



# SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

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# ASSESSMENT, RECORDING AND REPORTING POLICY

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HIGH EXPECTATIONS



HIGH ASPIRATIONS



HIGH STANDARDS



YOU WILL SUCCEED



A VOLUNTARY AIDED CHURCH OF ENGLAND SCHOOL SERVING THE DIOCESES OF CHESTER AND LIVERPOOL

# **SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL**

## **ASSESSMENT, RECORDING AND REPORTING POLICY**

### **AIMS**

The Purpose of Assessment is to ensure that students, teachers and parents are provided with regular accurate information regarding progress, standards and achievements. Assessment, whether for formative, diagnostic or summative purposes, is a crucial part of the planning, teaching and learning cycle and should aim to inform, motivate and build self esteem. Assessment is a continuous process of the identification of capability and progress, and recognises achievement. It provides the basis of recording and reporting to parents on students' progress, informs future learning and allows underachievement to be identified.

### **GENERAL PRINCIPLES OF ASSESSMENT, RECORDING & REPORTING**

- All students can demonstrate understanding of what they have learned
- Students are actively involved in their own assessment and learning
- Students are able to reflect on their learning and the learning process
- Success criteria is routinely shared with students so that they are able to demonstrate progress by the end of the lesson or unit of work
- Students and teachers use assessment results to inform/modify learning and teaching.
- Assessment information is used to set/revise targets and monitor progress
- Achievement is recognised and celebrated to motivate students
- Teachers have high expectations for achievement and challenge poor work/effort
- Parents are aware of the assessment process

### **TYPE AND FREQUENCY OF ASSESSMENTS**

#### **Diagnostic assessment**

- KS2 data will be used to inform target setting and student groupings
- Students in Year 7 will be benchmarked in all subjects at the end of the first Autumn half-term to give baseline data which will inform target setting in talent subjects
- Students transferring mid-year will undertake benchmark testing in English and Maths to determine groupings
- Target grades will be based primarily on levels of progress (See Target setting, recording and reporting guidance)

#### **Formative assessment**

- Teachers should build in formative assessment opportunities into lessons Eg through mini-plenaries, questioning, student feedback, peer & self-assessment

- A variety of meaningful homework tasks must be set to enable students to consolidate learning
- Homework should be set according to school policy so as to inform future learning and where appropriate, assessed as part of the lesson. Pupils may be encouraged to annotate or correct their own or each other's work (homework or classwork).
- Clear guidance and success criteria relating to the task should be shared with students
- Teachers should provide high quality feedback to the student signposting how to improve their work (see feedback policy)
- All students' work must be marked according to the school's literacy marking guidelines (see literacy policy)
- Verbal feedback will be evidenced via learning conversations and may be appropriate for practical subjects
- Records of students' progress, as demonstrated in class or through homework, must be kept in teachers' mark books
- Developmental targets should all be reviewed at the end of each WA window to determine the impact of feedback
- (DIRT time) should be used where appropriate to ensure students are responding to feedback given. As a rule of thumb, students should always spend more time working on teachers' comments than the time the teacher spent marking a piece of work
- Target levels should be evident on front or inside front cover of books/folders/portfolios
- Students' work marked within a working period of 2 weeks

### **Summative assessment**

- Summative assessments must be carried out at appropriate times during the year, Eg as a formal exam, end of year/Key Stage level, WA assessment
- Students must be informed of the timing of the assessment and of the content to be tested and should be given adequate preparation time
- Departments are to determine opportunities for **half-termly** key pieces with detailed feedback provision within their scheme of work, depending on curriculum allocation. These should be levelled (including sub-levels) or graded.
- All assessment should be consistent within departments and common to the whole year group. Outcomes must be standardised across the department.
- Assessment tasks should be an integral part of the learning process and as such, should reflect skills and abilities developed during the course of study
- Assessment results should be recorded for all year groups by the class teacher and kept on the departmental data base as summative assessments will inform any setting changes and reports to parents

### **Additional notes on assessment**

If assessment is to be useful it should not simply rely on grading/levelling but on a personalised analysis by the student or teacher, followed up with corrections or constructive comments made to help improve the quality of the work. This type of

regular, frequent, targeted assessment should be an integrated part of learning, evaluating the range of skills used.

The needs of students should be central to the assessment process and differentiated comments will allow individuals to make progress without being demotivated. Lower ability students should only be faced with the number of areas for development that they can manage and actually do something about. More able students need to be challenged and stretched.

Assessments should be standardised across the department and be recorded in the form of NC levels, GCSE or other awarding body grades. The levels/grade should be accompanied by what the pupils have done well, what they need to improve and how to do it, so as to make further progress.

Attainment and progress should be discussed at departmental meetings and at HOD/SLT line manager meetings on an on-going basis.

The school also uses different ways to recognise effort alongside achievement. Eg. Effort, behaviour and homework grades on reports, postcards home, commended work, departmental achievement board, achievement assemblies and verbal praise.

## **REPORTING**

Progress reports will be issued four times per year.

Progress reports will inform students and parents of their end of year targets and current working level or grade, together with grades for homework/coursework, effort and behaviour. In addition, parents receive a copy of their child's attendance certificate and behaviour points.

The first port of call for general comments will be the Form Tutor and Head of House. Individual queries relating to performance in identified subject areas will be directed to Heads of Department.

Explicit guidance is provided to staff on the completion of reports. Heads of Department are responsible for ensuring the completion of reports and the accuracy of information supplied for their curriculum area. This must be quality assured before the report goes to parents.

Heads of Department have access to an overview of students' attainment and progress in their area and should analyse this to identify students who are exceeding or not making expected progress. This information will inform intervention strategies and will be reviewed by the Department SLT line manager

Students are expected to transfer termly progress levels or grades onto the target page in the front of their exercise book and onto the assessment page of their student

planner so that they know what grade they are currently working at, can reflect on progress made and set targets for the rest of the year.

This policy should be read in conjunction with:

Teaching & Learning Policy

Marking for Literacy

Feedback policy

Target setting, recording and reporting guidance