



We believe, you achieve

Assessment Recording and Reporting Policy

Procedure Originator:	Dawn Platt
Approved By:	Jo Morgan
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Audience:	All



1. Introduction

Assessment is a central part of the teaching and learning process. It is an important feature of the school's planning arrangements and the monitoring of the progression of individual learners.

It is our moral purpose to do all we can to secure our vision that every child should be equally able to secure outstanding outcomes and reach their full potential.

Definitions:

Assessment is a process which provides information on the individual child's experience and achievement, which identifies what the child knows, understands and is able to do, and provides information to guide future learning development.

Recording is the selection and retention of significant and relevant information on the individual child's experience and achievement, which indicates what the learner knows, understands and is able to do at that time.

Reporting is the communication of significant and relevant information on the individual child's experience and achievements to those who have a right to know.

Assessment within our Schools and academies is carried out by:

- Observation of activities
- Talking and listening to learners
- Class discussions that review objectives
- Marking written work
- Helping learners set short-term targets and reviewing their progress
- Specific assessment tasks or tests

2. Aims and Objectives

Each school/academy will have its own unique assessment style that supports the needs of learners. However, all academies must ensure they incorporate the assessment aims, objectives and requirements as stated by the Trust.

The aims of assessment are:

- To provide learners with clear and appropriate feedback about their specific achievements and their next steps for development.
- To actively involve learners in the learning process through use of reflection and peer and self-assessment.
- To ensure that learners are aware of their current and target grades and what they need to do to reach their full potential.
- To ensure all learners' work meets the standard expected (i.e. Pride in Work).
- To provide a means of evaluating the school's curriculum and the quality of teaching and learning.
- To assist progression, learning and continuity throughout the school and between phases through a clear spiral curriculum

The objectives of assessment are:

Assessment should focus on the needs of the learner, of teachers and the school.
For this to be effective:

Learners will:

- Know what is expected of them
- Have short term, achievable targets
- Be offered strategies to help them learn effectively
- Have regular opportunities to review their learning

Teachers will:

- Identify clear learning objectives
- Identify the criteria for assessment
- Employ a wide range of assessment techniques

The school will use assessment information to:

- Evaluate the curriculum
- Inform receiving schools or colleges of learners' achievements
- Ensure full reports are made available to parents, carers and other agencies
- Provide accurate information for academy councillors, the Trust, and other appropriate bodies about curricular achievements
- Identify those learners who need additional support, or additional challenge.

3. Requirements of Data and Assessment

All academies within the Trust must ensure that their data and assessment follows the Trust requirements below:

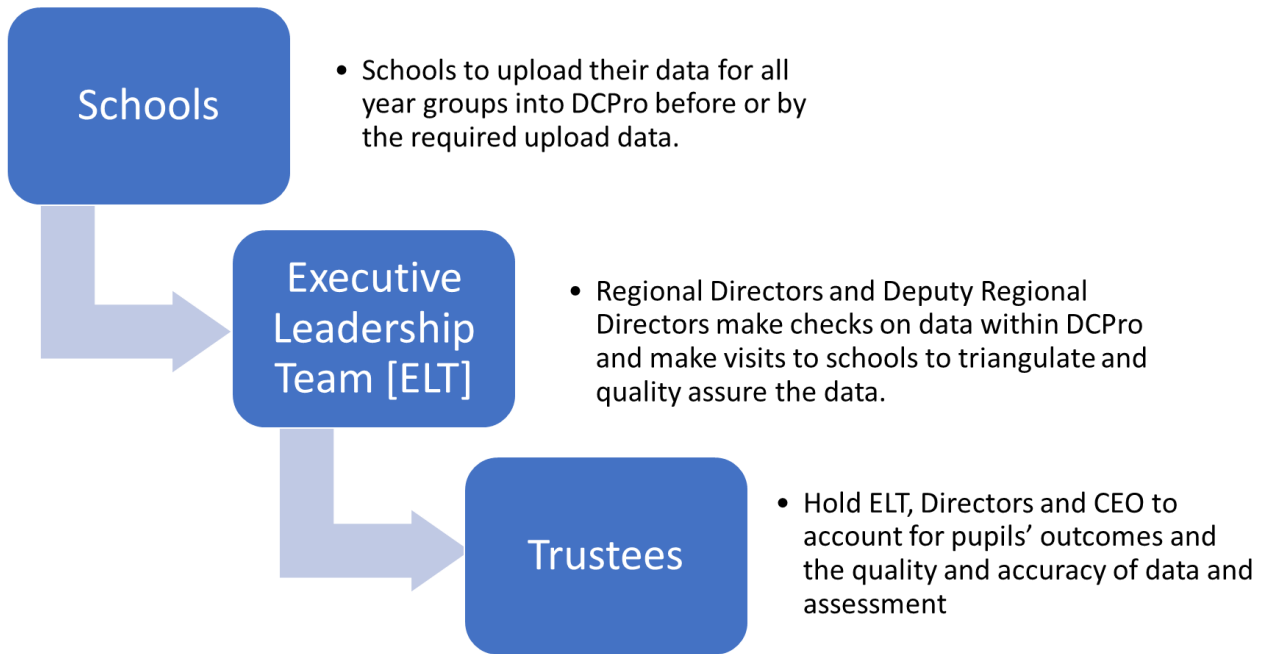
- Produce clear, concise, accurate information **three times a year** so that performance can be checked and bespoke support from the Executive Leadership Team (ELT) can be provided.
- Data to **report on 'Working at Grades'** in all schools (accumulation of tests, assessments and teacher judgements) Not predictions or forecasts of learners performance.
- **Summary data dashboards** are to be completed three times a year to provide context and further detail to the data and assessment and whole school developments [Dashboards are strengths and areas for development]
- **Learners' targets** within mainstream secondary schools should be **set against FFT 20** guidelines as a minimum. Special schools and primary schools should provide clear evidence of challenging learner targets.
- **Moderation and Standardisation** should be conducted regularly by all schools and departments. (evidenced and checked by senior leaders through the fixed line management agendas – FLMS)

- **The Regional Director or the Deputy Regional Director and other members of ELT will visit all schools** to quality assure school performance. The frequency of the visits will depend on the school need. Expected activities on a visit would include:
 - ✓ Discussion on current data of all learners within the school across all subjects
 - ✓ Discussion on specific groups (Disadvantaged, SEND, LAC, LAP, HAP and MAP and current focus groups for your school
 - ✓ Discussion of Data Dashboard Information
 - ✓ Evidence of impact of the schools interventions
 - ✓ A learning walk of agreed key subject areas when possible

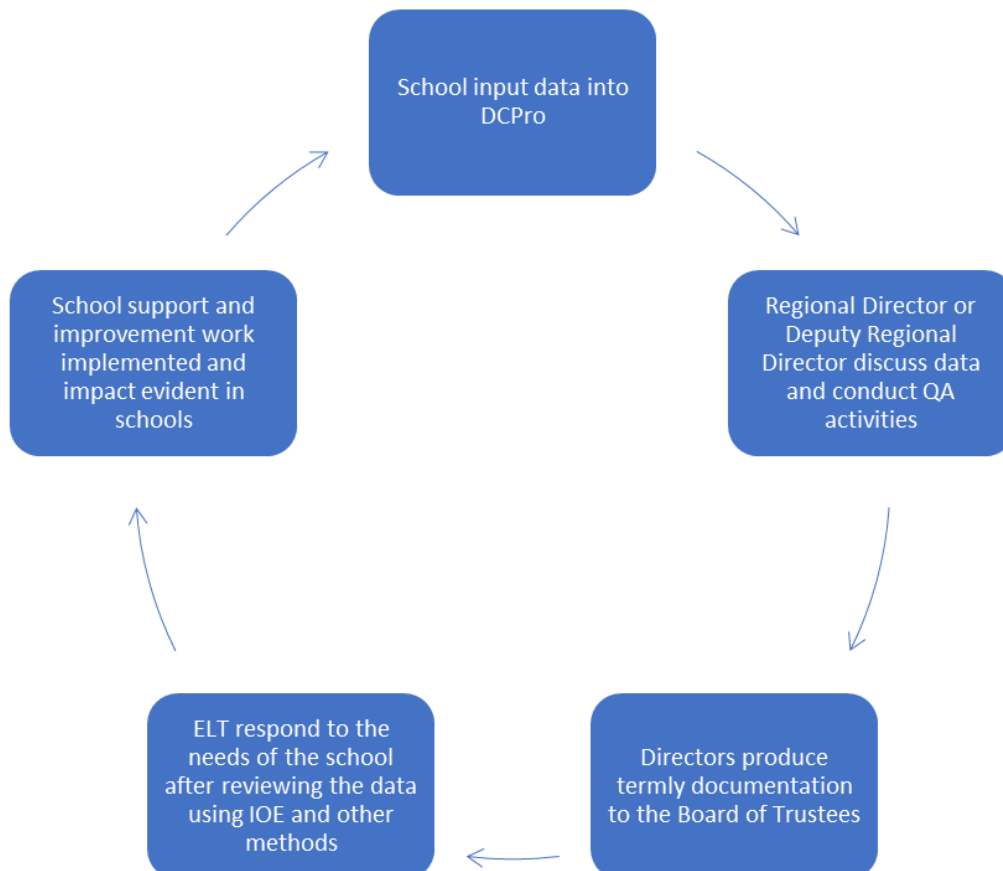
- **To have knowledge of their own schools 'Analyse School Performance'**. Leaders should be able to identify performance trends and act strategically to improve learners' outcomes.

