

## **Sandy Upper School**

### **Assessment, Reporting and Recording (ARR) Policy**

This policy needs to be read in conjunction with the School's 'Written Feedback' Policy', which also contains key information on assessment procedures and practice in school. The principles underpinning the School's assessment and written feedback policy are enshrined in the definition of Assessment for Learning from the Assessment Reform Group:

- assessment is embedded in a view of teaching and learning of which it is an essential part
- it involves sharing learning goals with students
- it helps students know and recognise the standards they are aiming for
- it involves students in peer and self assessment
- it provides students with feedback so that they can recognise their next steps and how to take them
- involves both teachers and students in reviewing and reflecting on assessment data

#### **Assessment**

Purpose of assessment:

- to ensure students, teachers and parents are aware of the student's standards of attainment, progress and learning needs
- to check students' understanding, and identify strengths and weaknesses, and use this evidence to adapt and modify teaching and learning to meet students' needs
- to enhance and increase students' engagement and achievement
- to raise students' self esteem and motivation
- to involve students in their own learning and assessment
- to show students where they are in their learning and the next steps that they need to take to move their learning on
- to encourage students to develop greater independence in their learning by setting targets for improvement
- to identify underperformance and plan for student interventions
- to enable the SLT and Governors to monitor the progress of the school against the targets, to identify areas of underperformance and set challenging targets where appropriate

Procedures:

- data, including FFT and ALPS targets are disseminated to all staff, as appropriate, either at the roll forward timetable or in the Autumn term
- ongoing assessment data are collected centrally at least once per term (see school calendar for dates)
- each department should identify key assessment points in their schemes of work and use these to feed into the central school grade sheets
- key assessments are marked in Year 9 to National Curriculum level and sub levels and at GCSE and A levels to grades based on GCSE and A level criteria
- a range of strategies should be used to assess, monitor and evaluate student progress
- adjustments to lesson plans and schemes of work will be made in the light of assessment data
- assessment data will be used to plan for differentiation and evaluate the effectiveness of teaching and learning

- targets in Years 9-11 are produced centrally using Fischer Family Trust (B) estimates. Post 16 targets are generated from ALPS.
- it is the responsibility of the subject teacher to inform students of their targets and to monitor and challenge students to achieve, and exceed, them
- progress against these targets should be regularly monitored and time set aside, by the subject teacher, to discuss progress with individual students
- the accuracy of assessment data is essential and Subject Leaders must ensure that work across the years is moderated, levels and grades are standardised and a portfolio of work at each level/grade is developed for teachers to refer to

## Recording

### Purpose:

- To ensure that all key data is centrally held, securely stored and used where appropriate
- To maintain an accurate and up-to-date database which is centrally held and maintained by the Data Manager
- To ensure that all staff maintain accurate records of a range of data for use with students, staff and parents
- To enable the tracking and monitoring of individuals and groups of students
- To provide a record of attainment in order to track student progress
- To provide a statement of attainment for students, teachers, parents, governors and other agencies as required
- To provide information about individuals, groups, subjects and year groups

### Procedures:

- SIMS assessment software is used to collect, store and analyse data for all students
- The Data Manager and Assistant Head (Student Performance) are responsible for maintaining an accurate and up-to-date database
- After each data collection colour coded sheets are produced by the Data Manager identifying in red the levels/grades which are more than one level/grade below the target and in amber the levels/grades which are one below target. Those levels/grades which are on target are shaded green and those above target are shaded blue. These sheets are produced in Assessment Manager for each teacher (for each class), for each subject, for form tutors and tutor groups and across the whole year to enable staff to track performance, identify areas of strength and weakness and analyse where intervention is required
- Effort grades and homework concerns are also recorded centrally. Students with a 'C' for concern are shaded red and those with 'outstanding' effort are shaded blue enabling staff to identify students causing concern or deserving praise
- The Data Manager and AH (Student Performance) analyse the data and award praise postcards to:
  - Students in the top 25% of the year group for effort
  - Students on target in all subjects
  - Students on target in all but one subject
- In addition to the centrally held data all teachers should maintain their own system, either electronic or paper based, for recording assessment and other key data.

## Reporting: communication with parents and other agencies

A strong relationship with parents helps students to achieve well and the reporting process is part of developing this partnership with parents.

Purpose of reporting:

- to meet our statutory responsibility to report to parents key assessment and attendance data.
- to keep parents informed about students' targets, standards and progress in each subject.
- to provide summative information to parents and others.
- to monitor, track and analyse the progress of individuals, year groups and teaching groups and by gender, ethnicity, SEN, LAC, FSM, ability.

