

The Hartismere School

POLICY DOCUMENT No TL1

ASSESSMENT AND RECORDING POLICY



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1 How the School Views Assessment

Assessment has always been a vital part of learning. In 2007 the school became engaged in the Assessment for Learning programme and this has become an ongoing focus for staff to raise standards. Assessment is an integral part of the process of teaching and learning. It should be used to promote, direct, encourage, motivate, and inform pupils' learning. It is essential to keep records of assessments as these provide:-

- Details of what pupils have achieved and learnt
- Evidence of progress – or lack of progress – of pupils
- Statutory information required by National Curriculum
- Information for other colleagues or schools when necessary

2 Feedback to Students

Each Faculty or Department is responsible for its own marking policy and this should be set out in the Handbook or Department Syllabus. However, the following guidelines should be followed as appropriate:

- Pupils work should normally be seen and marked/acknowledged within 15 working days of completion.
- Comments should help pupils identify how the work could have been improved to achieve a better grade or the criteria for a higher level.
- Standardisation of marking processes should be carried out in each Faculty/Department.
- Pupils whose work is unsatisfactory and are felt to be under-performing should be referred to the Head of Faculty/Department as appropriate.
- Pupils should be aware of the criteria for assessment.
- Parents can be kept informed of Faculty/Departmental Assessment Policy through Parent Evenings, Web Site/Learning Platform etc
- Some opportunity for Self-Assessment by pupils should be given where appropriate. It is recognised that there are considerable benefits in optimising learner engagement in the assessment of their work.
- Good spelling, punctuation and grammar should be encouraged and supported as part of our Literary Strategy
- Marking must be carried out and recorded in a way, which will facilitate End of Key Stage reporting using Level Descriptors.
- Marks should be recorded in the teacher's Mark Book and should be made available should a report be required.
- Reference should be made to the Homework Policy – especially in regard to giving pupils more than one night to complete homework.

3 Recording and Storing Assessments

Assessments will normally be made on pupils' work and recorded in a teacher's mark book or computer. Heads of Faculty/Department will devise an appropriate means of storing assessments and keeping evidence. A copy of each pupil's Annual Report should be kept in the pupil's School File held by the school office and this will be sent to the receiving school when a pupil leaves Hartismere.

4 Reporting

In the autumn of Year 7 an Interim Report is issued to inform parents how their child has settled in to the school. An additional Parents' Evening is also held with the tutor and Year Head in attendance early in the Autumn Term. When pupils join the school at other times, a member of the Pastoral Team or tutor will contact parents to discuss how well their child has adapted to and settled at the school. In accordance with DfES regulations, all parents receive a formal written profile each year. These Annual Reports will provide parents with a separate slip for each subject area containing:-

- The pupil's name and group
- The set or ability grouping as appropriate
- An effort grade
- An attainment level
- Teachers comments highlighting strengths and weaknesses and how pupils can improve performance
- Targets may be appropriate and should be used where this is helpful

The Form Tutor's report provides :-

- Details of attendance (statistics provided by secretarial staff) and a comment on punctuality
- A summary of the report and an overview of progress, behaviour etc.
- Comments on the pupil's contribution to the form or school
- Any outstanding achievements
- Suggestions on how progress can be improved (or maintained)
- An opportunity for the Headmaster to comment where appropriate.

All parents will also receive two data based summary reports each year. Parents will therefore receive termly reports.

5 Parent Consultation Evenings

A letter from the school is sent out with the Report and provides details of the Parent Consultation Evening which follows the report. These dates will have normally been given to parents at the start of the academic year. Pupils are welcomed at Parent Consultation Evenings (at parents' discretion). Parents are frequently invited to discuss any problems with the Headmaster as they arise rather than waiting for a Parent Consultation Evening and parents may also contact staff, especially Form Tutors, when they wish to discuss a problem.

6 Effort Grades

Parents will be given details of teachers' assessment of their child's effort in each subject. Where there is concern from a teacher about a pupil's progress, further details will usually be provided to parents and where there are signs of general underperformance, the appropriate Head of Year will write to parents expressing concern. Parents may then be invited in to school to discuss the problem.

