



PONTARDDULAIS COMPREHENSIVE SCHOOL YSGOL GYFUN PONTARDDULAIS



Assessment, Reporting and Recording Policy Polisi Cofnodu, Aseu a Adrodd

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1. AIMS

1.1 Purposes of assessment

1.1.1 To assist pupils in their learning by:

- Indicating strengths and achievements to be built upon
- Providing motivation through success
- Supporting a diagnosis of individual needs
- Allowing the pupils to review progress against specific criteria
- Informing discussions between pupils and teachers

1.1.2 To assist teachers evaluate curriculum provision by:

- Monitoring breadth within the curriculum
- Identifying areas for development
- Measuring the effectiveness of materials and methods

1.1.3 To provide relevant information for:

- Pupils
- Parents
- Teachers
- Employers
- Referral
- External parties; in order to make informed choices and decisions

1.2 Principles of assessment

- Benefit all children equally, irrespective of ability, race, gender and background
- Reflect the range of learning experiences and activities
- Relate to specific shared criteria
- Allow children to assume as much responsibility as possible for their own learning and self-assessment. (assessment for learning)
- Include interests, experiences and achievements in and out of school
- Provide opportunities to review progress and achievements with teachers on a one to one basis
- Be supported by a variety of evidence
- Fulfil legal requirements.



2. ASSESSMENT

With the implementation of the LNF there is an increased focus, on assessment, towards pupils' literacy and numeracy skills across the curriculum. However, pupils will continue to be assessed on subject specific skills in line with level descriptors, at Key Stage 3.

Pupil progress is also monitored across the key stages. Teachers from schools within the cluster will share their practice and standardisation of portfolios of pupil product. These portfolios will then be used along with the level descriptors to moderate pupils' work so that there is consistency across the stages. (For recording procedure see 4. Recording)

At Key Stage 4 the nature of assessment is governed by the course being followed, although the principles of formative assessment (see 2.1) should continue to inform the next steps in pupils' learning.

2.1 Formative assessment

Assessment forms a natural part of the teaching and learning. It should be a continuous part of everyday teaching to monitor pupils' progress.

To reach judgements concerning pupils' attainment, each subject will use a variety of assessment techniques and a wide range of evidence of achievement, including homework where appropriate. Pupils must clearly understand how their work is being assessed, so they can determine realistic and achievable targets for themselves.

Formative assessment provides information on what pupils **know, understand and can do**. A wide range of assessment methods should be implemented by colleagues so that pupils' progress can be monitored and evaluated. It is important that assessments are diagnostic and engage the pupils in meaningful dialogue regarding their progress. Feedback from this assessment process should inform on future planning including lesson content and teaching strategies

Colleagues can refer to guidance on *Assessment for Learning* procedures in order to facilitate a positive learning and assessment environment within their classroom (see 2.2)

2.2 Assessment for learning

In order to aid pupil progress, colleagues will continue to actively implement Assessment for Learning strategies. It is good practice to inform pupils and parents of the learning outcomes of a series of lessons. It is recommended that all departments place an information sheet at the beginning of pupils' books in order to inform parents and pupils of what they will be learning. At Key Stage 3 this will be supplemented by a sheet sharing the success criteria of the relevant level descriptors which the pupils will be working at, the sheet will allow teachers, pupils and



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parents to understand where pupils are in their learning on what their next steps are in order to progress.

The table below summarises AfL strategies used to enhance pupils' learning:

SHARING LEARNING OBJECTIVES AND SUCCESS CRITERIA WITH PUPILS	MAKING PUPILS ACTIVE PARTNERS IN THE LEARNING/ ASSESSING PROCESS
<ul style="list-style-type: none">• Linking to other learning and building on pupils' ideas.• Helping pupils understand and use criteria.• Modelling.• Helping pupils to visualise and recognise success.	<ul style="list-style-type: none">• No hands up questioning.• Talk partners and pupil reflection.• Self-assessment and peer- assessment.• Traffic lights/thumbs up.• Encouraging pupils to follow up on WWW and EBI teacher comments (STAR tasks).
GIVING FEEDBACK ABOUT LEARNING INDICATING SUCCESS AND IMPROVEMENTS NEEDED	CREATING CONDITONS FOR LEARNING IN THE CLASSROOM AND THROUGHOUT THE SCHOOL COMMUNITY
<ul style="list-style-type: none">• Oral feedback and questioning.• Marking against Learning Objectives.• Giving every learner confidence that he/she can succeed.• Teaching pupils to give constructive feedback.• WWW and EBI used when marking books through Close the Gap marking stickers once per half term.	<ul style="list-style-type: none">• School values, ethos and climate.• Whole school view/policy for AfL.• Teachers and pupils' views and the use of language about learning.• Involving parents and carers in AfL.• How environment and resources (including ICT) are used to support AfL.

