

Bishop Vaughan Catholic School

Assessment, Recording and  
Reporting Policy

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## AIMS and OBJECTIVES of the SCHOOL POLICY

Assessment, recording and reporting are integral to effective teaching and learning and should involve learners, teachers, parents/guardians and other interested bodies.

### **AIMS:**

- to set out an effective system which fulfils all statutory requirements
- to encourage and motivate learners to achieve their full potential
- to recognise the full range of learners' achievements, efforts and experiences
- to encourage in learners a sense of responsibility for their own learning
- to facilitate effective communication about learners' progress
- to raise the overall standard of achievement.

### **OBJECTIVES:**

- to make assessment part of the effective planning of teaching and learning
- to make assessment focus on how learners learn
- to make assessment central to classroom practice
- to make assessment a key professional skill for teachers
- to use assessment in a constructive and sensitive way so that comments focus on the work rather than the person
- to use assessment to foster motivation
- to use assessment to promote understanding of goals and criteria
- to use assessment to help learners to know how to improve
- to develop the capacity for self-assessment
- to ensure that teachers, learners and parents know in a constructive way what data indicates and what it does not
- to be able to identify underachievers and high achievers and to ensure appropriate action

- to recognise that every learner is able to improve.

## 1. ASSESSMENT

### 1.1 Assessment for Learning

#### Introduction

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there. A starting point may be any evaluation, observation or measurement of the performance of individual pupils/students, or groups of pupils/students, in any aspect of educational provision.

There are several types of assessment, each with a specific purpose. These include:

- **diagnosis** where progress is monitored to determine how well pupils are learning
- **evaluation** where the effectiveness of teaching and learning may be judged
- **formative assessment** which provides information for learner and teacher to identify strengths and weaknesses, to establish a level of achievement, to work on how learning should be advanced
- **grading** which differentiates between the work of individuals and may be used to assign pupils to a particular group/set
- **guidance** which may help pupils/students to make decisions about their own performance, about subject choices, courses and careers
- **information** which is communicated to parents, governors and the wider community about the achievements within the school
- **prediction** which may highlight potential abilities and aptitudes and likely outcomes
- **selection** which may determine suitability for subjects, courses, H.E. etc.
- **summative assessment** which provides evidence of the achievements of learners and the extent of their skills, knowledge and understanding.

**Formative assessment** has been shown in research [e.g. Inside the Black Box – Black and William and follow-up studies] to be valuable in boosting achievement at various educational levels and producing measurable improvements in standards.

**Key aspects of formative assessment** include:

- pupils taking responsibility for their own learning
- pupils having recognition of what they are achieving (strengths)
- pupils being informed directly about what they need to do to improve (weaknesses)
- pupils knowing the criteria by which their work is assessed
- the use of effective questioning
- the expectation that all pupils are able to contribute
- brain-storming sessions to reveal misconceptions and gaps in knowledge
- setting of learning goals with and for pupils
- effective feedback to raise pupils' motivation and self esteem
- teaching being adjusted to take account of the results of assessment.

**Summative assessment** is used

- to review progress and identify a level of achievement
- to provide information on transfer from year to year, from key stage to key stage
- for certification
- for school accountability

[*"Inside the Black Box" – Black & William*]

**Assessment for learning** involves teachers in gathering information about pupils' learning and encouraging pupils to review their work critically and constructively. Such information may be gained from:

- observing pupils; e.g. listening to how they describe their work and their reasoning
- questioning using open questions which invite pupils to explore their ideas and reasoning
- setting tasks in a way which requires pupils to use certain skills or to apply certain ideas

- asking pupils to communicate ideas through drawings, artefacts, role play etc. as well as through writing
- discussing words and how they are being used
- involving pupils in decisions about their work
- recognising effort

## 1.2 Marking and Assessment

All students need to know where they are, where they are going and how to get there. Progress can be monitored through self, peer or teacher assessment. Departments will develop their own subject specific marking and assessment policy, which should be in line with this policy and must include the following:

### 1.2.1 Formative Assessment

#### Providing feedback- STAR

The feedback pupils receive from marking should be positive, constructive and encouraging, giving a clear indication of what the pupil has done well, targets for improvement, how to act upon those targets and a pupil response.

Feedback should ALWAYS be given in the 'STAR' format.

**S- STRENGTHS** are identified which can be built upon. These should include both subject specific comments and comments on skills with a particular focus on literacy, numeracy and digital literacy.

