



Name:	Assessment, Recording and Reporting Policy
Approved by:	Governors – TL, B & S Committee
Policy Created:	
Date of review	2 years
Update Approved:	December 2021
All policies are available to stakeholders either on the school website or upon request from the school office.	

PRINCIPLES

The Assessment, Recording and Reporting Policy is guided by and committed to the following principles:

Promoting a coherent approach to assessment, recording and reporting within the school.
To support pupils' learning and achievements across and beyond the National Curriculum.
To involve pupils in evaluating their own progress.
To ensure equality of opportunity for all pupils to display achievement.
To seek to raise standards by reviewing and improving the teaching and learning programmes.
To ensure progression and continuity of learning within the school and across the different phases of education.
To provide valid, reliable and comprehensible information for teachers, pupils, parents/carers and other users.
To ensure that statutory requirements for assessment, recording and reporting are met.
The principles in this policy concur in all respects with the aims and vision of the Bright Futures Educational Trust.

PURPOSE

The aims of this Assessment, Recording and Reporting Policy are to:

Assessment Objectives

- The purpose of assessment is to enable an informed judgement to be made about a pupil's knowledge, understanding, skills and attitude.
- Assessment is a continuous process which is integral to the teaching and learning programme, and should be built into the curriculum, and inform future planning.
- Assessment should be based on clear, consistent criteria which are known and understood by both teachers, pupils and parents/carers, and are guided by national criteria and statutory requirements where appropriate.
- In order to achieve consistency, assessment practice should be subject to effective moderation and standardising procedures.
- A wide range of assessment techniques should be used in different contexts and for different purposes.
- Assessment should provide opportunities for effective differentiation to take place.
- Assessment should be supported by a wide range of evidence collected over a period of time which provides a fair and thorough representation of pupils' skills, knowledge and understanding.
- Pupils should be involved in the assessment process so that they are encouraged to take responsibility for their own learning.
- The assessment process should recognise achievement, not just attainment, and seek to increase pupils' confidence and motivation.



- Assessment should support individuals in identifying strengths and weaknesses, enabling future learning goals to be planned, and assisting them in decision-making.
- Assessment practice should be monitored regularly and systematically and assessment procedures modified if necessary as a result.
- The results of assessment should be systematically recorded and used to report to parents/carers on their children's attainment.

Recording objectives

- Recording is the process of selecting and retaining a range of information about a pupil.
- Records should be used to review and monitor pupil's progress throughout the key stages and beyond, and to support their learning by setting appropriate targets for the future.
- Records should identify pupil's achievements in relation to National Curriculum attainment targets, enabling the teacher to make judgements about each pupil's level of attainment at the end of a key stage, and thus provide a basis on which to carry out statutory assessment arrangements.
- Records should be used by teachers to evaluate the effectiveness of teaching and learning programmes, and to help inform curriculum planning.
- Records should be used to assist continuity and progression when pupils move from teacher to teacher and from school to school.
- Pupils should have some involvement in the process of recording which should recognise and reward achievements and thus have a positive impact on pupils' motivation.
- Records should provide a secure basis for reporting attainment and progress to parents/carers and other interested users.
- Records should be clear, systematically compiled, regularly updated and manageable.

Reporting Objectives

- Reports should provide parents/carers and other users with full and accurate statements about pupils' achievements and progress, written in clear and accessible language.
- Reports should reflect attainment within the National Curriculum, where appropriate.
- Reports should communicate pupils' achievements across a wide spectrum including non-National Curriculum and extra-curricular achievements, personal and social skills.
- Reports should be based on evidence from formative assessment and recording.
- Reports should be manageable for teachers to produce.
- Reports should have a positive effect on pupils' attitudes and motivation.
- Reports should support pupils' learning by setting targets.
- The reporting process should provide opportunities for pupil involvement.
- The reporting process should be part of a continuing dialogue with parents/carers and encourage parental involvement and support.
- Reports should aid continuity and progression within and across schools and from one phase of education to another.
- Reports should conform to statutory requirements.

