



ASSESSMENT, RECORDING & REPORTING POLICY

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 Autumn, Spring and Summer term, Lower Prep undertake GL progress 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.

<https://docs.google.com/document/d/12E69QI840KbNhJloMDXpD-nwO8dczsTn/edit?usp=sharing&oid=113468601933960124562&rtfpof=true&sd=true>

Autumn Term				Spring Term				Summer Term		
September	October	November	December	January	February	March	April	May	June	July
1 Mo PD day	1 We	1 Sa	1 Mo Full reports (all years) completed	1 Th	1 Su	1 Su	1 We	1 Fr	1 Mo 7.8.9, 10, 12 assessment week	1 We
2 Tu PD day	2 Th 11&13 parents evening	2 Su	2 Tu	2 Fr	2 Mo	2 Mo	2 Th	2 Sa	2 Tu	2 Th Full reports sent home
3 We Baseline Assessments Juniors, Yr 7, 10, 12 C&M testing	3 Fri	3 Mo	3 We	3 Sa	3 Tu	3 Tu Personal Tutor Evening Years 7-13	3 Fr	3 Su	3 We	3 Fr
4 Th	4 Sa	4 Tu	4 Th	4 Su	4 We 3-6 Parents evening	4 We	4 Sa	4 Mo	4 Th	4 Sa
5 Fr	5 Su	5 We	5 Fr	5 Mo PD Day	5 Th	5 Th	5 Su	5 Tu	5 Fr	5 Su
6 Sa	6 Mo	6 Th 7-10 parents evening	6 Sa	6 Tu	6 Fr Interim reports - WAGS and Effort completed	6 Fr	6 Mo	6 We Year 11 study leave?	6 Sa	6 Mo
7 Su	7 Tu	7 Fr	7 Su	7 We	7 Sa	7 Sa	7 Tu	7 Th	7 Su	7 Tu
8 Mo	8 We	8 Sa	8 Mo Personal tutor comments due	8 Th	8 Su	8 Su	8 We	8 Fr	8 Mo	8 We
9 Tu	9 Th	9 Su	9 Tu	9 Fr	9 Mo	9 Mo	9 Th	9 Sa	9 Tu	9 Th
10 We	10 Fr	10 Mo 11-13 mocks	10 We	10 Sa	10 Tu	10 Tu	10 Fr	10 Su	10 We	10 Fr
11 Th	11 Sa	11 Tu	11 Th Full reports sent home	11 Su	11 We	11 We	11 Sa	11 Mo	11 Th	11 Sa
12 Fr	12 Su	12 We	12 Fr	12 Mo	12 Th	12 Th	12 Su	12 Tu Year 13 study leave?	12 Fr	12 Su
13 Sa	13 Mo	13 Th	13 Sa	13 Tu	13 Fr WAGS and Effort sent home	13 Fr	13 Mo	13 We	13 Sa	13 Mo
14 Su	14 Tu	14 Fr	14 Su	14 We	14 Sa	14 Sa	14 Tu	14 Th Yr 12 Parents evening	14 Su	14 Tu
15 Mo	15 We	15 Sa	15 Mo	15 Th	15 Su	15 Su	15 We	15 Fr	15 Mo	15 We
16 Tu	16 Th	16 Su	16 Tu	16 Fr	16 Mo	16 Mo	16 Th	16 Sa	16 Tu	16 Th
17 We New parents welcome	17 Fr 7-13 Interim reports (Targets and Effort only) completed	17 Mo Year 10 parents evening	17 We	17 Sa	17 Tu	17 Tu	17 Fr	17 Su	17 We	17 Fr
18 Th	18 Sa	18 Tu	18 Th	18 Su	18 We	18 We	18 Sa	18 Mo	18 Th	18 Sa
19 Fr	19 Su	19 We	19 Fr	19 Mo	19 Th	19 Th	19 Su	19 Tu Full reports (7.8.9, 10, 12) completed	19 Fr	19 Su
20 Sa	20 Mo 3-6 Parents evening	20 Th	20 Sa	20 Tu	20 Fr	20 Fr	20 Mo PD Day	20 We 3-6 Progress evening (GL Assessment)	20 Sa	20 Mo
21 Su	21 Tu	21 Fr	21 Su	21 We	21 Sa	21 Sa	21 Tu	21 Th	21 Su	21 Tu
22 Mo	22 We 7-13 Interim reports sent home	22 Sa	22 Mo	22 Th	22 Su	22 Su	22 We	22 Fr	22 Mo	22 We
23 Tu	23 Th	23 Su	23 Tu	23 Fr	23 Mo	23 Mo Full reports (11&13) 7.8.9, 10, 12 Interim reports (WAGS and Effort) 3-6 Comment	23 Th	23 Sa	23 Tu	23 Th

Weekly assessments in the Sixth Form should be recorded promptly throughout the year under reporting period 'Tracking' on Engage. These are accessible by parents on Adcote Portal.

All pupils in Senior school and Sixth Form will receive a full written report twice a year. Parents will be given the opportunity to meet the teaching staff and tutors 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 MIS Manager each term ready for data entry to begin at half term.

3.2 GUIDE TO REPORT WRITING – Example 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/1PrgtKWJsQ9w3bOxVg6sAj54xPW9Gvf54hYCkxeDrjQQ/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 kfletcher@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.