



Y S G O L
Bassaleg
S C H O O L

**ASSESSMENT, RECORDING &
REPORTING POLICY**

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RATIONALE

The main purpose of any Assessment policy is to promote "assessment for learning". Assessment for learning is the process of seeking and interpreting evidence for use by learners and teachers to decide where learners are in their learning, where they need to go and how best to get there. It is an intrinsic part of the learning process. Adhering to this process of formative assessment will in itself help to raise outcomes in the standards of learning. It is this raising of standards not merely measuring them that should be at the forefront of our thinking upon assessment.

DEFINITIONS

Assessment

The judgement teachers make about a pupil's attainment based on knowledge gained through techniques such as observation, listening, questioning and marking written work and tests.

Recording

The process of documenting significant attainments, to inform teaching, planning, progress, reports etc.

Reporting

The process of disseminating information to all parties, ie pupils, parents, subsequent institutions etc.

1. FUNDAMENTAL PRINCIPLES

Assessment, Recording and Reporting should:

- Offer all pupils, including those with Special Educational Needs, an opportunity to show what they know, understand, can do and what they need to do in order to develop
- To provide a broad picture of a pupil's academic, social and personal progress
- To be integral to the process of learning and teaching in order to advance the learning process
- Relate to shared learning objectives
- Enable teachers to plan more effectively
- Help parents to be involved in their children's progress
- Provide schools with information to evaluate work and set appropriate targets
- To ensure that all assessment strategies are sensitive to the needs of all pupils with regard to race, gender, ability, creed and home language
- To enable pupils to be responsible for their own learning through developing self-assessment strategies within the classroom

2. FROM PRINCIPLES TO PRACTICE

To successfully take matters from principles to practice the following must take place:

- Departmental Schemes of Work must indicate assessment opportunities and the appropriate strategies to be used
- Departmental Schemes of Work must involve the whole staff/department and reflect school targets
- Departmental Schemes of Work must plan for progression throughout the key stages and ensure that they contain clear learning objectives
- Teachers should evaluate assessment information regularly
- In identifying assessment opportunities teachers must recognise the range of learning needs/abilities and learning styles within the class
- Teachers should take account of agreed priorities for what will be assessed in depth and recognise that not all learning needs to be assessed

3. ASSESSMENT IN PRACTICE

Ongoing classroom assessment will be effective when teachers:

- Are clear what pupils know, understand and can do in all areas of learning
- Ensure pupils know what they are supposed to be learning, what they have achieved and how they can improve. This should include making a suitable provision for pupils on the Special Educational Needs Register and recognising the requirements of their IEPs.
- Regularly provide individual pupils with opportunities to reflect and talk about their learning and progress against targets. Again this should include monitoring the progress of pupils on the Special Educational Needs Register towards the targets outlined in their individual IEPs
- Use a range of assessment methods confidently and appropriately eg observing pupils, asking questions, listening, responses to practical/creative tasks, assessing pieces of work and administering tests etc
- Recognise that other adults working in the classroom can contribute to the assessment process

4. MARKING, PUPIL SELF-ASSESSMENT AND PROVIDING FEEDBACK TO PUPILS

Effective marking will:

- Be consistent and in line with the overall policy on assessment, recording and reporting throughout the school

- Provide feedback to pupils about their work promptly and regularly, to include both oral and written feedback as appropriate. It may be a combination of acknowledgement marking and in-depth marking that aims to address the point below
- Focus the response on the learning objectives and criteria for success, ensuring that pupils understand their achievements and know what they need to do next to make progress, and know what they need to do to close the gap between current and desired performance
- Be more likely to be internalised where it is not accompanied by a mark that could lower self-esteem and become the main focus for the attention of the pupil. Any such measurement should not normally go beyond advice on how to progress and what would need to be done, for example, to go from one NC level to the next. It may include an effort mark appropriate for the individual pupil and in line with both our Interim and Full Reports ie 1 = Excellent effort, 2 = Good effort, 3 = Some effort, 4 = Little effort. Full details of these are available for pupils in their Planners/Homework Diaries
- Be concentrated upon individual learning needs and should not seek to compare pupils
- Integrated into the Positive Behaviour Programme
- Ensure that follow-up steps are taken to act upon missing, incomplete or poorly presented work

5. **SUMMATIVE ASSESSMENT**

Summative Assessment will be effective when:

- Everyone including parents, is aware of the equal status of Teacher Assessment and tests/tasks and the different and complementary nature of each
- It draws on the whole range of ongoing assessment information, records and evidence when making summative judgements for internal and Key Stage requirements
- Teachers have a clear understanding of the level descriptions and grades and how to apply them holistically making summative judgements for internal and Key Stage requirements
- Teachers make summative judgements which are consistent with a shared understanding of standards developed amongst colleagues
- Teachers recognise the importance of summative assessment in all areas of learning and give feedback to pupils on the outcomes of such assessment
- Teachers apply any such special arrangements needed for individual pupils
- Teachers use the information from end of key stage assessments formatively and evaluatively to monitor progress towards targets

