



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 in order 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 set targets using a combination of SATs, CATs and FFT information. We then use SIMS Assessment Manager to input the data and produce reports and we use the programmes SISRAanalytics and Pupil Progress 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 follows whole school marking and assessment guidelines and these inform staff, students and parents alike of the progress students are making in each subject.

Departmental schemes of work 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 (PLCs) and related assessments at KS3. In Year 10 and 11, end of unit tests and a number of mock exams take place to prepare the pupils for their GCSE exams.

Recording

Departments must record marks of tests and other commonly agreed assessment points. Curriculum records should exist for all students. At KS4, departments must continue to 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

The quality and accuracy of reporting is 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 and based on evidence collected about a pupils' progress. 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. Parents will receive a 'Settle Factor' report at the key transition points during the first term of Year 7 and the first term of Year 10. To inform the options process in Year 9, pupils will receive guidance from subject leaders, 1:1 interviews with their head of year, a progress report and parents evening.

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. This can only occur if students and parents receive regular feedback. To facilitate this, all students in Key Stage 3 will receive two interim reports per year that are sent home and one full report. The interim reports will contain information regarding a student's progress against a number of criteria.

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. Departments are also encouraged to cross moderate work with other schools.

Procedural Issues

The responsibility for completing interim reports lies with the subject teacher responsible for each particular class. When a class has more than one teacher, the subject specialist or teacher who has the most hours teaching that class, or, in the case of carousel teaching, the teacher who has most recently taught the 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 Head of Department'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 use a copy of the interim report during tutor time to 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. Heads of Department use the information to track the progress of individuals/classes and implement interventions as necessary.

Key Stage 3 Heads of Year will meet with the Vice Principal after each interim and full report to establish any necessary intervention for individuals. Key Stage 4 Heads of Year meet with Core leaders, pastoral staff, the Principal and Assistant Vice Principal Outcomes and Curriculum on a more regular basis to examine individual interventions necessary. The meeting at which this is done is referred to as the 'RAG' (red, amber, green) meeting.

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 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 alongside the dates when they should 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 proof read the reports.

Parents' Evenings

Every pupil in Key Stage 3 receive one Parents Evening per academic year and in Key Stage 4 pupils receive two Parents' Evenings. At Parents' Evenings, the progress of each child can be discussed with individual subject teachers as opposed to the more generalised approach of form tutors giving an overview of performance. Each year group has a Parents' Evening scheduled and these are shown in the ARRIS schedule. The majority of parents' evenings are undertaken online. Parents are regularly canvassed to see if they are happy with the online parents' evenings.

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. The Vice Principal of Outcomes and Curriculum 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.