**T- TARGETS** for improvement are set.

**A-** Guidance on how pupils should **ACTION** those targets is given.

**R-** Pupils **RESPOND** to the teachers comments. Pupils should respond to comments in GREEN PEN.

#### Peer/ self assessment

- peer and self-assessment should be used on a regular basis (**approximately every 5-7 lessons**) in order for pupils reflect on their own performance and set targets for improvement. When reviewing their own/ others work pupils should sign and date the work and provide feedback on what they have done well and what they can do to improve using 'STAR'. Peer and self-assessment should be completed in GREEN PEN. Pupils should also respond to comments in GREEN PEN.

#### Teacher assessment

- teachers should mark pupils' work on a regular basis (**approximately every 5-7 lessons**) in order to monitor progress. Teachers should sign and date work once it has been marked.
- teachers should provide written feedback on their progress **approximately every 10-12 lessons** using 'STAR'. The feedback pupils receive from marking should be positive, constructive and encouraging.

The table below provides guidance on how often marking and feedback should be carried out by teachers.

Number of Lesson per Fortnight	Frequency of Marking	Frequency of Feedback
1	Once every 8 weeks/ minimum once per half term	Once every 10 weeks/ minimum once per term
2	Once every 5 weeks/ minimum once per half term	Once every 10 weeks/ minimum once per term
3	Once every 4 weeks	Once every 7 weeks/ minimum once per half term if half term is shorter than 7 weeks
4	Once every 3 weeks	Once every 5 weeks/ minimum once per half term if half term is shorter than 5 weeks
5-6	Once per fortnight	Once every 3-4 weeks
7-8	Twice every 3 weeks	Once every 2-3 weeks

### 1.2.2 Summative Assessment

- schemes of work must include a minimum of 1 formal summative assessment each half term (per term for subjects with fewer than 3 lessons per fortnight) which is levelled/ graded accordingly and recorded on a SIMS mark sheet. At least one per term should be linked to the whole school curriculum map for literacy and numeracy.
- pupils should be made aware of the grade/ level they have achieved in each assessment and how that compares to their target level/ grade.
- where-ever possible summative assessment should be used formatively.

### 1.2.3 Homework

- it would be expected that pupils should be given at least 1 piece of homework is set **every 5-6 lessons**. Exercises meaningful and interesting and extend/

re-inforce learning that has taken place in the classroom. Homework's can be peer/ self-assessed or teacher assessed dependant on the nature of the task.

### 1.3 Whole school marking guidelines for literacy:

**Tab 1.2. Codes for marking of literacy across the whole school**

Spelling	<b>Underline word, sp above it</b>
Punctuation	<b>Circle round error, p above it</b>
Grammar	<b>Circle word, gr above it</b>
Capital letter	<b>Circle round letter, c above it</b>
Confusing or meaning unclear	<b>?</b>
missing word(s)	<b>^</b>
new paragraph	<b>//</b>

**In accordance with our marking policy, staff are asked to select an appropriate number of spelling errors, no more than five per item of work and make sure they are copied in the margin correctly three times.**

If the teacher is just correcting a few spelling errors, then pupils need to be aware of this, especially if they are going to redraft the work. Otherwise they may think everything else was correct and copy all the other errors (thus reinforcing them!)

Pupils are to collect misspellings from their exercise books and record them in a list in their spelling journal (optional). Each week, their homework is to learn ten of their misspellings.

If pupils do not collect misspelled words or they do not have any spellings errors recorded then their tutor can give them 10 words to learn for homework from the whole school spelling bank. The spelling bank is organised into year groups and has a different set of words each week. Words are differentiated for sets due to ability; if a pupil has a standardised score of below 90 there is a different set of spelling words available. Pupil data can be found on SIMS and on V drive in the Literacy folder.

## **1.4 Assessment at the end of key stages**

Assessment at the end of key stages should:

- follow the current statutory requirements
- show understanding and consistent application of level and grade descriptors
- take account of special arrangements needed for individual pupils
- be used to evaluate and monitor progress towards targets
- inform discussion of results by the whole departmental team

## **1.5 Assessment of literacy and numeracy**

The National Literacy and Numeracy Framework (LNF) became a statutory curriculum requirement in September 2013. Formative assessment using the LNF become a statutory requirement from September 2014.

Schemes of work must include at least 3 literacy and numeracy rich tasks per year and staff must record progress of learners at least once per year which reflects a best fit judgement from all pieces.

## **1.6 Standardisation and moderation of assessment:**

The “Ensuring Consistency in Teacher Assessment Guidance for Key Stages 2 and 3” document (Welsh Assembly Government 2008) states that: “The Effective systems and procedures for standardisation and moderation at the end of the key stage should be put in place.