6. RECORDING AND EVIDENCE

Record-keeping and evidence requires teachers to:

- Keep records which are manageable and in line with school/departmental policy
- Use professional judgement in deciding what needs to be recorded, what should be noted informally and which assessments should be used to plan the next steps in learning without recording
- Use records from previous teachers in planning work for the class and individual pupils
- Record pupils' significant progress and achievements on the basis of agreed criteria, such as learning objectives linked to the National Curriculum
- Involve pupils in reviewing their own work and targeting further progress
- Keep evidence for clearly defined and useful purposes eg to help pupils and parents to gain a better understanding of their own progress and the development of departmental portfolios of agreed standards and good practice

7. REPORTING TO PARENTS AND GUARDIANS

The reports to parents and guardians are required to:

- Provide clear information which parents can understand, about their children's progress, outlining strengths and the areas they need to develop
- Set realistic targets which are worked on and reviewed
- Promote parental involvement in their children's learning and provide scope for dialogue with both pupils and parents
- Report, at the end of each key stage, Teacher Assessment and National Test results side by side and ensure that parents understand that they have equal status but provide different and complementary information
- To provide the relevant comparative data
- Meet the statutory requirements for reporting to parents
- Are sent home to parents at times which allow appropriate action or discussion to take place

8. TRANSITION

Transition arrangements must include:

- Curriculum liaison that includes common understanding of assessment criteria and ensures agreement within and across schools, about what information should be passed on

- Provides information which focuses on significant aspects of learning and identifies pupils' strengths and areas for development
- All information on pupils identified as having Special Educational Needs in line with the Special Needs Code of Practice for Wales (2002). This will include copies of IEP's prepared in support of intervention through School Action or School Action Plus and all statements of Special Educational Needs. This information will help to shape curriculum and support and guidance planning for the pupils in the first few months at Bassaleg School.

9. USING ASSESSMENT INFORMATION TO MONITOR PROGRESS TOWARDS MEETING TARGETS

Monitoring school improvement through assessment information is effective when:

- There are high expectations for all pupils
- When targets have been set in relation to an analysis of pupil attainment in the cohort
- The performance of different groups of pupils is identified – eg boys and girls, ethnic groups, pupils with special needs etc
- The performance of different teaching groups is identified
- The performance in different subjects is considered
- Performance is considered alongside benchmark information
- Any year on year trends are taken into account

Using assessment information is effective when the school:

- Knows how to respond to and act upon the information which emerges in terms of whole school management issues and classroom practice
- Uses the information to inform curriculum planning and setting learning objectives
- Knows how results compare with national and local expectations
- Produces action plans to achieve agreed improvements
- Ensures that the Development Plans throughout the school reflect the findings
- Uses the information to inform the target setting process

10. EVALUATION

For effective evaluation to take place there should be:

- A named person with responsibility for ARR
- An annual assessment/communications with parents calendar that is reviewed upon an annual basis
- Each department producing an annual report on the effectiveness of their assessment practices that form part of their summary Self-Evaluation report

- These can contribute to a section on ARR in the school's annual Self-Evaluation report

11. HOMEWORK POLICY

The successful use of Homework is an integral part of an Assessment policy and the section below should be read in conjunction with this.

HOMEWORK POLICY

THE IMPORTANCE OF HOMEWORK

Homework is valuable for the following reasons:

- It can help make more rapid progress in learning
- It can allow pupils to develop the practice of working independently
- Work at home can provide the quiet and private conditions needed for creative and thoughtful work of all kinds
- It can allow valuable practice of skills learned in the classroom
- It can allow pupils to use materials and other sources of information that are not always available in the classroom
- It can involve parents and others in the pupils' work for their mutual benefit
- It can give opportunities for long term research and other work
- It can form an important part of the pupil's notes
- This gives pupils valuable experience of working to deadlines
- It forms a link with the methods of study crucial to success at Secondary School
- It can offer opportunities to extend gifted and talented pupils

THE NATURE OF THE HOMEWORK

Marking homework forms an integral part of the Assessment policy.

Regular homework will be set during the two week cycle

The nature of the homework will vary between year groups, different classes and topics of study.

Marked homework should be returned to the pupils as soon as possible, for inclusion in that topic of work and whilst the exercise is fresh in the pupil's mind

Each homework may involve the following:

- reading/writing/spelling
- carrying out a project. This may involve research, collection or information for an individual or group project
- observing/recording
- completing an exercise to practise, enforce or apply aspects of the class work, eg writing up practical work
- the task selected by the class teacher is commensurate with the ability of the pupils.

HOW DOES THE SCHOOL HELP PUPILS ORGANISE THEIR HOMEWORK?

- Each pupil is given a homework planner at the beginning of the year. Pupils will enter the homework for each subject and when it is due.
- Instructions concerning homework should be clear and all pupils should have plenty of time to copy down directions into their homework diary
- Homework should be marked regularly and in accordance with the school's marking policy