

Conyers School

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ASSESSMENT, RECORDING AND REPORTING POLICY

Updated: November 2019

Origin: Director of Progress & Standards

Introduction:

Purpose and Ethos

Assessment that focuses on making progress in learning is a basic entitlement for all our students. Effective assessment engages students and teachers in a dialogue about learning. This dialogue concentrates on the learning journey ensuring that students understand where they are on that path, where they are aiming to get to and what they need to do to bridge the gap. Effective assessment develops independent, self-motivated learners.

Policy:

Assessment should provide learners with:

- an understanding of what their starting point is
- knowledge of what their targets are, both overall and by task
- clear, staged, learning objectives
- opportunities for peer and self-assessment
- the opportunity to engage with a variety of assessment methods
- the opportunity to reflect upon and celebrate progress on a small scale e.g. during lessons, or larger scale e.g. end of unit/end of year

Assessment supports learning when teachers:

- are clear about the purpose of an assessment point i.e. summative/formative, sharing that with students
- focus on assessing the learning, not the learner
- deploy a wide variety of assessment methods, including peer and self-assessment
- use assessment to inform planning for learning on a small scale e.g. to check progress against learning objectives within a lesson, and large scale, e.g. to check overall progress for individuals and classes at key points in schemes of work
- de-mystify 'assessment speak', using language students can understand
- use assessment for learning approaches as part of everyday methodology, not as a bolt-on (see appendix 1)
- establish a collaborative atmosphere within which students can reflect on their progress openly and confidently
- believe that every student can make progress

Summative assessment:

- allows individual, class or cohort progress to be tracked over time
- is carried out at specific points following the school assessment calendar with outcomes recorded and reported in terms of Steps in KS3, and grades in KS4 and 5
- provides data to allow whole-school monitoring of progress against prior attainment, national standards and performance prediction indicators such as FFT/ALPS
- is used by teachers to monitor individual students' progress in relation to FFT/ALPS predictions
- can be used formatively when evidence is used to adapt teaching to meet the learning needs of students

Formative assessment:

- is part of the teacher's repertoire for ensuring appropriate progression for all students
- can motivate and improve the self-esteem of students when used effectively

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- should be planned for alongside learning objectives
- generates results which are used to adjust teachers' planning
- provides varied opportunities for positive feedback to students
- encourages reflection and thinking on the part of students in analysing what the next steps to achievement should be
- scaffolds the learner's next steps

Roles and responsibilities

The Executive Team will:

- monitor the consistent application of assessment policy through Year Reviews, Team reviews, marking scrutinies and as a regular feature of link meetings;
- lead professional development for teaching staff on use of assessment and feedback;
- provide strategic direction for teaching staff in their development of good practice in assessment for learning;
- support Team Leaders about all issues relating to assessment policy;
- acknowledge and report back good performance by subject and year teams.

The Director of Standards supported by the Progress Leaders will:

- monitor progress of each year group, identifying areas of underachievement and planning timely and appropriate intervention when progress appears to dip;
- play an active role in year reviews and develop an action plan in response to issues raised. The Director of Standards is responsible for the implementation and monitoring of the plan and will feedback to the Executive Team during interim reviews upon progress made;
- support the Year Manager in the responsibilities outlined below;
- ensure that student progress, achievement and behaviour is recorded and reported in line with school policy.
- Attend the fortnightly monitoring meeting with the HT, DHT, Director of Teaching, Director of Learning and SENCO.

Team Leaders in consultation with their teams will:

- agree common summative assessment points and utilising these for diagnostic purposes;
- establish monitoring routines to check assessment against targets;
- make assessment criteria explicit, understandable and embed these in schemes of work;
- produce guidance on assessment written for different audiences: parents, students, colleagues;
- standardise assessments and build a bank of exemplar materials;
- focus on connecting assessment outcomes with the required next steps to learning, mapping these through schemes of work;
- enhance team expertise on a wide variety of assessment for learning methods;
- agree the format of written feedback to students, including regularity, style of comments, explicit use of target setting; opportunity for student response to feedback.
- ensure that whole school marking guidelines are followed;
- establish departmental feedback techniques which help learners improve in a specific activity measured against their own previous performance;
- Plan subject level interventions in response to monitoring data
- continue to utilise good practice examples for other curriculum areas, reflect on subject practice, and integrate principles of Conyers Ten.

Subject Teachers will:

- identify the intended progression for students using the appropriate Level and Grade descriptors;
- use all available data to set realistic but challenging targets for students (FFT/ALPS/ALPS or above);
- provide a range of assessment opportunities matched to student needs including peer and self-assessment;
- provide regular feedback to students which helps them to identify achievements; sets clear

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targets for improvement and provides opportunity for student response to comments.

- acknowledge and reward good work and clear progress;
- use assessment information to plan appropriately pitched and resourced lessons that will facilitate strong progress;
- identify the main learning objectives and share assessment strategies with students during each unit of work;
- keep records of and report upon student progress;
- complete monitoring data using the appropriate formats by the agreed dates;
- discuss student progress and attainment with parents as required.

The SENCo will:

- support the progress of students on the SEND Register by reviewing, developing and implementing means for supporting their learning;
- monitor progress of students on the SEND Register identifying areas of concern and planning appropriate support;
- play an active role in year reviews, providing guidance on the issues facing students with special educational needs.
- Attend the fortnightly monitoring meeting with the HT, DHT and Director of TLE

Pastoral Managers will:

- ensure that mechanisms are put in place to address concerns about progress with students identified by the Director of Standards (monitoring report, parental involvement, liaison with subject leaders or learning support etc.);
- support Tutors in the delivery of high quality tutor review meetings;
- ensure the smooth transfer of assessment information for students transferring to another school.