Standardisation involves a process of using samples of the work of the learner to enable teachers to reach agreement on levels of attainment by confirming shared understanding of the characteristics of a level. This should be regarded as a precursor to moderation at the end of the key stage where a “best fit” judgement on an individual learners attainment is made.

The following procedures will be put in place:

- standardisation will take place regularly (at least once per academic year) within departments so that all members of the department have a common understanding of the characteristics of levels at KS3.
- confirmation that this process has taken place will then be reported to the Deputy Headteacher responsible for assessment, recording and reporting on an annual basis.

- the standardisation process will involve all members of the department. Including members of staff that are not timetabled to teach key stage three that academic year. It is important to have a common understanding of level characteristics within the department as this will aid in the moderation process and provide consistency across all assessments during the key stage.
- evidence will be collected from all year groups throughout the key stage. This will demonstrate the widest possible range of abilities and levels within a cohort. The evidence will be appropriate to the level descriptors.
- moderation at the end of Key stage 3 will take into account the work produced by the pupil over the key stage and the progression that they have made. It will be informed by the standardisation process when looking for the “best fit” level of each pupil.
- departments will also ensure that there is commentary/rationale as to why different levels have been awarded. It will provide the context of the work and a brief explanation of why the piece demonstrates characteristics of a level.
- departments will keep a sample portfolio of standardised work for future reference in order to aid the moderation process. This could also provide the basis for an external standardisation portfolio

**2. RECORDING:** Assessment information is a key element of whole school improvement and should be used to improve pupil learning and the quality of teaching

**2.1 Recording procedures:** for all key stages departmental recording procedures should include:

- detailed SIMS mark books including data from at least 1 formal assessment per half term recording current working level/ grade.
- a ‘working at’ key stage 3 level once per term for years 7-9 recorded on SIMS.
- an end of key stage 4 teacher predicted grade and fine level grade once per term for years 10-11 recorded on SIMS. and A\*-G for KS4.
- a teacher predicted end of AS/ A2 grade and fine level grade for Sixth Form once per term recorded on SIMS
- evidence of progress
- patterns of achievement or underachievement
- subject specific targets
- analysis of results against expected grades

- analysis of results against value-added
- comparison of results between different learner groups including FSM/ non-FSM, EAL/ non-EAL, boys/ girls, MAT/ non-MAT and ALN/ non-ALN
- analysis of results against family, local authority and national data

## **2.2 Whole school recording procedures should include:**

- an accurate central record so that any member of staff is able to access up to date information on pupils' progress and achievement
- baseline data accessible to all staff to support performance management, to use in discussions with LA and parents
- examination results published annually to all staff
- minimum target information made available to all staff via SIMS
- provide efficient and effective flow of data to facilitate monitoring and evaluation
- seek to assimilate all relevant data into a single package
- make effective use of pupils' planners

## **3. REPORTING**

Reporting procedures include interim assessments and full annual reports for all pupils and students.

**3.1 Annual reports:** Annual reports are produced at various points throughout the year for each year group.

Annual reporting procedures should:

- meet all statutory requirements
- report achievement relative to prior attainment and targets
- be written in a language appropriate to parents/guardians, pupils/students, but be subject specific
- include constructive criticism and points for action to guide improvement
- include reference to attainment (grades/levels) with appropriate explanation

- identify strengths and weaknesses
- comment on progress against the literacy and numeracy framework for KS3 pupils.
- include a tutors' report
- include an attendance report
- ensure that reports are read by pupils/students and parents/guardians
- give an opportunity for parents/guardians and pupils/students to comment on and/or discuss the information

**3.2 Interim assessments:** Interim assessments are produced twice annually and at various points throughout the year for each year group.

Interim assessment procedures should include:

- an indication of pupils' teacher predicted end of key stage 3 grade for years 7-9
- an indication of pupils' teacher predicted end of key stage 4 grade for years 10-11
- estimated level/ grade
- a number which represents a fine level grade (Grade 1: A secure grade, no intervention is required but with intervention could possibly achieve a grade higher. Grade 2: An insecure grade, interventions may be required. Grade 3: A very insecure grade, intervention is required to ensure that grade is met.

**3.3 Post-16 monitoring:** Monitoring reports are produced twice per year and should include:

- an indication of pupils' teacher predicted end of key stage 5 grade
- estimated level/ grade
- a number which represents a fine level grade (Grade 1: A secure grade, no intervention is required but with intervention could possibly achieve a grade higher. Grade 2: An insecure grade, interventions may be required. Grade 3: A very insecure grade, intervention is required to ensure that grade is met.

