



**ADCOTE
SCHOOL**

**ASSESSMENT, RECORDING &
REPORTING POLICY**

Reviewed by: Nicola Tribe

Date: Sep 2023

Next review: Sep 2024

INTRODUCTION

The purpose of establishing a whole school policy on assessment, recording and reporting is to establish a common understanding of principles and practices. Good practice should encourage dialogue between teachers, pupils and parents. The responsibility of the policy is under the Director of Studies and the content applies to all subject teachers.

Aims

- To improve teaching and learning strategies for teachers and pupils.
- To motivate, encourage and celebrate achievements.
- To find out what pupils know, understand and can do.
- To provide 'summative' information at the end of each key stage.
- To provide information for evaluation of teaching strategies.
- To use as an effective source of projected outcomes and analysis
- To communicate pupil progress and achievement to parents.

1. ASSESSMENT

The prime reason for assessment is to help pupils learn more effectively. Through assessment, teachers learn about the changes in students' knowledge and understanding, abilities and attitudes.

For pupils, assessment provides feedback and the opportunity to monitor and reflect on their own learning, behaviour and attitudes. Involvement in assessment procedures helps pupils identify the next stage of learning. It should also encourage pupils to take greater responsibility for their own learning.

Assessment takes many forms and should give a picture of what the pupil has achieved at a certain point. Assessment and marking are linked but are not the same thing. Assessment is the process of identifying what pupils know, understand and can do. Marks give direct information in relation to clear objectives.

To be successful the assessment process should:

- Reflect the whole school aims and objectives.
- Be valid and reliable.
- Be integral to the teaching and learning process.
- Explain the learning objectives and ensure they are clearly understood by the learner.
- Be continuous.

- Be appropriate to its purpose and include a variety of techniques to provide opportunities for all pupils to achieve success.
- Allow for and reward unexpected outcomes that demonstrate effort and achievement.
- Concentrate on positive aspects of pupils' abilities, experiences, efforts and achievements and personal qualities whilst identifying areas for development.
- Motivate the learner.
- Not be biased.
- Record not only academic success but also social and personal achievements.
- Be recorded in a manageable way.
- Involve pupils in the assessment process.

During September of each new academic year students new to the school and new to a Key Stage will undergo the CEM CABT standardised assessment, using the following tests;

- Y7 MIDYIS
- Y10 YELLIS
- Y12 ALIS

Refer to the whole school grading sheet for more information.

In the Summer term, Lower Prep undertake INCAS standardised testing.

2. RECORDING

Recording should be consistent within each subject area. It should clearly relate to programmes of study. Not all assessments need to be formally recorded but will help to show pupils' attainments and progress over a period of time. The principle function of teachers' records is to inform the planning of future work and enable judgements to be made about pupil levels in each attainment target, particularly at the end of each Key Stage.

Subject areas need to ensure that adequate records of individual pupil achievements are maintained and available. These records must be kept up to date and should be supported by evidence in the form of work samples, exercise books, video evidence, etc. Assessment work collected from Year 6 will be forwarded to the Senior School tracking files.

The recording system should:

- Be manageable
- Be understandable to a variety of users.
- Record work that pupils have done.
- Provide appropriate information to colleagues, pupils and parents.
- Reflect the departments' schemes of work.
- Guide appropriate future work.

Elements in the recording procedure should be:

- Schemes of work and lesson plans
- Mark books
- Tracking mark sheet (google or teachers planner)
- Half termly feedback reports
- Termly pupil reports
- Written comments on pupils' work

Assessment of written work

This should be done in line with the School's marking policy. Marking should be regular and clear, in a coloured pen. Written feedback should be given alongside any grades or percentages. For rewards and sanctions please refer to the appropriate policy.

3. REPORTING

Reporting is an integral part of assessment. An example of the reporting schedule is below, and the latest academic year working document can be found at

https://docs.google.com/document/d/1ISKfoaT0QJ0BHvgxwHAAYXNy6Zf8_DbJAQUOMMDY9U/edit?usp=drive_link

Term	Feedback event	4	5	6	7	8	9	10	11	12	13
Autumn	Target Setting Afternoon and Half reports	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct
	Parents Evening								Nov		Nov
	Mocks								Nov		Nov
	Full Reports	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec
Spring	Student/Parent Feedback								Jan		Jan
	Parents Eve	Feb	Feb	Feb	Jan	Jan	Feb	Feb		Feb	
	Full Reports								March		March
	Half Reports	March	March	March	March	March	March	March		March	
Summer	Summer Assessments	May	May	May	May	May	May	May		May	
	Half Reports	May	May	May	May	May	May	May		May	
	Full Report	Jul	Jul	Jul	Jul	Jul	Jul	Jul		Jul	

Weekly assessments in the Sixth Form should be recorded promptly throughout the year under reporting period 'Tracking' on Engage.

Pupils in Senior school and Sixth Form will receive a full written report twice a year. Those in Prep will receive a half report each half term. Parents will be given the opportunity to meet the teaching staff at least twice per year to review their daughter's progress.

The report will give information about work covered, attitude, skills and specific improvement criteria in each subject area. There are also report comments for peripatetic music lessons and learning support. The personal tutor will give an overall view of the pupil's progress in and out of the classroom. The House staff will provide a similar overview for the boarders. The Head will also give a report on each pupil.

3.1 USE OF ENGAGE

The reports and tracking are administered by the Engage system with marks and comments entered via the staff portal. The portal is set up by the Deputy Head each term ready for data entry to begin at half term.

3.2 GUIDE TO REPORT WRITING – issued to all staff

So that reports can be written in the correct format by everyone please follow the rules and guidelines when writing reports, issued prior to each deadline.

https://docs.google.com/document/d/1PrqtKWJsQ9w3bOxVg6sAj54xPW9Gvf54hYCkxeDrjQQ/edit?usp=drive_link

General Pastoral guidelines can be found below.

THE PERSONAL TUTOR'S ROLE

The tutor's report comment should normally include:

- Academic summary – this should not repeat what has been said in subject reports verbatim but should aim to draw out key themes, reflect on progress and outline future steps
- Extra-curricular achievements
- Specific to year group – such as UCAS applications, options or exam preparation
- Pastoral – different emphasis for different year groups but may include how well a pupil has settled in, how they contribute to the form, their general manner and behaviour, as well as referring to social issues and personal development
- Mention of CLEAR attributes demonstrated by students.

Whilst the principal responsibility for proof reading lies with individual subject teachers, tutors should read through the reports and, either make minor edits accordingly, or refer it back to the subject teacher. Tutors should also ensure that they have proof read their own tutor comments very carefully.

Learning Support and Boarding comments

Please follow the rules and guidelines already set out.

Peripatetic music comments

These should be written as a word document and emailed to ntribe@adcoteschool.co.uk by the published deadlines.

After writing the pupil's name and year group, please start each comment with the name of the instrument and a colon. For example:

Mary Jones Year 8
Piano:

Please follow the same rules for names as previously stated.