



Bungay High School...

## Assessment, Recording and Reporting Policy



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# Opportunity and Excellence for All





# Assessment, Recording and Reporting Policy

## Aims

It is the aim of teachers at the school to offer all students an opportunity to show what they know, understand and can do. In order to help students develop their understanding, knowledge and skills we see assessment as a vital tool. Through assessing, recording and reporting on students' work, we aim to:

- enable students to understand what they have to do to attain specific levels and grades
- facilitate the setting of clear targets for improvement
- allow staff and students to plan more effectively
- involve students and their parents/carers in the students' progress
- provide our school with information to evaluate teaching
- give students helpful feedback on their achievements and areas for development, in order that they can learn more effectively;
- ensure that our practices in this area adhere to the equal opportunities policy of the school.

## Principles

Assessment, recording and reporting at Bungay High School should:

- be based on an agreed framework of consistent principles used throughout the school
- enable the school to fulfil its statutory obligations
- inform teachers' forward planning
- involve the learners, so that students are aware of the criteria by which they are assessed and that they are provided with feedback so that they can learn more effectively
- be integrated into curriculum plans. Individual departments are responsible for choosing assessment opportunities, procedures and systems, in order that the student is best served in each separate subject;
- provide intelligible and meaningful information for parents
- be manageable within existing resources and time
- use a wide variety of assessment techniques
- be simple and understood by all.

## Implementation

The principles of the school's policy give rise to agreed practices in assessment, recording and reporting, specifically:

- **Assessment Points**

The model for all departments is the formal assessment of a unit of work, module or programme of study which is centrally collected three or four times each year at all key stages. These assessments



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will be collated into a 'Progress Update' or 'Full Report' and form the basis for regular systematic checks on student progress.

- **Positive feedback**

Teachers' feedback to students, both written and oral, should focus on their progress and achievement. Such feedback has two purposes; firstly, to reward and praise progress and achievement and, secondly, to identify areas for improvement, future targets and courses of action.

- **Consistent marking systems**

Departments should be confident of assessing to common standards. As part of this, it is expected that, within a department, there will be a common marking system, consistently applied by staff and understood by students.

- **A Wide Variety of Assessment Techniques**

Responsibility lies with the individual teacher and the Head of Department leading the subject team, to use as wide a variety of assessment methods as possible. Students must be given full opportunities to show what they know, understand and can do and tests should not be needlessly dependent upon a language which excludes some children (e.g. tests could be conducted orally, or utilise Special Needs staff). A range of assessment techniques increases variety and interest in our teaching and learning. Displays, discussion, observation, oral presentation and practical work are examples of wider evidence which can be used to assess students. The more formal task of marking can be varied to include grades for attitude to work (effort) and attainment; marks for specific skills, student self- assessment; peer assessment, student and/or staff targets and comments on the completed work.

- **Reliability and Common Standards**

It is the responsibility of the Head of Department to put in place a set of criteria for the assessment of student work in that subject. Staff must also adhere to the criteria of external assessment bodies, and at all times, students should be made aware of both sets of criteria in order that they can assess their own achievements and set meaningful targets. To support these aims departments should aim to develop student friendly assessment criteria related to specific topics as part of the Assessment for Learning (AfL) strategy. An important feature of the Assessment for Learning strategy is that the criteria are discussed with and understood by students so that they are helped to take the next steps in their learning.

- **Quality Assurance**

At departmental level it is the role of the Head of Department to monitor standards and consistency of assessment within his or her team. Work scrutiny should be carried out at least twice each year in



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conjunction with the Senior Team link. The quality of the reports is also checked by the form tutor, Learning Leader and designated members of the senior leadership team.

- **Record of Progress**

Progress updates and Full Reports have a common format for all subjects. As of September 2010 student reports will be accessible on the school website. They include the student's target grade, current grade, an indication of approach to work and where appropriate identify key areas for development. On Full Reports subject comments and tutor comments should be positive and written in the third person for Key Stage 3 and 4. Student targets are set based upon FFT Live estimates and the professional judgement of subject teachers.

Deadlines for reporting are issued in the school calendar and the assessment co-ordinator issues regular briefing papers, or reminders to staff. Records of Progress are sent home to parents at least three times per year and students are given a sticker showing progress to put in their planners. Appropriate action is taken by the Year Teams and Senior Leadership Team following each central reporting session. The emphasis of this action is to recognise and reward progress and effort and intervene to support students who are not managing to make appropriate progress. At least once a year arrangements are made to discuss the student's progress at parents/carers' consultation evenings. In addition further contact may be made with parents of students not making appropriate progress. Copies of Progress Updates and Full Reports are kept in school and are attached to a student's individual record. It should be noted that although this fulfils our statutory obligations, contact with home is promoted through the planner system, merit and credit marks, student monitoring and the importance given to the role of the form tutor to ensure that parents feel they are involved in their children's progress.

- **Consultation Evenings**

Each year group has one parent/carers' consultation evening per year. Appointment sheets are issued to staff and students via the Learning Leader. Students make appointments with the teachers in their subjects and a time of five minutes is set aside for each consultation. The form tutors and the Learning Leader are also available on these evenings for consultations.

- **Merits, Rewards and Praise**

Merit marks are awarded in years 9, 10 and 11 and entered into the student planners. Individual departments set the criteria for awarding marks, but teachers can also award marks for helpful behaviour, or good conduct about the school.

The students receiving the most merits in Years 9 and 10 are rewarded with a visit to the Norfolk Show. At the end of the year there is a Gold Award Tea Party for those students whose approach to work has been of a consistently high standard.



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Students are praised within the classroom situation where appropriate and Headteacher Commendation certificates and postcards are sent home acknowledging consistent student progress.

- **Analysis of examination results**

Results of external examinations are analysed both in subject departments and for the school as a whole. The intention of these analyses is to identify where strong performance exists and where improvement is needed. Departments are required to consider the reasons for particular levels of performance between syllabuses, subjects, teachers and teaching groups, and trends over time. As a result, good practice is identified and shared; and weaknesses addressed. The school is developing its systems for monitoring student progress and for measures of value added.

- **Monitoring, Review and Evaluation**

*The Assessment Co-ordinator and Senior Leadership Team*

The Assessment Co-ordinator is responsible for briefing the governors' Teaching and Learning committee, the senior leadership team, and the Central Planning Team. The co-ordinator has oversight of assessment in the school.

The Senior Leadership Team links are involved in reviewing examination results with heads of department at the beginning of the Autumn term each year. The senior leadership team checks reports for quality and comments on standards to the assessment co-ordinator. Feedback on the effectiveness of assessment is sought from subject leaders, teachers, parents and students.

- **Heads of Department and Subject Teachers**

It is the head of department's responsibility to ensure that departmental policy adheres to school policy and that each member of the department is aware of both. They should also report back to the department on assessment issues discussed at leadership meetings. The head of department, or his or her delegate should ensure that deadlines for reporting are met; they should sample reports and monitor marking and assessment within the department. Subject teachers should be aware of, and abide by, departmental and school policies.

- **Learning Leaders and Form Tutors**

Both tutors and Learning Leaders play a vital role in quality assurance in relation to reporting. They monitor reports sent home; keep themselves aware of important issues in those reports and respond to, or refer on to a relevant authority (such as the head of a subject area) the comments made by parents after reports have been sent home. In the form tutor's report, the tutor is responsible for assessing performance in personal and social education, monitoring attendance, behaviour and punctuality and recording achievements brought to their attention by the student, or a member of staff.

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