



## **ASSESSMENT RECORDING AND REPORTING POLICY: WHOLE SCHOOL**

Responsible member of SLT: **Miranda Hodgson**

Review date: **October 2022**

Next review: **October 2023**

## **Introduction**

We believe that effective assessment provides information to improve teaching and learning and requires a systematic, whole school approach. We conduct regular formative and summative assessments and give our pupils regular feedback on the learning. The information we gather from our assessments allows us to base our lesson plans on detailed knowledge of each pupil. We give parents/guardians regular updates on their pupil's attainment and progress so that we can work together and support pupils in their learning.

## **Aims and objectives**

The aims and objectives of assessment in our school are

- To enable our pupils to demonstrate what they know, understand and can do in their work
- To help our pupils understand what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of each pupil
- To provide regular information for parents/guardians that enables them to support that pupil's learning
- To provide the Senior Leadership Team with information that allows regular evaluation and monitoring of progress

## **Assessment Techniques**

The forms of assessment we use at Alton School are:

### Diagnostic / Baseline

Non-subject based testing which allows an understanding of a pupil's natural abilities and potential. These tests also support understanding of individual pupil needs and where potential support (both in terms of SEND and HPL) is required. In Reception, CEM's BASEline test is completed in the Autumn Term, with Rising Stars (PUMA, PIRA) used in the Spring and Summer Terms. Rising Stars (PUMA, PIRA, GAPS) is used from Years 1-6; pupils' writing is also regularly assessed, encompassing planning, diction, editing and proof-reading as well as producing a formal planned piece of writing. CAT4 exams by GL Assessment are used for new pupil entry into Years 3 – 10. All Year 7 pupils take the MidYIS test at the start of the year; Year 10 pupils take the Yellis test and Year 12 pupils take the ALIS test. Pupils who join the school in Years 8 and 9 also take MidYIS upon entry.

### Formative

The information gained 'forms' or affects the next learning experience. Teacher assessment is undertaken informally within normal planned classroom activities. It can take the form of observation, conversations with pupils, notes and assessing written work.

### Summative

Summative assessment involves the testing and grading of pupils, which can take many forms, for example, a traditional in-class tests, essays, projects, and so on. This information is then used in the planning of future teaching, reporting writing and to help pupils who may need extra support either for the less able (Learning Support) or the more able (Higher Potential Learners).

### Self-assessment

Teachers ensure that pupils are aware of the objectives within a scheme of work as well as their individual progress within this. From Year 7 upwards, pupils reflect on and track different aspects of their learning and progress using the online platform Unifrog.

### **Recording**

Assessments and homework are marked following whole school and subject area (KS1 and KS2) and departmental (KS3, KS4, KS5) marking policies

#### Early Years

Staff in the Nursery use Tapestry for observations and assessments. When a child moves rooms, staff complete an assessment overview.

#### KS1 and KS2

Pupils are assessed at regular intervals. All pupils are assessed in numeracy, writing and reading using Rising Stars at the end of each term. This data is recorded centrally on the Staff Admin Drive under Preparatory School/Assessment/Prep School tracking document. In other subjects, pupils are assessed at the end of each topic via AfL activities (quizzes, peer assessments, topic tests, editing literacy work, partner work and solving problems) to ensure their learning is secure.

We keep detailed reading records tracking pupils' progress and comment on their reading. This is recorded in their reading record book, thereby enabling parents to be part of the assessing and recording process. Guided Reading is undertaken in ability group with focussed objectives. Each pupil's progress against these objectives is noted and next steps recorded to inform future planning.

All Rising Stars assessment data is kept on one document to help track the progress of each pupil.

#### KS3, KS4 and KS5

Pupils are assessed at regular intervals appropriate to individual subjects' schemes of work. Data is recorded in teacher markbooks and on departmental tracking spreadsheets. Pupil assessment and progress is also discussed in specific and holistic ways during weekly Curriculum Group meetings.

Data from Year 11 and Year 13 Mock exams and end of year exams for pupils in Years 7 to 10 and 12, are also recorded in departmental tracking spreadsheets and disseminated to parents and pupils via iSAMS.

