS3 and a GCSE grade in KS4.

Meden School will adopt a traffic light approach to monitor progress and identify areas of weaknesses and underachievement. Strategies should then be put in place to support pupil improvement.

2. It is recognised that it is not always possible or desirable to assess all pieces of work or all assessment criteria. However it is important that;
- Assessment in all its forms e.g., tests, examinations, end of unit tests, marking, observation, dialogues and professional judgement should be to agreed criteria. These could include completion presentation, targeting specific skills knowledge content understanding etc.

An awareness and provision of differentiation is important. Staff need to recognise that;

- Differentiation needs to be task related so that positive achievement can be obtained by pupils of all abilities through differentiated levels of tasks of differentiated outcomes.

Assessment needs to be accurate and reliable, i.e.

- It must fulfil the desired outcome
- It must be consistent, able to be repeated
- Standardisation and moderation should be an integral part of this process

Assessment needs to be useful for;

- Planning for setting, course design/task formulation, resources and lessons
- Monitoring pupil progress
- Reporting in all its forms
- Target setting
- Examination entries
- Pupil self assessment
- Pupil social development

Record Keeping and Progression

Progression is important in developing and maintaining school standards and widening and monitoring the range of skills of individual pupils.

It is essential that departments build into their policy and practice the means to track the achievements and potential of individual pupils during and between Key Stages and monitor progression through the Key Stages.

Departments must make use of;

- CATs
- SATs
- MIDYIS
- YELLIS
- ALIS

Departments could consider using evidence in relation to the following;

- Attendance/punctuality
- Test scores

- Exam percentages/answer papers
- Folios/examples of work
- Profiles and targets
- Practical skills
- Behaviour
- Medical/social details
- Tracking sheet
- Mark books
- Record of Achievement files

Information used should be in a form which can be used by any teacher within a department and be transferred between teachers as pupils move classes/sets/years.

Setting

Whilst accepting that departments will want to set pupils in different ways;
All interested parties should be aware of what setting means in different curriculum areas.
All interested parties should be aware of how setting is decided in different curriculum areas.

Reporting to Parents

Reports should follow a common format

Font style and size = Trebuchet MS11
The report should be headed with:

- Assessment/Course details
- Pupil Progress
- Key Targets
- General Comment

Comments in reports should match the records of individual pupils
Reports should be user friendly to interested agencies
Reports should record progress and set future learning targets.

The school, rather than the departments, will keep copies.