7 National Curriculum Levels and GCSE Results

At the end of Key Stage 3 details of National Curriculum Levels and SAT results and any other mandatory information, is sent to parents through the Assessment Co-ordinator and an opportunity is provided to parents to discuss these with staff if this is desired.

When a pupil leaves Hartismere, National Curriculum levels are given to the receiving school to assist them in their assessment. When examination results are released details of grades are passed to parents and pupils as soon as possible.

8 Action Plans and Target Setting

Pupils are encouraged to set targets in a number of different ways and contexts.

All Year 11 students are interviewed by the Head of Hartismere and High Suffolk College and by Connexions. As a result of these meetings, individual Action Plans are produced with the specific aim of enabling progression to take place smoothly at 16 and to provide a longer-term direction for the student. For pupils with learning difficulties, the SENCO organises Action Plans and Targets as part of the advice and support for the student. These are individually negotiated and may involve parents, staff, educational psychologists etc. For pupils with behavioural problems Daily Reports may be a useful framework to modify behaviour and encourage the student to work appropriately. Targets

are set, normally by a Pastoral Team member, usually after consulting staff. Following the publication of reports, Form Tutors are asked to ensure that pupils whose effort or attitude is unsatisfactory are given targets, which will be carefully monitored, to help bring about the required changes.

Pupils who are felt to be underachieving are mentored and monitored to raise standards.

9 Testing

Testing is an important aspect of assessment in each year and prepares pupils for formal GCSE examinations giving them the opportunity to develop their examination technique. Pupils in Years 7, 8 and 9 will have a "Test Week" in which most subjects are expected to test pupils in what has been learnt during the school year, in the case of year 9 the Test Week will be before the Option choices are made. Year 10 students have an Examination Week at the end of the spring term and results are given in their Annual Report, which is completed in the summer term.

Mock Examinations for Year 11 are held at the end of the autumn term and the first part of the spring term. Results are given to parents and areas for improvement highlighted. The Assessment Co-ordinator analyses the results for Heads of Faculty and subject teachers.

In Year 8 pupils take the Suffolk Reading Test which is marked and standardised by County. These are used by the County in its benchmarking and value added statistics. Also in Year 8 the Maths Faculty arrange for pupils to take the Suffolk Maths Test. This can be a useful indicator of mathematical ability and can assist in the setting process.

End of Key Stage 3 testing in English, Maths and Science is via the SATs taken by Year 9 pupils in May. These are administered by the Assessment Co-ordinator. End of Key Stage 4 testing is via GCSE results. It is school policy for all pupils to be entered for the GCSE examination in the subjects they have studied unless there are valid educational reasons for not doing so. The overwhelming majority of students take 10 and a half GCSE subjects.

The SENCO is responsible for facilitating any Special Needs exemptions from National Curriculum subjects as may be necessary after discussions with subject staff, Heads of Faculty, senior management and parents. The SENCO is also responsible for liaising with the Assessment Coordinator and Deputy Head regarding special arrangements for SATs and GCSE examinations.

10 Organisation and Administration

Responsibility for Assessment is a whole-school issue and every member of staff has a role to play. Central pupil records are held in the Pastoral Offices under the supervision of the Key Stage Coordinators. These contain copies of records, formal assessments, reports, correspondence, SAT results etc. as well as details from previous schools. Responsibility for sending and receiving Pupil Records lies with the Heads of Year. A "Value Added" analysis is made by the Assessment Co-ordinator after the Mock Exams in year 11 and, following the GCSE results, a very detailed analysis is completed into which the SMT also have an input. RON (Raise on Line) and FFT (Fischer Family Trust) information as well as LEA Analysis of school and individual performance are examined by the Assessment Co-ordinator (and SMT) and details given to all staff via Heads of Department. Details of pupils preferred learning styles is provided to learners and teachers and staff are asked to make a note of this information (and other data on pupils) when planning lessons.

11 Monitoring and Evaluation

Heads of Faculty are responsible for the monitoring and evaluation of Assessment within their designated areas. Procedures should be detailed in each Departmental/Faculty Handbook. Leadership Team members and Heads of Department monitor progress and observe staff teaching.