We record assessment data in order to:

- Acknowledge the achievements of the pupil and allow realistic targets to be set
- Provide specific information to colleagues about a pupil's current performance
- Provide information that is used to inform planning, so opportunities for progress are built into future lessons
- Provide a means of comparing the performance of a pupil with that of his or her peer group and to identify pupils who are excelling or experiencing difficulties
- Enable teachers to provide differentiation
- Help pupils self-assess their achievements

- Track pupil progress against relevant baselines (MidYIS, Yellis and ALIS) and subject specific criteria over time
- Enable teachers, where appropriate, to raise concerns relating to pupils' work
- Provide specific information for reporting

## **Reporting**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. We encourage parents to have regular dialogue with staff to avoid any problems.

### Early Years

There is a parents' welcome evening at the start of the academic year as well as termly parents' evenings. Tapestry assessment overviews are shared with parents when children move rooms in the Nursery.

### KS1 and KS2

There is a parents' welcome evening at the start of the academic year, after which we hold parents' evenings twice a year, where parents have the opportunity to meet all of their child's teachers. At these meetings we share evaluations of their child's progress and targets for the future.

During the Summer Term we give all parents a written report of their child's progress and achievements during the year. In this report we identify targets for the next school year.

In Years 1-6, parents receive termly results from their child's Rising Stars assessments: PUMA, PIRA and GAPS.

### KS3, KS4 and KS5

At the start of each academic year, we hold a welcome evening for each year group, which is an opportunity for parents to meet SLT and tutors and ask general questions about the year ahead. The annual reporting cycle consists of interim reports, subject reports, tutor reports, mock/exam reports, the Year 7 'first report', and parents' evenings. Descriptors of the terminology used is included at the bottom of each report, which are published to parents and pupils via the iSAMS Parent Portal and Student Portal apps. In addition, internal cause for concern reports are completed in the first half of the Autumn Term for pupils in Years 10 and 12; these are not shared with parents or pupils.

#### Interim report for KS3 includes:

TMG (target minimum grade based on CEM data)

Current holistic attainment grade (9-1 or A\*-E)

On track? (exceeding expectations, on track, almost on track, not on track – to achieve the TMG)

Quality of work (excellent, good, inconsistent, unsatisfactory)

Organisation, including completion of homework (excellent, good, inconsistent, unsatisfactory)

Engagement, including participation in lessons (excellent, good, inconsistent, unsatisfactory)

#### Interim report for KS4 and KS5 includes:

TMG (target minimum grade based on CEM data)

CPI (current performance indicator, 9-1 or A\*-E) – the grade a teacher thinks a pupil is likely to achieve at the end of their GCSE/A level course if they continue working as they are at present  
On track? (exceeding expectations, on track, almost on track, not on track – to achieve the TMG)  
Quality of work (excellent, good, inconsistent, unsatisfactory)  
Organisation, including completion of homework (excellent, good, inconsistent, unsatisfactory)  
Engagement, including participation in lessons (excellent, good, inconsistent, unsatisfactory)

Year 7 'first report' includes:

Quality of work (excellent, good, inconsistent, unsatisfactory)  
Organisation, including completion of homework (excellent, good, inconsistent, unsatisfactory)  
Engagement, including participation in lessons (excellent, good, inconsistent, unsatisfactory)  
A short tutor comment on how the pupil is settling in  
[checked by Director of Middle School]

Subject report includes:

Interim report data  
Written subject teacher comments on what pupil has learned (not been taught), how they are performing in relation to their TMG, strengths and any particular achievements, areas for development and suggestions for improvement (indicated as commands of what a pupil should do)  
[checked by CGLs and SLT]  
[in the Summer term only, signed off by the Head with a brief comment]

Tutor report includes:

Comments on a pupil's overall involvement and progress at school, as well as attendance and punctuality (no comments about academic progress, or distillations of subject reports if written at the same time as a subject report)  
[checked by Directors of Middle/Upper School]

Exam report includes:

TMG  
Mock or end of year results as a percentage and as a grade (9-1 or A\*-E)  
On track? (exceeding expectations, on track, almost on track, not on track – to achieve the TMG)

Interventions to support pupil progress

1. Following the issuing of an interim or subject report, the Director of Studies and Director of Middle/ Upper School, with tutors, review the reports of pupils, paying particular attention to those who are not on track. Based on this review, they decide those pupils in need of a Form Tutor Action Plan or a Formal School Action Plan. Pupils remain on their plan until the next reporting point or until their teachers sign them off.