Procedures:

- Years 9-11 have termly grade sheets, mostly completed at the end of each term
- Additional grade sheets are sent home after Year 10 exams and Year 11 mocks.
- Parents of post 16 students receive a grade sheet each half term until the exam season commences.
- All deadlines, for completing grade sheets and sending them home, are in the School calendar.
- Grade sheets contain some, or all, of the following: prior attainment data, attendance statistics, targets, baseline assessments, current working levels (cwl), likely grades, effort grades and homework concerns.
- Data are entered onto SIMS Assessment Manager by subject staff.

Grade sheet schedule – see calendar for deadlines.

	Year 9	Year 10	Year 11	Year 12 (half termly)	Year 13 (half termly)
Autumn Term	Cwl Effort Homework	Baseline Cwl Effort Homework	Cwl Likely grade Mock grade Effort Homework	Baseline Cwl Effort Homework	Baseline Cwl Effort homework
Spring Term	Cwl Effort Homework	Cwl Effort Homework	Cwl Likely grade Effort Homework	Cwl Likely grade Effort Homework	Cwl Likely grade Effort Homework
Summer Term	Final TA level Effort Homework	Cwl Exam grade Likely grade Effort Homework	Predicted grade	Predicted grade	Predicted grade

## ARR responsibilities

Teacher	<ul style="list-style-type: none"> <li>• Maintain accurate records</li> <li>• Ensure regular assessment takes place</li> <li>• Assess work and give feedback to enable students to know where they are in their learning and what their next steps are</li> <li>• Set targets for students</li> <li>• Use assessment data to inform their teaching and learning, differentiation, schemes of work etc</li> </ul>
Subject Leader	<ul style="list-style-type: none"> <li>• Ensure assessment opportunities are clearly identified in schemes of work</li> <li>• Use assessment data to inform the work of the department and review schemes of work</li> <li>• Monitor the performance of students, groups and staff</li> <li>• Ensure the maintenance of accurate records and monitor the use of all data</li> <li>• Ensure that work is regularly assessed and that there is standardisation of work at all levels through department moderation and the maintenance of a portfolio of exemplar material</li> <li>• Identify areas of strength and weakness by individual students and across groups</li> <li>• Provide training where required</li> <li>• Provide mentoring, of students and staff</li> <li>• Use the data to set challenging targets</li> </ul>
Director of Learning	<ul style="list-style-type: none"> <li>• Analyse the data looking for: <ul style="list-style-type: none"> <li>-underachievement by individual or groups</li> <li>-students, or groups of students, making better than average/expected progress</li> </ul> </li> <li>• Intervene and plan intervention activities as appropriate based on the analysis. This will include working with parents, students (both as individuals and groups), Subject Leaders and teachers, form tutors, Year Leaders and outside agencies</li> <li>• Produce reports for SLT, Governors and others showing the analysis of progress, plans for intervention and reports about the impact of these activities</li> </ul>
Year Leader	<ul style="list-style-type: none"> <li>• Intervene with individual students identified as underperforming, due to individual pastoral or behavioural issues. This will include working with students, parents, Subject Leaders and teachers, SLT and outside agencies</li> </ul>
Form Tutor	<ul style="list-style-type: none"> <li>• Scrutinise the data and reports produced by others about the progress made by students in their form groups</li> <li>• Meet with people as appropriate regarding this information including students, parents, Directors of Learning, Subject Leaders, teachers and Year Leaders</li> <li>• Support students in the form group by mentoring (both formal and informal) and monitoring behaviour and attendance reports as appropriate</li> </ul>

SLT, led by AH Student Performance	<ul style="list-style-type: none"> <li>• Ensure that the School complies with current legislation</li> <li>• Ensure dates for data collection are published</li> <li>• Ensure that staff submit data by published deadlines</li> <li>• Arrange for the analysis of the data and interrogate the results</li> <li>• Produce reports for SLT, Subject Leaders and Governors</li> <li>• Ensure the maintenance of an accurate and up-to-date central database</li> <li>• Provide training as required</li> <li>• Use data to set challenging targets</li> <li>• Use data to monitor performance of students, teachers, subjects and key stages</li> <li>• Monitor progress against targets</li> <li>• Ensure that Performance Management is used to challenge individuals where ARR is a concern</li> <li>• Ensure that external results are formally analysed and an action plan created</li> <li>• Monitor assessment practices across the school</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• As the 'critical friend' of the School ensure that data, including examination results and external data reports, are thoroughly analysed with searching and challenging questions being asked at department and whole school level</li> </ul>

First Implemented May 2000				
Review & Evaluation	Rewritten Revised	Staff Resp	Gov S/C	Review Cycle
Nov 2005	May 2002 Jan 2004 Nov 2004 Mar 2011	PJS EMB EMB RW RW	DMC DMC DMC Standards Standards	Annual   Annual

R Watts/March 2011