- **To attend all appropriate hub meetings linked to their sector that discuss Data and Assessment** including sharing and possible visits to other Trust schools as needed to sharpen procedures for data and assessment.

- **To provide annual destination data** to the Trust. [Usually around Feb/March]



Improvement cycle below:



4. Roles and Responsibilities

4.1 The Board of Trustees

The Board of Trustees has responsibility for holding Shaw Education Trust to account for learners' achievements across schools and academies within the Trust.

4.2 Executive Leadership Team (ELT)

The ELT are responsible for monitoring learners' performance across all schools and academies. They will ensure that:

- Systems within schools are producing clear, concise, and accurate information to support the Executive Leadership Team (ELT) in raising standards of performance across the multi-academy trust.
- They will ensure that headteachers and principals are held to account for whole school performance.
- They will provide appropriate and timely data to the Shaw Education Trust Board.
- Data systems are maintaining and developed so that data and targets are transparent for all stakeholders, including the RSC, DfE and Ofsted.
- They lead and developing a training programme for staff and relevant stakeholders, identifying strengths, weaknesses and priorities for improvement in order to help raise standards.
- A variety of quality assurance methods are undertaken to ensure the integrity of data at all times, including regular analysis, reports and checking of school returns.

4.3 The Academy Council

The Academy Council will monitor learners' performance and hold leaders across the school to account for reaching agreed performance targets.

The Academy Council will also ensure that:

- Systems within schools are producing clear, concise, and accurate information to support effective strategies in raising learners' performance.
- They will ensure that headteachers and principals are held to account for whole school performance.
- A variety of quality assurance methods are undertaken to ensure the integrity of data at all times.
- The school implements the relevant statutory assessment arrangements

4.4 Headteacher or Principal

The headteacher/principal is responsible for ensuring that data and assessment systems within their school aid the tracking and monitoring of learners performance. They are responsible for ensuring that the Trust Policy aims, objectives and requirements are adhered to, and that:

- To work collaboratively with Trust Directors on the quality assurance of data and assessment within their schools or academies, so that strategies to further improve learners' performance are effective.

- The school's procedures for assessment meet all legal requirements.
- The Academy Council is fully involved in checks on learners' performance and holds leaders to account for systems and learners' outcomes.
- The Academy Council is advised on whole-school targets in order to make informed decisions.
- Clear assessment processes are in place for learners with different abilities and needs, including children with SEN.
- To ensure clear standardisation and moderation of data and assessment takes place across the school or academy to secure the accuracy of teachers and leaders judgements.

5. Links with other policies

This policy will be monitored as part of the Trust's annual internal review and reviewed on a three year cycle or as required by legislative changes.

This policy links to the following policies and procedures:

- The Curriculum Policy
- EYFS Compliance Policy

SEND Policy and information report



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Registered Office Address:
Kidsgrove High School,
Gloucester Road, Stoke-on-Trent,
Staffordshire. ST7 4DL

Twitter: @shawedustrust
Tel: 01782 742910
Email: info@shaw-education.org.uk
Online: www.shaw-education.org.uk