A Form Tutor Action Plan is written by the form tutor with input from the appropriate subject teachers. Progress is monitored by the form tutor.

A Formal School Action Plan is written by the Director of Middle/Upper School with the pupil, with input from the form tutor and subject teachers. Progress is monitored by the Director of Middle/Upper School.

Any pupils whose progress does not improve as a result of an action is discussed again and further appropriate action taken. This could include being placed on report and ultimately result in the imposition of a Home-School Agreement. Other intervention strategies may be put in place as appropriate.

2. Following the end of year exams, the Director of Studies, with the Director of Middle/ Upper School, review pupils' performances. For pupils who have underperformed significantly, there is the option to organise a resit of one or more of the exams at the start of the next Autumn term.

3. In addition, the Director of Studies meets half termly with curriculum group leaders to discuss pupil progress as monitored in the departmental tracking spreadsheets. She then liaises with tutors and Directors of Middle and Upper School as necessary to ensure that pupils who need further support receive it.

Below is the reporting cycle for 2022-2023:

### **Detailed reporting schedule 2022-2023**

(Even though we won't have a Year 13, I've put them in anyway, for overall balance)

All deadlines are 4pm, unless otherwise stated.

#### **Autumn Term 2022**

<b>Year</b>	<b>Type of report</b>	<b>Date report open to staff</b>	<b>Deadline for staff to finish writing reports</b>	<b>Deadline for corrections</b>	<b>Release date to pupils/parents</b>
13	Predicted grades	Thurs 9 <sup>th</sup> Sept	Weds 14 <sup>th</sup> Sept	N/A	Fri 15 <sup>th</sup> Sept
11	Interim	Mon 10 <sup>th</sup> Oct	Fri 14 <sup>th</sup> Oct	N/A	Mon 17 <sup>th</sup> Oct
10 12	Concern	Mon 3 <sup>rd</sup> Oct	Mon 10 <sup>th</sup> Oct	N/A	N/A
8	Interim	Mon 14 <sup>th</sup> Nov	Mon 28 <sup>th</sup> Nov	N/A	Fri 2 <sup>nd</sup> Dec
12 13	Interim	Mon 21 <sup>st</sup> Nov	Thurs 1 <sup>st</sup> Dec	N/A	Mon 5 <sup>th</sup> Dec
10	Subject	Mon 21 <sup>st</sup> Nov	Mon 5 <sup>th</sup> Dec	Mon 12 <sup>th</sup> Dec	Weds 14 <sup>th</sup> Dec
9	Interim	Mon 28 <sup>th</sup> Nov	Weds 7 <sup>th</sup> Dec	N/A	Fri 9 <sup>th</sup> Dec
7	First report	Mon. 21 <sup>st</sup> Nov	Mon 5 <sup>th</sup> Dec	Weds 7 <sup>th</sup> Dec	Fri 9 <sup>th</sup> Dec

## Spring Term 2023

Year	Type of report	Date report open to staff	Deadline for staff to finish writing reports	Deadline for corrections	Release date to pupils/parents
11	Exam	Weds 18 <sup>th</sup> Jan	Mon 23 <sup>rd</sup> Jan – 8.30am	N/A	Mon 23 <sup>rd</sup> Jan
13	Exam	Weds 11 <sup>th</sup> Jan	Mon 16 <sup>th</sup> Jan – 8.30am	N/A	Mon 16 <sup>th</sup> Jan
7	Interim	Mon 6 <sup>th</sup> Feb	Thurs 9 <sup>th</sup> Feb	N/A	Fri 10 <sup>th</sup> Feb
8	Subject	Mon 20 <sup>th</sup> Feb	Weds 1 <sup>st</sup> Mar	Weds 8 <sup>th</sup> Mar	Tues 14 <sup>th</sup> Mar
12	Interim	Mon 20 <sup>th</sup> Feb	Tues 7 <sup>th</sup> Mar	N/A	Fri 10 <sup>th</sup> Mar
13	Subject	Mon 20 <sup>th</sup> Feb	Tues 7 <sup>th</sup> Mar	Thurs 9 <sup>th</sup> Mar	Fri 10 <sup>th</sup> Mar
10	Interim	Mon 27 <sup>th</sup> Feb	Fri 10 <sup>th</sup> Mar	N/A	Fri 17 <sup>th</sup> Mar
11	Subject	Mon 6 <sup>th</sup> Mar	Fri 17 <sup>th</sup> Mar	Fri 24 <sup>th</sup> Mar	Tues 28 <sup>th</sup> Mar
11	Tutor	Mon 6 <sup>th</sup> Mar	Fri 17 <sup>th</sup> Mar	Fri 24 <sup>th</sup> Mar	Tues 28 <sup>th</sup> Mar

