



Assessment, Recording and Reporting Policy

St Richard Reynolds Catholic High School

Policy: Assessment, Recording and Reporting

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Date of approval by Governing Body: November 2016

Date of next review: Sept 2017

(to be read in conjunction with the SRRCC Feedback Policy)

Aims:

Assessment, recording and reporting (ARR) are processes that are used to measure students' achievement and progress and to use that measure to inform all stakeholders. Our view is that ARR should be manageable for the class teacher and must be delivered in a timely fashion to students and to parents in order for it to be most effective. Assessment or reporting, just for its own sake is not productive and so needs to be closely tied in with the learning that is going on in the classroom at the time. As such, different year groups will need assessment and reporting of attainment and progress at different times in the year and our ARR cycle will reflect that.

The purpose of assessment is

- Support and help students to learn by identifying strengths and areas for development
- To inform the teacher's planning of future lessons
- To identify areas for development for each pupil to inform the provision of intervention strategies needed
- To inform students' course choices for further study
- To monitor the standard of teaching by the class teacher
- To gather data on achievement and progress to report to parents/carers, local authority and Ofsted

The purpose of recording is

- To track the progress of students
- To measure progress of individuals against their baseline and previous assessments
- To measure individual progress against external benchmarks

- To identify strengths and areas for development in order to put intervention strategies in place to support individuals
- To monitor the success of intervention strategies

The purpose of reporting is

- To inform parents/carers of the progress their child is making
- To flag up to parents/carers the strengths and areas of development that their child has in specific subject areas and to suggest intervention strategies to support individuals
- To work in partnership with parents/carers to support their child to fulfil their potential in all subject areas

We will achieve this by

- Ensuring that pupils are aware of their expected End of Year target for each subject and the grade at which they are currently working
- Ensuring that students receive written formative feedback in line with the Feedback policy, commenting on areas of strength and development, approximately every eight lessons or every half term, whichever is sooner
- Ensuring that pupils are assessed against external benchmarks at least five times a year
- Employing a wide range of Assessment for Learning techniques, including self and peer assessment where appropriate
- Using each department's internal grading system consistently
- Ensuring that any concerns are flagged up to parents/carers as they arise rather than waiting for a Parents' Consultation Evening/Grade Collection
- Calling home to give specific feedback to parents/carers where appropriate
- Sending 'Praise Postcards' home
- Reporting to parents/carers on the progress of their child via three separate Grade Collections throughout the year and one Parents' Consultation Evening
- Reporting on four key areas in each Grade Collection – 1) currently working at grade; 2) On Track indicator; 3) Attitude to Learning in class; 4) Attitude to Learning at home
- The Grade Collection in the summer term will also include a tutor comment
- Reporting on a current grade which reflects the cumulative progress of each student since the start of the academic year