



# Assessment, Recording and Reporting Policy

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

## St Richard Reynolds Catholic High School

**Policy:** Assessment, Recording and Reporting

**Date of publication:** January 2019

**Date of approval by Governing Body:**

**Date of next review:** February 2020

### **Aims:**

Assessment, recording and reporting (ARR) are processes that are used to measure pupils' 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 pupils 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. This policy should be read in conjunction with the Feedback Policy and the Teaching & Learning Policy.

### **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 pupils' 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 pupils
- 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 End of Key Stage target for each subject and the grade at which they are currently working
- Ensuring that students are aware of what they need to do to improve from assessments in each subject
- Ensuring that students receive formative & summative feedback in line with the Feedback policy, (commenting on areas of strength and development), approximately every 8 lessons or every half term, whichever is sooner
- Employing a wide range of Assessment for Learning techniques, including self and peer assessment where appropriate
- Using each department's internal grading system consistently. Departments will moderate assessment with other schools and exam board criteria for accuracy
- Ensuring that any concerns are flagged up to parents/carers as they arise rather than waiting for a Parents' Consultation Evening or Grade Collection
- Calling home to give specific feedback to parents/carers where appropriate
- Sending 'Praise Postcards' home and reporting on LORRIC points
- 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 will include a summary of Attendance, Punctuality and LORRIC points. In the summer term will also include a pastoral tutor comment
- For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' individual needs.