



ALL SAINTS RC SCHOOL, YORK

Diocese of Middlesbrough



ASSESSMENT, RECORDING AND REPORTING POLICY

"Let the wise listen and he will learn yet more, and the man of discernment will acquire the art of guidance". (Proverbs 1:5)

1. Principles of the Policy

Assessment and reporting are vital parts of the learning process. They are not about numbers but about staff, pupils and parents knowing how well they are doing and how to improve. Assessment should be both a formative and summative process.

2. Definitions

- Assessment – the measurement of knowledge, skills and understanding in relation to programmes of study.
- Formative assessment – ongoing assessment to identify progress, gaps in knowledge/learning and to inform future planning/learning (includes Assessment for Learning).
- Summative assessment – end of unit assessment to identify level of attainment.
- Reporting – informing pupils and parents of levels of attainment and/or achievement. This can also include advice on how to progress in the future.

3. Aims

- To support pupil learning and achievement by effective use of assessment data (of various sorts) to inform teaching and learning.
- To support pupil learning and achievement by informing all involved about each pupil's progress.
- To support teachers in identifying the learning needs of each of their pupils.
- To support parents in their role as fellow teachers of their child/children to support pupil learning.
- To ensure teachers are assessing and monitoring work on a regular basis.
- To be able to track pupil progress and act on the findings where necessary.
- To improve standards of attainment and achievement for all our pupils.

4. Implementation

Pupil work will be marked, monitored and assessed in accordance to the marking and feedback policy. Teachers will use assessment to support learning (AfL) to inform their pupils of their current successes and to identify targets for future progress. These areas will be reported to parents via the subject log book in the planner. AfL should also be used by teachers to inform future planning to address any gaps in knowledge or skill (both on a class and individual level). Approach to learning is reported to parents each term along with projected exam results in KS4 and KS5 and progress grades at KS3. These will be based on formative and summative

assessment through the year (see section 5). Each Form Tutor will report annually on the pupil's progress within, and contribution to, School. **Roles and Responsibilities of Staff**

Class teachers will mark student work on a regular basis. This should include constructive feedback clearly outlining where they have been successful in their work and the next steps for progress (targets). Teachers will record student data based on their marking and monitoring of student work. Class teachers will assess pupils in relation to Assessment without Level (AwL) grids for KS3 and against examination criteria for KS4 and KS5 at least once a term. This will be coordinated and monitored by Subject Leaders who will ensure teachers have full records of the attainment and achievement of pupils in their classes and that this is moderated across the subject. This will be monitored by School Leaders through line management. The Deputy Headteacher will monitor assessment and, in liaison with other members of the Senior Leadership Team, Subject Leaders and Learning Leaders and the SENCO, will put support in place where a need has been identified.

5. Monitoring, Evaluation And Review

The Governing Body will review this policy every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

6. Availability

This policy will be available on the school website and upon request through the Headteacher's Secretary.

Person Responsible:	<i>Deputy Headteacher</i>
Reviewed by:	<i>Governors' Curriculum Committee</i>
Last Review Academic Year:	<i>2016-2017</i>
Next Review Academic Year:	<i>2019-2020</i>