POLICY

1. Assessment

1.1 Assessment overview

We believe that outstanding teaching and learning has rigorous and meaningful assessment at its heart and that this is used to inform teachers, parents/carers and students. There are different types of assessment that we use and these can broadly be split into two main types: formative assessment and summative assessment.



1.2	<p>Formative assessment takes place in every lesson and reshapes learning and teaching as it provides regular and meaningful feedback both to the teacher and the learner. This feedback can be through various different methods such as: discussion, written work, self or peer assessment or through formative testing. Students are regularly involved in formative assessment and through their time at the school will develop skills to help them to assess their work and set challenging targets for improvement. Teachers will also provide students with meaningful formative assessment comments which will include clear targets for improvement (that the student should act upon) and also celebrate areas of strength.</p> <p>It is therefore our aim that each student will be able to identify what they are doing well and what they must do to further improve within each subject.</p>
1.3	<p>Summative assessments are used for a number of purposes and once again, these assessments are used (where possible) to enable both teachers and students to develop next steps for learning.</p>
1.4	<p>Key Stage Three Assessment</p> <p>Where departments wish to attribute a mark to a piece of summative assessment, this takes the form of a numerical mark (for example, a mark out of 6). The scale is determined by each individual department. It is for individual departments to determine whether;</p> <ul style="list-style-type: none"> • Key pieces of assessed work should have a numerical mark awarded • The scale for the marks • How the marks are reported to students. <p>Some departments may choose to have their own departmental tracking spreadsheets to collate marks for a key piece of assessment – however, this data should only be collected if the additional workload this creates is justified in terms of the impact of the actions then taken (eg intervention, adaptation of schemes of work, changes to teaching and learning, quality assurance and moderation). Department leads should not be collecting data from staff if nothing will be done with it. The marking and summative assessment of work at key stage three is determined by individual department policy.</p>

2.	<p>Implementation</p>
2.1	<p>Central records hold a range of information to which staff as a whole have access - see Staff handbook for information as to their location.</p> <p>In order to fulfil the above objectives the following records should be kept:</p> <ul style="list-style-type: none"> ▪ departmental schemes of work; teacher records on pupils; pupil records of achievement; pastoral policies.
2.2	<p>Reporting is carried out in the following ways:</p> <p>School Reports</p> <p>Students in Y7-9 receive an end of year report detailing examination data and attainment bands, along with a form tutor comment. Students in Y10 & Y11 receive a subject target report providing feedback to students and parents/carers about how the student might make progress in their learning. Details of current procedures and dates can be found in the</p>



	<p>staff handbook and on the school calendar. Reports are published via EduLink One and are not printed or sent via email.</p>
2.3	<p>Interim Reports</p> <p>Interim reports are organised in the autumn and spring terms by the Assistant Vice Principal responsible for Achievement & Curriculum. They report a behaviour grade (1-3), where appropriate an indication that learning is a concern (L) and, where appropriate, an indication that organisation is a concern (O). In Year 11, GCSE predicted grades are provided on the Autumn Interim Report. These are available to parents via the EduLink One website and app. Paper copies of reports are not sent home. Reports are not emailed to parents or students.</p> <p>These help to identify problems and are acted upon by the Senior Tutor and the Vice Principal in charge of pastoral care if required.</p> <p>If there are any issues of concern, parents will be required to meet with the Senior Tutor or the relevant teacher in the school.</p>
2.4	<p>Interim reports for year 12 and year 13 detail the ALIS grade for A Level study a behaviour grade (1-3) where appropriate an indication that learning is a concern (L) and, where appropriate, an indication that organisation is a concern (O). In the Spring Term of Y13, internal examination percentages and grades are also provided and in the Summer Term of Y12, internal examination percentages and grades along with UCAS grades are provided. Parents/carers receive a copy of the report via EduLink One.</p>
2.5	<p>Parents' Evenings</p> <p>Parents' evenings are held once a year for years 7-11 and twice a year for years 12 and 13 (this is in place of a formal written report) and provide an opportunity for staff to give a "verbal" report on pupils' progress. In years 7 to 13, pupils accompany their parents/carers. Dates for parents' evenings are published at the start of the year on the school calendar. All parents/carers are expected to attend along with their child.</p>
2.6	<p>Reference Reports for Yrs 10 - 13.</p> <p>Year 10/11 Form Tutors compile a report on pupils in their form which includes comments on personal and social qualities, attitude to work, health, attendance and punctuality. This report is used by the careers staff and Trafford careers service when giving guidance on careers, and can also be used for reference purposes if pupils wish to leave at the end of year 11 or if they require a reference for part-time employment.</p> <p>Form Tutors may discuss with pupils the content of this report.</p> <p>For year 13 students, a reference report is written by subject staff which includes estimates of examination performance and suitability for higher education. Again, staff are encouraged to discuss the contents of this report and their estimated grades with sixth form students.</p>
3.	<p>Statutory Requirements</p>
3.	<p>Statutory Recording Requirements</p> <p>Records should be made available to parents/carers of pupils under 18, and to pupils themselves on their written request, unless it is obvious that they do not understand what they are asking for.</p>
3.1	<p>Arrangements should be made to allow access to records on written request, fifteen days notice having been given.</p>



