

# MIHSG

## Assessment, Recording and Reporting policy Reviewed July 2018

### **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 feed back 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**

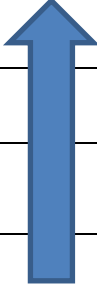
Pupils are assessed in English and Maths on application to MIHSG, as an essential requirement of the admissions process. This gives an indicator of current achievement and future potential. Cognitive ability tests (CAT), which give indicators of potential achievement based on comparable national results, are used at the beginning of the autumn term in Year 7. Information on prior attainment, such as KS2 SATs results (where available), entrance exam results, reports from previous schools, etc. is also collated and used to inform target setting.

We used to set targets and report progress at KS3 in terms of National Curriculum levels, but these were abolished in 2014, and schools were expected to produce their own assessment measures. 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), CAT (Cognitive Abilities Tests – taken by all students at the start of Year 7) data and any other relevant information we may have.
- 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.
- Each department has devised key performance indicators (KPIs), working back from GCSE grades in Year 11, to describe the knowledge and skills the student is required to demonstrate

by the end of each year if they are to go on to achieve the highest grades at GCSE. 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 within the body of knowledge for each subject, on the following scale:

Exceeding		Demonstrates a comprehensive understanding of all concepts and skills in a body of work.
Secure		Shows good understanding of most of the main concepts and skills within a body of work
Developing		Shows good understanding of some of the main concepts and skills within a body of work
Emerging		Shows some understanding of a few concepts and skills within a body of work.

Progress against the targets is recorded and reported to parents five times a year – in the Autumn term (teacher assessment), in January (formal exam results), at the end of the spring term (teacher assessment), after the summer exams (formal exam results) and at the end of the year (teacher assessment). It is analysed by the assessment coordinator and Heads of Department 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 Heads of Year 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

### ***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 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, e.g. after mock exams for Year 11 and prior to Options Afternoon for Year 9.