## **4. STAFF RESPONSIBILITIES**

**4.1 Members of SLT will:**

- facilitate INSET/discussion opportunities for departments or teams of teachers to discuss assessment/recording/reporting
- facilitate liaison opportunities with other schools related to consistency and/or continuity in assessment/recording/reporting
- look at early predictions of final GCSE/A level grades and encourage individual pupils to see that with more effort, higher expectations and increased motivation, they can substantially improve their performance
- facilitate quality assurance of assessment, recording and reporting in their respective departments/ year groups through completion of reviews of learners' work (ROLW)
- analyse and evaluate test/exam results and discuss implications of findings with departments/ year groups with respect to future developments in teaching and assessment.

**4.2 Assistant Headteacher with overall responsibility for assessment, recording, reporting will:**

- support, monitor and evaluate assessment/recording/reporting within the school
- analyse baseline testing and examination results and disseminate information to staff to support self-evaluation and improvement planning
- devise an annual reporting schedule
- work with others to set suitable target grades
- ensure that arrangements are in place to meet the school's statutory requirements relating to Key Stage 3 including moderation and standardisation for all subjects
- play a lead role in developing assessment procedures as part of Key Stage 2 and Key Stage 3 transition
- keep up-to-date with local and national developments relating to assessment disseminate relevant documentation to Heads of Department and advise other colleagues when necessary
- ensure that their staff have access to relevant publications and are fully informed of the arrangements for public examinations
- supervise setting of whole school examinations and revision programmes.

### **4.3 Heads of Department will:**

- monitor and evaluate teachers' marking and other assessment/recording/reporting practices within their department through reviews of learners' work
- promote consistency in assessment/recording/reporting within their department
- oversee the moderation of assessments
- use the results of assessment to inform and direct future teaching and curriculum planning
- supervise setting of department's examinations and revision programmes.
- produce and monitor the departments marking policy
- meet with their line manager in the SLT fortnightly to discuss, amongst other issues, matters relating to assessment/recording/reporting
- carry out quality assurance of reports written by members of their department and where necessary take steps to improve the quality of these reports

### **4.3 Key Stage Progress Managers will:**

- monitor the progress of FSM learners relative to the cohort and relative to other sub-groups, e.g. EAL learners, MAT, etc.
- use data to identify groups of learners in need of targeted support to improve educational outcomes
- plan and deliver support for target groups
- liaise with Heads of Year, tutors, Heads of Department and subject teachers to monitor progress in addition to recorded data
- monitor the progress of learners against target grades and supporting pupils in achieving their potential through co-ordinated intervention
- liaise with parents on an ongoing basis to ensure effective home-school links for progress
- plan and deliver support for parents out of school hours, to include making material available via the school website and to include a minimum of three Family Learning Evenings/ Study Support Workshops or similar annually
- plan and deliver cultural enrichment opportunities for learners within the allocated key stage
- support, monitor and evaluate assessment, recording and reporting within the allocated key stage

- record intervention, support, agreed goals and outcomes achieved accurately and regularly
- complete interim self-evaluation reports to chart progress in relation to key questions in the Estyn framework, with these feeding into the whole-school Self-Evaluation Report

#### **4.4 Heads of Year will:**

- undertake further examination of the content of the pupils reports and liaise with the form tutor where there is cause for concern or when the content is excellent
- undertake examination of the quality of the comments made by tutors on the reports, and take appropriate action where necessary
- regularly check pupil planners to evaluate how effectively they are being used by pupils and form tutors and where necessary take action to improve their effectiveness

#### **4.6 Form Tutors will:**

- regularly check planners and monitor pupils' progress
- make use of data to prepare their discussions with pupils
- write a comment on the report of each member of their Form

## **IMPLEMENTATION, MONITORING AND EVALUATION**

### **IMPLEMENTATION**

The school policy was fully implemented in all departments from November 2015.

### **MONITORING AND EVALUATION**

SLT line managers are to ask Heads of Department certain focused questions over a given period of time, and then feedback at SLT meetings.

Evidence should also be obtained from pupils' work, via pupil interview as well as from staff.

The policy should be reviewed once a year and amendments made in the light of evaluation. Review of the assessment policy is to be scheduled on the school

calendar for meetings of staff Standards and Curriculum groups and for departmental meetings.

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Copies of this policy are available on our website, in policy folders on the school network and can be made available on request.

Date: November 2015

Reviewed: June 2019

Reviewed: June 2023

Reviewed: June 2025

**Policy Next Review Date: June 2027**