

MIHSG

Assessment, Recording and Reporting policy Reviewed June 2016

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

Pupils are assessed on entry to MIHSG as an essential requirement for admission to school. This gives an indicator of potential. Cognitive ability tests (CAT), which give indicators of potential achievement based on comparable national results, are used at the beginning of the autumn term of Years 7 and 9. Information on prior attainment, such as KS2, KS3 and Year 10, is also collated as available, and used to inform target setting.

All pupils are set a target level/grade, in relation to their individual prior attainment, for all courses they study. At KS3 targets are set using the CAT and KS2 results, and for English and Maths the school entrance exam results; at KS4 targets are set using KS3 teachers' assessments and CAT results. In English, Maths and Science pupils are tested within the first few weeks of entry to Year 7, providing a further benchmark against which accurate targets can be set.

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
- Internal moderation at KS3 in English/Maths and Science for standardisation of work level
- 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

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 line managers.

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 QCDA and material from the exam boards.

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
- HODs to analyse and reflect with their departments on the achievement of different groups and individual pupils in relation to targets set.
- The Assessment Coordinator, reporting to the SLT, 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 five times a year, following the schedule below:

- December Interim Report
- January/February Formal exam results
- April Interim Report
- June Formal exam results
- Miscellaneous dates Annual summative report

In addition, Parent Consultation 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

Interim and Full reports summarise pupil progress in relation to end of year 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 Heads of Year. The distribution of these is planned to balance the workload of staff. Parent Consultation Evenings are scheduled likewise in an attempt to suit the requirements of the year group, eg prior to mock exams for Year 11 and to Options Afternoon for Year 9.

The future of assessment

The academic year 2016-17 will be the start of a transition period from assessing in National Curriculum levels to assessment without levels.

Date of next Review June 2017 (ES)