Form Tutors will:

- monitor the overall academic progress of each student and provide support and guidance for students when setting and reviewing targets to help raise attainment;
- discuss overall academic progress of individual students at tutor review meetings
- engage in an informed dialogue with students throughout the year and at appropriate points determined by the assessment calendar;
- check the use and content of student planners and sign weekly;
- liaise with subject staff regarding progress when appropriate and act upon any issues arising which may lead to underachievement.

The Information Systems Manager will:

- ensure that relevant assessment data is promptly and effectively organised and available to teaching staff in a way that maximises its impact upon learning and teaching and minimises workload;
- support the Director of Progress & Standards, Subject Leaders and Pastoral Managers in their roles.

How it will be monitored:

Recording academic progress

By whom:

Team Leaders
Director of Progress & Standards

Review Date:

Annually, November

Review Assigned to:

Executive Team
Director of Progress & Standards
Conyers Local Governing Body's Curriculum & Standards Committee

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ASSESSMENT, RECORDING AND REPORTING POLICY

APPENDIX 1: MONITORING DATA

The collection and use of Monitoring Data is worthwhile if it has an impact on standards. It is not an isolated activity but part of a process that involves subject teams, the CSG team, subject teachers, form tutors, students and parents. Data is collected on academic progress, attitude to learning, homework and whole school expectations. Academic progress is in relation to an understood target for the end of the Key Stage. Attitude to learning, homework and whole school expectations are in relation to criteria based on the school expectations – show respect, take responsibility and focus on learning.

Subject teams need to ensure that there is a programme of assessments that takes account of the school assessment calendar, providing class teachers with a range of evidence that is used to give students an accurate current performance level and that indicates progress.

It is important that deadlines are met and that data is available for all classes. Team Leaders should take responsibility for classes affected by teacher absence.

Class teachers need to involve students in the monitoring process (i.e. discussion with individual students to agree targets at the start of the year and following assessments, allowing students to forecast levels and grades) so that they understand where they are, where they should be aiming to get and how they can improve.

Class teachers need to be aware of students who are making less progress than expected and keep records in class files of all interventions taken to improve progress.

Subject leaders should discuss with class teachers intervention strategies taken and design appropriate further intervention to improve the rate of progress of any cohorts of students in their subject.

Once the data is collected and gathered it is used in several ways

- a) a monitoring report is sent home to parents which should be easily understood
- b) each student should have the opportunity to reflect on their own monitoring report and set improvement targets which are recorded in the student planner.
- c) every subject team leader will use the data to monitor progress of individual students and the cohort.
- d) the Director of Progress & Standards, alongside the CSG team, will use the data to reward students who are making better than expected progress and identify students who require support/encouragement.
- e) the Executive Team will monitor the performance of the whole cohort suggesting appropriate action so that school targets are achieved.

This cycle is repeated each time monitoring data is collected.

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ASSESSMENT, RECORDING AND REPORTING POLICY
APPENDIX: 2 ASSESSMENT, RECORDING AND REPORTING TIMETABLE (2018-19)

Year	Term	Event	
7	Autumn	Tutor parents' meeting	Each monitoring report requires subject teachers to submit <ul style="list-style-type: none"> • Current step (including sub step) • Attitude to learning score • Homework score • Detail of access arrangements • Rewards for 3 students Tutors submit a whole school expectations score
	Autumn	Monitoring	
	Spring	Monitoring	
	Summer	Monitoring	
	Summer	Subject parents' meeting	
	Summer	Exam result	
8	Autumn	Monitoring	The exam result is expressed as a percentage
	Autumn	Tutor Parents' meeting	
	Spring	Monitoring	
	Summer	Monitoring	
	Summer	Subjects Parents' meeting	
	Summer	Exam result	
9	Autumn	Monitoring	<ul style="list-style-type: none"> • Current NC level (including sub level) • Attitude to learning score • Homework score • Detail of access arrangements • Rewards for 3 students Tutors submit a whole school expectations score
	Autumn	Tutor Parents' meeting	
	Spring	Monitoring	
	Spring	Subject Parents' meeting	
	Summer	Monitoring	
	Summer	Exam result	
10	Autumn	Monitoring	<ul style="list-style-type: none"> • Target Grade • Current Performance Indicates (CPI) Grade • Attitude to learning score • Homework score • Detail of access arrangements • Rewards for 3 students Tutors submit a whole school expectations score
	Autumn	Tutor Parents' meeting	
	Spring	Monitoring	
	Summer	Subject Parents' meeting	
	Summer	Monitoring	
	Summer	Exam results	
11	Autumn	Monitoring	The exam result is expressed as a percentage
	Autumn	Tutor Parents' meeting	
	Autumn	Monitoring	
	Spring	Monitoring	
	Spring	Subject Parents' meeting	
	Spring	Monitoring	
12	Autumn	Tutor Parents' meeting	<ul style="list-style-type: none"> • Target Grade • Current Performance Indicates (CPI) Grade • Effort score • Attendance score (S or U) The exam result is expressed as a Grade
	Autumn	Monitoring	
	Spring	Monitoring	
	Spring	Subject Parents' meeting	
	Spring	Monitoring	
	Summer	Exam results	
13	Autumn	Monitoring	
	Autumn	Tutor Parents' meeting	
	Autumn	Monitoring	
	Spring	Monitoring	
	Spring	Subject Parents' meeting	
	Spring	Monitoring	
Summer	Monitoring		