

EDENFIELD GIRLS HIGH SCHOOL [EGHS]

Assessment, Recording and Reporting Policy

Introduction

Assessment, Recording and Reporting are vital components in effective teaching and learning, and important tools by which to raise achievement.

Assessment is an on-going process which occurs continually at an informal level. The teacher's job is to use it as a positive and constructive means to enable all pupils to progress and raise levels of achievement.

Assessment should also be a formal process in which both formative and summative judgements of pupils' effort, ability and attainment are recorded. Teachers should record, as appropriate, information relating to a range of assessments. Reporting to parents is an essential part of schooling because it helps in developing the link between school and home, which is beneficial in raising achievement.

Teachers should regularly feedback to pupils about their work. Assessment data that is recorded and not communicated is less effective than information that is used for motivational feedback and/or objective analysis. Feedback must be honest and constructive so that it motivates all pupils to achieve their best.

Methodology

Target setting

Information on prior attainment, such as KS2 SATs results, reports from previous schools, etc. is collated and used to inform target setting.

Briefly, the new system is as follows:

- On entry to school, students are assigned a pathway to GCSE based mainly on prior attainment at KS2 (where available) and any other relevant information we may have (e.g. Baseline line test at the start of the year in various individual subjects).
- The lower grade in each pathway would be the student's minimum expected outcome. The middle grade would be their expected grade, and the upper their aspirational grade. This identifies a clear attainment pathway from entry into school to GCSE.
- Each student's attainment is judged against targets set in each subject, based on her prior attainment and GCSE Pathways, to indicate her expected attainment. The following table will be used to help set targets:

Avg Scaled Scores	Year 7 Autumn 2 Target	Year 7 Spring 4 Target	Year 7 Summer 6 Target	Year 8 Starting	Year 8 Autumn 2	Year 8 Spring 4 Target	Year 8 Summer 6 Target	Year 9 Starting	Year 9 Autumn 2	Year 9 Spring 4 Target	Year 9 Summer 6 Target	Year 10 Starting	Year 10 Autumn 2 Target	Year 10 Spring 4 Target	Year 10 Summer 6 Target	Year 11 Starting	Year 11 Autumn 2 Target	Year 11 Spring 4 Target	GCSE Target	FFT 5 Benchmark	
118+	4b	4a	5c	5c	5b	5a	6c	6c	6b	6a	7c	7c	7b	7a	8c	8c	8b	8a	8	8+	
116-117	4c	4b	4a	4a	5c	5b	5a	5a	6c	6b	6a	6a	7c	7b	7a	7a	8c	8b		8	8
114-115	3a	4c	4b	4b	4a	5c	5b	5b	5a	6c	6b	6b	6a	7c	7b	7b	7a	8c		8	8-
112-113	3b	3a	4c	4c	4b	4a	5c	5c	5b	5a	6c	6c	6b	6a	7c	7c	7b	7a		8	7+
110-111	3c	3b	3a	3a	4c	4b	4a	4a	5c	5b	5a	5a	6c	6b	6a	6a	7c	7b		7	7
107-109	2a	3c	3b	3b	3a	4c	4b	4b	4a	5c	5b	5b	5a	6c	6b	6b	6a	7c		7	7-
104-106	2b	2a	3c	3c	3b	3a	4c	4c	4b	4a	5c	5c	5b	5a	6c	6c	6b	6a		6	6+
100-103	2c	2b	2a	2a	3c	3b	3a	3a	4c	4b	4a	4a	5c	5b	5a	5a	6c	6b		6	6
95-99	1a	2c	2b	2b	2a	3c	3b	3b	3a	4c	4b	4b	4a	5c	5b	5b	5a	6c		6	6-
90-94	1b	1a	2c	2c	2b	2a	3c	3c	3b	3a	4c	4c	4b	4a	5c	5c	5b	5a		5	5+
85-89	1c	1b	1a	1a	2c	2b	2a	2a	3c	3b	3a	3a	4c	4b	4a	4a	5c	5b	5	5	
80-84	Wa	1c	1b	1b	1a	2c	2b	2b	2a	3c	3b	3b	3a	4c	4b	4b	4a	5c	5	5-	
<80	Wb	Wa	1c	1c	1b	1a	2c	2c	2b	2a	3c	3c	3b	3a	4c	4c	4b	4a	4	4+	

