

# SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY

## Purpose of Assessment

The purpose of assessment is to: **Improve learning and teaching.**

Assessment should:

- motivate by rewarding and promoting achievement;
- positively inform students, teachers and parents;
- result in supportive and critical reflection as to the progress and future targets of individual students and teaching groups.

## Principles of Effective Assessment.

Assessment at SIS should follow excellent AfL (Assessment for Learning) practice and:

- evaluate the depth and breadth of knowledge and understanding
- evaluate skills as they develop
- diagnose student needs
- monitor standards of teaching and learning
- measure teaching objectives against learning outcomes
- act as feedback for curriculum development
- motivate the whole learning community through success in achievement
- support and reflect the SIS Mission Statement

Our assessment framework should:

- enable students to demonstrate the full extent of their capabilities and knowledge
- be appropriate to the skills and knowledge acquired by the student in their course of study have criteria that are known and understood to the student in advance
- be carried out across a range of varied tasks so that all students have some opportunity to demonstrate progress and be rewarded for achievement
- allow students to achieve in ways that the teacher could not foresee
- encourage students to be responsible for their own learning.

## Reporting Assessment at SIS

All students receive;

- October Progress Report
- December Full Report and Parents' Evening
- March Progress Report and Parents' Evening
- End of Year Full Report and Parents' Evening

## The policy in practice

### Assessment

The school follows an ethos of continual, formative commenting on work, in conjunction with a marking policy that includes www (what went well) and ebi (even better if) on each piece of work. There is no grading for individual pieces of work. (Up to 14 years of age)

Grading shall be by National Curriculum Level (NC) when required (termly) and converted, using a grid, to A-E for any publication purposes, both for students and parents.

- These grades (not levels, which are for internal purposes/tracking only) are only to be placed in books every term along with a five minute talk from the teacher. It will act as a summary of all www and ebi outlined in comments throughout the term. This shall be done via a sheet within the back of each exercise book.
- Students should be well aware, as should parents, of level descriptors. (It's just that they are associated with grades at SIS.) They should know why they are at a certain grade, and what they must do to improve that grade. These should be created in a more 'pupil speak manner' and displayed on walls and books for each year group.
- Each new student from Year 3 upwards sits baseline CAT testing to create realistic targets for the end of each year.

### Recording

- Each term a National Curriculum level and grade (as above, which has been shared with the student) shall be placed into a tracking spreadsheet on the server.
- For this purpose a baseline assessment is conducted for most subjects at the time a student enters the school or begins a new key stage. This creates a target level for both the end of the year and the end of the key stage based upon two sub levels of improvement per year.
- Each term, a review is conducted by staff to identify students of concern and action taken if required – including personal target setting and mentoring.
- Staff must keep their own records of ebi and demonstrate how that influences planning.

### Reporting

Full reports should include

- Effort (Excellent/Good/Satisfactory/Unsatisfactory/Poor)
- Attainment Level (Grade)
- Personal End of Year Target (Grade)
- On track to meet target?/Have they met target? (Yes or No)
- Cohort Comparison (Bronze, Silver or Gold) – In this case, cohort means standard norms **for the curriculum** at that particular age group – consult grid which shows norms
- The body of report comments can include reference to the skills/knowledge demonstrated within the level descriptor for the grade they have been awarded, and refer to any testing/exams sat
- The areas for improvement can refer to the things they should do to get that higher level/grade