2.3 Marking

2.3.1 Aim

Through regular and stringent assessment of pupil product colleagues will:

1. Monitor and comment on pupil progress.
2. Give pupils challenging but realistic targets
3. Give clarity to pupils and parents in the progress being made by the pupils



2.3.2 Requirements

Pupil product is the primary evidence of progress being made by pupils. Throughout the curriculum evidence can be found within pupils' books illustrating their progress. In order to establish a continuous and rigorous monitoring process the following routines need to be embedded:

- Pupil product is marked regularly, at least every half term.
- Green pen is used to mark pupils' work
- The school's 'Close the Gap' marking stickers are used to ensure consistency and clarity. These should therefore be visible in pupils' books, at least once every half term (see first bullet point above).
- All 'Close the Gap' marking must be dated and signed by the teacher.
- Comments should be clear, concise and be constructive.
- Strengths to be highlighted as 'What Went Well' (WWW).
- Targets for improvement highlighted as 'Even Better If' (EBI).
- Different aspects of work must be clearly identified by the pupil i.e. classwork, homework
 - Pupils must evaluate their own performance
 - Pupils should have the opportunity respond to teachers comments through STAR tasks (Stop, Think, Act, Reflect).
- Teachers should apply the school's 'Whole School Marking Policy' (see Appendix 1) when correcting spelling and grammatical errors
- Feedback should be closely linked to the assessment criteria wherever possible e.g. subject level descriptors at Key Stage 3

The policy does not aim to prevent teachers' unique practice in commenting on pupils' work. The above points will increase consistency and thus clarify the process to pupils, teachers and parents.

2.4 Summative assessment

2.4.1 Aim

The aim is to measure pupil progress over a period of time. Summative assessment will be effective when:

- it draws on the whole range of ongoing assessment information, records and evidence when making judgements for 'progress checker' grades/levels end of key stage teacher assessments.



- teachers have a clear understanding of the level descriptions and how they are applied in making summative judgements in terms of internal and end of key stage requirements
- teachers make judgements which are consistent with a shared understanding of standards developed amongst colleagues, utilising standardisation material
- teachers recognise its importance in all areas of learning and give feedback to pupils on the outcomes of such assessment

2.4.2 Department Assessments / Progress Checks

Teachers are to use a holistic approach when entering progress level/grades for pupils. They are to use their knowledge of the demands of the course/subject, compare this to the attainment of the pupil and then make a professional judgment by predicting what grade/level the pupil will attain at the end of the year (Key stage 3) or key stage (Key Stage 4). The assessments, used to make judgements, could take the form of end of module tests or an appropriate piece of work determined by the department. In order to ensure consistency, the assessed piece of work will need to have undergone a standardisation process. Once standardised, there needs to be regular moderation and monitoring of the process to ensure consistency.

Subject areas will decide on the frequency of these assessments but they must clearly be identified in schemes of work and departmental handbooks.

Number of lessons per fortnight	Number of Close the Gaps used
1-3 lessons	1 per term
4+ lessons	1 per half-term unless you are completing an NEA (Non-Examined Assessment)



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Some teachers will collect and mark work electronically using Virtual Learning Environments. Teachers will follow the protocol outlined below:

	Close the gap	Online VLE
Pupils responding to comments	Pupils will respond with a comment inside the ' <i>How will I improve my work?</i> ' section.	The teacher will use the ' <i>inline comment</i> ' feature. Pupils can respond to teacher's comment.
Teacher WWW & EBI comment	WWW & EBI comment added on the sticker.	WWW & EBI to be added to the feedback section.
Rubric	Rubric to be completed on the bottom of the sticker.	Electronic rubric completed via VLE.

2.4.3 End of year assessment

All pupils will undertake end of year assessments. This could take the form of an examination or an invigilated piece of work, appropriate to the department and pupils. This assessment will be the basis of the end of year report to parents and will form part of the dialogue with parents at parents' evenings. The timetable for these assessments will be identified in the school calendar.