Progress against the targets is recorded and reported to parents three times a year – in Nov/Dec, in February/March, and then May/June after the summer exams (formal exam results) at the end of the year. It is analysed by the head teacher after each reporting session, and intervention is put in place to address any underachievement – this may take the form of extra tuition at break, lunchtime or after school, use of websites students can use at home for independent learning, meetings with students and parents to identify any underlying issues affecting progress, review meetings with teachers to offer support, etc.

Feedback

Every pupil should gain feedback from a range of formal and informal assessments.

Feedback to pupils will be both verbal and written. It will be constructive, positive and honest, and largely formative in nature i.e. informing the pupil what needs to be done in order to progress towards achieving at least their target level/grade. It will tend not to be purely in the form of a numerical value. Assessment and feedback should motivate all pupils to want to continually progress.

Feedback to pupils must distinguish between 'effort' and 'attainment'.

Teachers must be clear about their expectations of pupils and the criteria used in assessing their work. Pupils must be made aware of these criteria and feedback provided should relate clearly to them.

Teacher assessment can take various forms:

- spontaneous verbal feedback in lessons
- marking of assignments
- tests/exams
- pupil/teacher dialogue

Pupils should be encouraged to participate actively in the assessment process through considered self-evaluation and reflection on their work. For example:

- self-evaluation
- self-marking
- peer marking
- setting and/or reviewing assessment criteria
- target setting

Teachers will use the following standard codes when marking so that students can take act on written feedback immediately after work is returned to pupils. Time for this will be built into and allocated specifically within lessons. A – Take the following action now. T – Target to aim for in the future. C – Missing capital letter which needs addressing now, P – Punctuation error which needs addressing now. + - Additional details need to be provided here. SP – A Spelling error which needs correcting and spelling out 3 times. Double tick next to each other – This is to indicate a particularly good section of their work. These marking codes will be displayed on a poster in each classroom to help standardise feedback and acting on feedback.

Recording

Data relating to formal assessment will be recorded by the teacher to inform teaching strategies for individual or groups of pupils. It will also inform discussion between staff at departmental meetings and with the head teacher.

Departments should develop and update portfolios of pupil work providing examples across the range of attainment for the purpose of standardising assessments, resulting in a shared understanding of the standard of work required to meet each assessment level/grade and consistency within departments. These portfolios could include exemplars from sources such as the exam boards.

Each department will have their own recording system (ideally in the form a spreadsheet).

Assessment data is recorded not only to inform the feedback given to pupils and staff but also to provide information on how the school as a whole is progressing. It should be used in the following ways:

- Subject staff to reflect on the progress of different groups.
- Head of Departments to analyse and reflect with their departments on the achievement of different groups and individual pupils in relation to targets set.
- The head teacher will analyse recorded assessment data as part of the school’s monitoring and evaluation process.
- Senior management to draw conclusions from data analysis about the progress of the school in general and on specific areas for development, and to use this to inform the Self Evaluation Form (SEF) and School Improvement Plan (SIP) processes.

Reporting

Pupil progress is reported in writing to parents 3 times a year, following the schedule below:

- November/December Reviews
- February/March Reviews
- May/June Reviews
- Miscellaneous dates Annual summative report

In addition, Parents’ Evenings form an integral part of the reporting cycle. These are held once annually for most pupils, with an additional meeting for parents of pupils causing concern.

Reports summarise pupil progress in relation to targets and the full report will offer formative advice on how to improve further in the form of action points. Full reports include a pastoral overview from Form Tutors and Head teacher. The distribution of these will be planned to balance the workload of staff. Parent Consultation Evenings will be scheduled likewise in an attempt to suit the requirements of the year groups (as the school builds up to these over the years), e.g. after mock exams for Year 11 and prior to Options Afternoon for Year 9.

This policy was adopted on	Reviewed by	Date for review
20 May 2019	Imran Ashraf Khaleda Begum Yasmin Mubarak Naman Yasin	20 May 2020