## Summer Term 2023

Year	Type of report	Date report open to staff	Deadline for staff to finish writing reports	Deadline for corrections	Release date to pupils/parents
13	Tutor	Tues 25 <sup>th</sup> Apr	Tues 2 <sup>nd</sup> May	Tues 9 <sup>th</sup> May	Fri 12 <sup>th</sup> May
10	Interim	Tues 25 <sup>th</sup> Apr	Tues 9 <sup>th</sup> May	N/A	Fri 12 <sup>th</sup> June
10	Tutor	Tues 25 <sup>th</sup> Apr	Tues 2 <sup>nd</sup> May	Tues 9 <sup>th</sup> May	Fri 19 <sup>th</sup> June
12	UCAS comments	Tues 9 <sup>th</sup> May	Thurs 25 <sup>th</sup> May	N/A	N/A
7	Exam	Mon 5 <sup>th</sup> June	Fri 16 <sup>th</sup> June	N/A	Mon 19 <sup>th</sup> June
8					
9					
10					
12					
8	Tutor	Mon 22 <sup>nd</sup> May	Mon 12 <sup>th</sup> June	Thurs 15 <sup>th</sup> June	Fri 23 <sup>rd</sup> June
12	Subject	Mon 22 <sup>nd</sup> May	Mon 12 <sup>th</sup> June	Mon 19 <sup>th</sup> June	Mon 26 <sup>th</sup> June
12	Tutor				
10	Tutor	Mon 22 <sup>nd</sup> May	Mon 12 <sup>th</sup> June	Mon 19 <sup>th</sup> June	Mon 26 <sup>th</sup> June
9	Subject	Mon 22 <sup>nd</sup> May	Fri 16 <sup>th</sup> June	Mon 26 <sup>th</sup> June	Mon 3 <sup>rd</sup> July

7			Weds 21 <sup>st</sup> June	Thurs 29 <sup>th</sup> June	Mon 3 <sup>rd</sup> July
9	Tutor	Mon 22 <sup>nd</sup> May	Tues 27 <sup>th</sup> June	Thurs 29 <sup>th</sup> June	Mon 3 <sup>rd</sup> July
7			Thurs 29 <sup>th</sup> June	Mon 3 <sup>rd</sup> July	Mon 3 <sup>rd</sup> July

### Welcome evenings

<b>Year 7</b>	7 <sup>th</sup> September	<b>Year 10</b>	14 <sup>th</sup> September
<b>Year 8</b>	8 <sup>th</sup> September	<b>Year 11</b>	14 <sup>th</sup> September
<b>Year 9</b>	8 <sup>th</sup> September	<b>Sixth Form</b>	7 <sup>th</sup> September

### Parents' evenings

<b>Year 7</b>	28 <sup>th</sup> February	<b>Year 10</b>	25 <sup>th</sup> April
<b>Year 8</b>	18 <sup>th</sup> May	<b>Year 11</b>	24 <sup>th</sup> January
<b>Year 9</b>	6 <sup>th</sup> February	<b>Sixth Form</b>	17 <sup>th</sup> October and 19 <sup>th</sup> January

### Informational evenings

**Year 11 6<sup>th</sup> form open evening: Thurs. 3<sup>rd</sup> November**

**Year 9 curriculum evening: Weds. 8<sup>th</sup> March**

**Year 12 UCAS information evening: Tues. 9<sup>th</sup> May**