3.2	<p>The school must disclose a pupil's record to any school/college considering the pupil for admission.</p> <p>The record must provide information about each pupil's academic achievements other skills and abilities and progress in school, and this material must be updated at least once a year. The record should also provide evidence to support teacher assessment of pupils' levels of attainment at the key stages.</p> <p>Statutory Reporting Requirements</p> <p>Schools must provide a written report at least once during the school year on all pupils of compulsory school age. The report should be sent to parents/carers for their retention. The report must contain brief particulars of a pupil's progress in all subjects and activities studied as part of the school curriculum; details of a pupil's general progress; an attendance record; details of the arrangements under which the report may be discussed with teachers at the school.</p> <p>A brief commentary must be included in the report setting out what the results show about the pupil's progress, drawing attention to particular strengths and weaknesses and learning targets to tell students 'what to do next'.</p> <p>(Pupils who transfer to a new school (KS3 + KS4).</p> <p>When a pupil transfers from one school to another, Principals must send to the new school (maintained and independent) the completed statutory transfer form (in paper form or electronically). All educational records relating to the pupil, including copies of the pupil's latest report.</p>
------------	---

Responsibility

Responsible Staff	Mr Copestake
Policy administrator	Mrs Ogunmyiwa
Approving body	TL, B & S Committee



Appendix 1 – Key Criteria

BEHAVIOUR for Y7-Y13

1	The student is well behaved, consistently remains on task, focused in lessons and arrives at lessons on time and ready to learn.
2	The student can sometimes be distracted in lessons, occasionally has poor behaviour and/or does not always arrive to lessons ready to learn.
3	The student regularly displays poor behaviour in lessons and/or a regular lack of engagement in lessons.

LEARNING FOR Y7-Y13

L	Concerns about learning should be raised if the student appears to find aspects of the subject particularly difficult.
---	--

ORGANISATION for Y7-Y13

O	Concerns about organisation should be raised if the student: <ul style="list-style-type: none">- Regularly fails to bring the required equipment/texts to lessons;- Regularly fails to bring the required kit to lessons;- Regularly fails to hand in homework on time;- Regularly fails to meet deadlines;- Does not catch up on missed work.
---	--

KEY STAGE 3 ATTAINMENT BANDS

For subjects that have end of year examinations we will report home an examination percentage (computing, Spanish, English, the sciences, citizenship, German, RS, maths, French, history, geography)

Along side this we will also report home an attainment band, pertaining to;

Band 1 – the highest 25% of attainers within each subject in each year (these students typically go on to achieve 8 & 9 grades at GCSE)

Band 2 – the middle 50% of attainers within each subject in each year (these students typically go on to achieve 7 & 8 grades at GCSE)

Band 3 – the lowest 25% of attainers within each subject in each year (these students typically go on to achieve 5 - 7 grades at GCSE)

For examination subjects, the bands will be calculated based on the data entered into SIMS for the examination result.

For non-examination subjects (art, Pe, Dt, drama, dance, music) we will simply report home an attainment band based on the work completed over the course of the year. It will be for subject teachers to determine the band for each student, generally following the percentages above, but allowing for flexibility from group to group.