2.4.4 National Reading and Numeracy Tests

National reading and numeracy tests are statutory for all pupils (except those who have been disapplied) in Key Stage 3. They take place during the Summer Term, each year, and reported back to parents as standardised scores and reading/numeracy ages. The two numeracy tests are 'procedural' and 'reasoning' while there is one reading test.

2.4.5 End of Key Stage Teacher Assessments

Departments refer to National Curriculum Level characteristics to comment on attainment in Year 9. In Year 9 statutory requirements include reporting on all subjects using National Curriculum Levels.

2.4.6 External Examinations and Controlled Assessments

At Key Stage 4 different pupils will study a range of Level 2, Level 1 and Entry Level qualifications according to the needs of the individual pupil. Assessments of qualifications are based on external examinations and/or controlled assessments.

3. RECORDING



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3.1 Class teacher

Individual teacher records will contain a balance of information capable of informing colleagues of pupils' progress. Records should provide a detailed record of a pupils' progress throughout the relevant key stage. The format must assist teachers in planning individual learning priorities and fulfilling statutory and school reporting requirements, while not being bureaucratically burdensome.

3.2 Subject/area records

Subject areas use a tracking system in order to track pupils throughout the key stages. This tracking system will be regularly updated and monitored so that pupils' progress can be monitored and evaluated. Area Coordinators, Heads of Department and Progress Managers will actively monitor pupil progress across their department/year in order to target pupil underachievement and thus implement strategies. Progress Checker review documents are used to analyse and record which pupils will be targeted to receive intervention strategies.

3.3 Whole School

3.3.1 Progress Check Data

At regular intervals 'progress check data' is recorded on SIMS indicating their pupils' progress. This level/grade is compared against the pupils' target level/grade for each subject (see 2.4.2).

3.3.2 Reporting grades/levels

This grade/level is summative grade given to pupils throughout the year (interim reports) and at the end of the year (full reports) in order to highlight their performance in the end of year assessments and their work throughout the year. Due to their different circumstances, Year 11 pupils will receive a grade at the end of their mock examinations.

The whole school tracking system will incorporate assessment data from partner primaries. This data can then be used to track the pupils' progress across the stages and ensure pupils can be supported.

At the end of Key Stage 3, a level must be recorded for each pupil. Departmental portfolios are used to standardise individual pieces throughout Key Stage 3. This aids the moderation process to support teachers' judgements in deciding upon a final level.



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4. REPORTING

4.1 Full Reports

Full reports in Years 7-10 will be based on end of year examinations as well as formative progress and aims to provide meaningful feedback to parents on pupils' progress in all subjects.

In Years 7-9 as well as teachers reporting progress made against level descriptors for individual subjects they will also give a narrative report on progress made against the LNF. The narrative report describes the progress made in the context of the specific subjects. Targets will also be subject specific as well as literacy/numeracy focussed (see 'Reporting – staff handbook' for more detail).

In Year 9, KS3 Teacher Assessments will also be reported in line with Government Guidelines.

In the Spring Term of Year 11 reports will be based on the mock examinations, external examinations and the summative report will be completed using statement banks.

4.2 Interim Reports

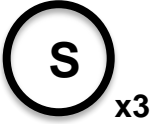

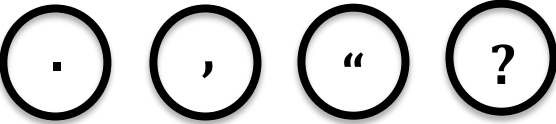


Interim reports are distributed to parents after every 'progress check'. Parents receive three interim reports each year as well as a full report. Pupils' predicted attainment compared to their target attainment is compared (see 2.4.2).



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Appendix 1 – Whole School Marking Policy

<u>Spelling</u>		Mis-spelt high frequency word or topic related word is underlined and a circled S is written in the margin. Pupils to re-write the word x 3.
<u>Capitals</u>		The incorrect letter will be circled (missing capital letter & incorrect use of the capital letter identified).
<u>Punctuation Error</u>		To be placed where the correct punctuation should be.
<u>New Paragraph</u>		Symbol inserted where new paragraph is needed.
<u>Numeracy Error</u>		Highlights a numeracy error in a pupil's work.
<u>Peer Assessment</u>	Purple Pen	
<u>Self-Assessment</u>	Red Pen	
<u>Teacher Feedback/Marking</u>	Green Pen	