

## Policy Essential Information

<b>Title:</b>	<b>Assessment, Marking, Recording and Reporting Policy</b>
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## Assessment, Recording and Reporting

### Rationale

Pinner High School is committed to 'Inspiring Learning'. We believe this is accomplished through close partnership with parents, students taking responsibility for their own learning and highly motivated, highly skilled staff who have a clear understanding of how assessment improves teaching and learning.

### The Purpose of Assessment

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level/grade. Assessment, therefore, should be evident in all lessons.

1. For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
2. For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
3. For other staff and governors, assessment information will inform an understanding of the current and potential student outcomes.
4. For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise achievement.

### The Principles of Assessment

Assessment should:

1. recognise and celebrate individual successes in order to encourage and motivate all students;
2. be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students;
3. allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
4. help shape targets for improvement;
5. allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
6. underpin teaching and learning in order to ensure progress for every child;
7. be accessible for parents and enable them to take an active and informed part in their child's education;
8. value effort as well as attainment.

## **The Types of Assessment**

Pinner High School acknowledges that assessment will be undertaken in a range of different ways for different subjects. However, all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson. This may include:

1. oral feedback;
2. self-assessment;
3. peer-assessment;
4. group/whole class assessment;
5. written marking of work;
6. teacher/student questioning and discussion;
7. assessment of exemplar work of different grades/levels;
8. use of assessment criteria and examination materials;
9. celebration of achievement.

## **The Leadership and Management of Assessment**

The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

1. ensuring that all teachers know what is expected of them in assessing students;
2. helping teachers make well-founded judgements about students' attainment and progress;
3. monitoring that assessment for learning is a key factor in planning for teaching and learning;
4. monitoring the accuracy of the information provided to parents about their child's attainment and progress;
5. tracking the attainment and progress of individual students and groups of students over time;
6. monitoring practice in assessment and take appropriate actions arising from Learning Quality Assurance information;
7. using assessment information when planning training and CPD;
8. comparing the progress made by different groups of students to ensure that no group is disadvantaged;
9. ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject;
10. ensuring students are supported in making informed curriculum choices;

11. using assessment and monitoring to ensure that the curriculum meets the needs of students;
12. monitoring the role of Subject Leaders in ensuring good practice in assessment is consistent across all lessons;
13. ensuring that any pedagogical developments in  
  
assessment practice are implemented where appropriate.

### **The Role of Subject Leaders**

With the support of the Senior Leadership Team as necessary, Subject Leaders will:

1. ensure that their team understands the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress;
2. periodically monitor the assessment of students' work in their subject through work scrutiny, lesson observations or otherwise;
3. ensure assessment informs knowledge of student progress and raise any concerns with the Senior Leadership Team as appropriate;
4. ensure that all schemes of learning include assessment for learning as an integral part of teaching and learning;
5. ensure that curriculum plans allow for formal assessment of progress to be timed appropriately so that Data Collections accurately and reliably reflect current attainment;
6. ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised;
7. use assessment information, in liaison with SLT where appropriate, to plan for or arrange intervention strategies.

### **The Role of Teachers**

All Teachers should:

1. adopt a range of methods to ensure that they can assess the progress of all students accurately;
2. encourage students to actively engage in assessment for learning;
3. ensure that assessment builds students' motivation, confidence and self-esteem;
4. ensure that lessons begin with clear expectations and students are aware of how progress will be measured;
5. ensure that all students know and understand the learning objectives of the lesson;
6. identify through assessment, and intervene with as necessary, those students at risk of underachievement;
7. ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
8. reward good progress as appropriate;

9. use the expertise of the Teaching Assistant and information from Individual Education Plans to inform the assessment process;
10. ensure that opportunities to use assessment to promote the development of students' literacy, numeracy and ICT skills are embraced;
11. ensure that adequate and appropriate assessment is made of student attainment prior to completing the Data Collection report so that the information recorded is accurate and reliable;
  
12. encourage students to take responsibility for their own

learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;

13. adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process;
14. share concerns or praise arising from assessment information with the relevant form tutor as appropriate;
15. ensure that books are monitored and returned to students at least every three weeks;
16. ensure that all students receive feedback with grades at least every 6 weeks. Feedback should be provided with appropriate grades, with at least one comment identifying the strengths of the work. There should be at least one other comment written in a green box as a question that identifies the area a student should develop further, and the immediate way they can do so.

### **The Role of the Form Tutor**

Form Tutors, with the support of Heads of Year, are expected to engage in appropriate conversations with students, teachers and parents, following assessment, utilising the information available from the reports. They have a responsibility to help students and parents embrace the principles of assessment as outlined in this policy.

### **The Role of Students**

All students should:

1. participate actively in assessment opportunities in lessons;
2. take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers;
3. ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled;
4. support other students constructively when asked to be involved in peer assessment.

### **The Role of Parents/Carers**

All parents/carers should:

1. discuss with their child the assessment report sent to them each half term which includes a summary of current and predicted grades for each subject;
2. liaise with the subject teacher or form tutor about any concerns regarding their child's progress as identified through assessment.