



Assessment, Recording & Reporting Policy

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Rationale

At Priory it is our aim to ensure that all students realise their full potential academically to enhance their life chances. To enable this process to occur, we must have a diagnostic ARR policy which permits accurate tracking of student progress, taking into account a student's prior attainment and enabling meaningful targets to be set for students as they move from Year 7 to 11. The policy and procedures we implement must be concise and informative and be easily understood by staff, students and parents alike. At Penwortham Priory Academy we use SIMS Assessment Manager to input the data and produce reports and use SISRA to analyse the information generated.

Assessment

Assessment is an integral part of the teaching and learning process. It must occur formally and informally within the normal classroom environment as well as during the process of marking coursework, homework and other projects that the students produce. Each department must have clearly defined marking and assessment guidelines that inform staff, students and parents alike of the progress students are making in that subject area.

Departmental schemes of learning must contain guidance on appropriate opportunities for assessment activities. Subject leaders are responsible for monitoring the adequate moderation of marking and assessment activities within their department.

Each Department is expected to formally assess pupils at appropriate points using personal learning checklists at key stage three, and in Year 10 and 11, appropriate tasks related to exam criteria. Mock exams also take place to prepare pupils for their GCSE exams.

Recording

Departments must record marks of tests and other commonly agreed assessment points. Penwortham Priory Academy has looked at best practice and taken on board findings from the Independent Teacher Workload Review group when formulating our response to the frequency of assessment to ensure workload related to processes is not overly burdensome and unnecessary.

At KS4, departments must record marks of tests and other commonly agreed assessment points against exam criteria for their subject. These records will allow departments to track a student's progress accurately across all five years.

Subject leaders are expected to substantiate teacher assessments to ensure they know how their staff have come to conclusions about a pupil's progress

Reporting

Teachers must produce accurate, meaningful reports based upon sound assessment and recording procedures. Subject leaders are responsible for ensuring that the quality of

departmental reports is of a consistently high standard. Subject leaders will be expected to reinforce expectations and targets throughout the reporting processes.

All students/parents can access a curriculum outline for each year group through the website. The outline will inform students/parents of the topics to be covered in all subjects during the course of the academic year. Students/parents are informed of key assessment dates. Beyond the academic reporting process, parents will receive a 'Settle Factor' report during the first term of Year 7 and Year 10. To inform the options process, pupils will receive guidance from subject leaders, 1:1 interviews with their head of year, a progress report, and parents evening. The Assessment Recording Reporting and Intervention Schedule (ARRIS) is shared with staff. The calendar on the website holds the reporting schedule for parents.

INTERIM REPORTING

Target setting

A vital component in students realising their potential must be accurate target setting and evaluation of progress against these prescribed targets. KS4 targets are set by the Assistant headteacher in charge of data using FFT and CAT data to inform expected GCSE outcomes. KS3 are not set targets but rather their progress is measured against our expectations of knowledge they should acquire from our curriculum.

Evaluation of pupil progress can only occur if students and parents receive regular feedback. To facilitate this, all students in Key Stage 4 will receive two interim reports and 2 parents evenings.

Students in Keys Stage 3 will receive three interim reports per year that are sent home and one parents evening. The KS3 interim reports will contain information regarding a student's progress against personal learning checklists (see 'Assessment at KS3' for a more detailed explanation about these).

Standardising assessment

To assist in the evaluation of attainment, it is expected that departments will standardise their assessment procedures and carry out formal moderation. A vital component of this process is that whole departments should be involved in the process to ensure that assessment of attainment is standardised. It is expected that the issue of target setting will be a discussion item at departmental meetings (early in the autumn term). Departments are also encouraged to cross moderate work with other schools.

Procedural Issues

The responsibility for completing the individual interim reports lies with the subject teacher responsible for each class. When a class has more than one teacher, the subject specialist or teacher who has the most hours teaching that class will take responsibility for the interim report. As the reporting system is fully computerised, staff

can begin the process of completing individual reports when they wish. A warning date for starting interims is given to guide staff. It is imperative that Heads of Department update set lists on a monthly basis to ensure that, when interims are due, the set lists are correct for their subject. It is each subject leader's responsibility to ensure that all subject teachers within that department complete their interim reports so that they can be printed at the specified dates.

Using the Data

Form tutors help students track and monitor their own progress and identify areas of strength and weakness. Heads of Year analyse the stored data electronically to identify trends within subject areas or within particular cohorts (e.g. gender/age groupings) for a specific house group and implement interventions as necessary. Subject leaders and SLT use the information to track the progress of individuals/classes and implement interventions as necessary.

FULL REPORTING

Where full reports are scheduled, they are electronically generated and completed by the teacher responsible for that group. The report consists of a narrative comment (5-6 lines of comic sans font size 12) and should contain information relating to the following areas:

- Behaviour, Motivation and Attitude
- Overall academic attainment in relation to their target
- A diagnostic comment highlighting areas of strength or weakness
- A target for improvement

The schedule for completing the full reports is provided to all staff with the dates when they should ideally be started. It is the responsibility of subject leaders to ensure that department members complete full reports punctually to allow enough time for them to proofread the reports.

Parents' Evenings

Every pupil in Key Stage 3 receives one Parents Evening per academic year and in Key Stage 4 pupils receive two Parents' Evenings. At Parents' Evenings, the progress of each child is discussed with individual subject teachers. Each year group has a Parents' Evening scheduled and these are shown in the ARRIS schedule. Parents' evenings are held virtually using a platform called School Cloud Parents Evening – parents were consulted on their choice of in person or virtual systems and have chosen this method. Should they wish to see teachers in person, they are invited to make appointments at their convenience.

Training & Support

To help staff complete reports on time and to the standard required, all staff have access to a computer and a help programme has been incorporated into the on screen display. Neil Gee prepares the Assessment, Recording, Reporting and Intervention Schedule (ARRIS) in the Summer term each academic year in readiness for distribution and action each September. New members of staff receive training in the systems used during their induction period.