

Ysgol Pentrehafod

Pentrehafod School



Assessment Recording and Reporting Policy

Polisi Cofnodi ac Adrodd Asegiadau

Reviewed December 2019

Adolygu ddiw Rhagfyr 2019

Next Review December 2022

'Adolygiad nesaf Rhagfyr 2022

Reviewed by Mrs J Bamsey, Assistant Headteacher

November 2019



Fundamental Principles of Assessment

- Assessment will be used to promote students' learning and outcome; is a principle aim of the school as a whole, not just our assessment policy.
- Assessment is formative and summative.
- Assessment in the school will need to actively involve all those with an interest in the progress of the child – staff, students themselves and parents/carers. Consultation on policy will be made with all interested parties.
- Assessment in Pentrehafod School should contribute to the emotional health and wellbeing of the student.
- There needs to be clarity within assessment – when grades or levels are awarded, it is important that students, parents/carers and all interested parties understand what this means.
- Consistency within assessment will be seen across all faculties and departments in the school, whilst recognising unique elements of assessment particular to some subject areas.
- Assessment will incorporate effective feedback which informs the student about what action they need to take to make improvements.
- There will also be effective feed forward which will inform future planning.
- Assessment will take place to track the progress of the individual over time.
- Assessment will provide information so that the school and the Senior Leadership Team in particular, can make a judgement on the performance of the school as a whole and strategically plan accordingly.
- Assessment will be used to confirm the high expectations the school has for all, be it students, staff or parents/carers.
- Assessments for learning strategies are integral to teaching and learning.



- **Who should be involved in the development of policy and the delivery of assessment within the school?**
 - All staff
 - Our students through consultation with the school council
 - Year leaders
 - Year 7 co-ordinator with links to Key Stage 2, Key Stage 3 transition
 - Raising Standards Leader
 - Curriculum Leaders
 - ALNCo and Teaching Assistants
 - STF staff
 - EMAU
 - Pentrehafod School Governors
 - Parents and carers
 - The Senior Leadership Team

- **Who do we assess for?**
 - Students – to show progress through the setting of targets and to encourage motivation
 - Teachers – to identify ‘gaps’ and misconceptions and aid planning for progress
 - Parents/carers and carers – to report on progress and to give notification of underachievement
 - Year Leaders – to track progress of students in line with ability
 - Curriculum Leaders – to identify trends and appraise schemes of work. Where appropriate to place students into classes which suit their abilities
 - Headship Team – to evaluate the curriculum and develop whole school policy with reference to data on standards achieved by our students
 - Estyn – scrutiny of school data which will form part of Pentrehafod’s self-evaluation document
 - Local Authority – publication of our GCSE statistics in comparison to other secondary schools in the LEA



- Welsh Assembly Government – use of Key Stage 3 and Key Stage 4 data. Comparisons made between Pentrehafod and other schools within our family grouping
- Transition at Key Stage 4 to Key Stage 5 – forwarding of relevant information to other institutions where our students may choose to continue their education
- Employers
- Outside agencies including referrals

Assessment *of* Learning

➤ Rationale

This form of assessment is summative and tends to be carried out periodically. Within this type of assessment, a judgement of how well a student is performing against set criteria is made. Progress is viewed over a span of time. Not only can student assessments be used to make judgements of ability across the school, but the achievements of our students will be set alongside national standards – for example, GCSE and comparisons will be made between standards of attainment within Pentrehafod and our family of schools. There will be a need for this type of assessment to be rigorous, valid and reliable within subject areas.

➤ Assessment of Learning within Pentrehafod School

Assessment for learning can be recognised in varying forms across the school. This includes,

- Cognitive Ability Testing in Year 7
- LNF Assessments at KS 3
- External examination courses, including GCSEs, in Years 10 and 11
- Awarding an “End of Key Stage” level in Year 9
- End of Year examinations
- End of unit, or mid unit assessments, for example written tests, oral assessments or practical assignments.
- Half termly data collection on student progress



A number of methods can be adopted by staff to record summative assessment – grades, percentages or marks.

At KS4, all curriculum areas should carry out assessments where fine level marking is used at least once every half term since this method of assessment will be adopted within the whole school tracking and reporting system.

Teachers will evaluate their own performance from scrutiny of the assessment data and use the information to plan lessons and develop their teaching strategies accordingly.

Areas of learning leaders will be expected to monitor and moderate assessment across their faculty or department.

Summative assessments will form a basis of our Autumn Standards Review where the HT will discuss trends with curriculum leaders.

Assessment *For* Learning

➤ **Rationale**

AfL is formative and is constantly taking place within every classroom.

A wide range of AfL techniques will be adopted in Pentrehafod School, but all will lend information about what each student knows, understands and can do.

➤ **Assessment for Learning within Pentrehafod School**

AfL can be categorised into the following areas

- Sharing learning goals / sharing success criteria
- Involving students in their own learning – assessing own learning and peer evaluation.
- Effective feedback – understanding how to improve with the setting of individual targets. Included here will be effective questioning and discussion.
- Using AfL to inform about future planning.
- Used as a tool to raise student self-esteem.



Evidence of sharing learning goals

Programmes of study will be placed in students writing books, either at the start of the academic year, or at the start of each topic – whichever is most appropriate for each faculty or subject area.

All classroom teachers will outline the learning objectives at the start of each lesson.

Use is made of model answers and the sharing of success criteria will be carried out to show students best practice and aid personal achievement.

Evidence of involving students in their own learning

Students will self-assess their work with the aim of setting their own goals and progressing through self-review.

Use is made of peer assessment where students will be given opportunities to comment on good practice seen in the work of others.

Evidence of effective feedback, questioning and discussion

The setting of individual, written targets by the classroom teacher. These targets will be evident in students' writing books and relevant assessment tasks. They will be positive and will guide students to make corrections or changes in their work and so aim for improvement and progress through levels.

Oral feedback given to the student.

Teacher questioning and discussion with the student where a dialogue leads the student to think of ways in which they can improve their work.

Evidence of the use of AfL to inform about future planning

Staff note the comments made by students, be it through oral discussion, or through written dialogue, and give due consideration to suggestions made.



Evidence of use of AfL as a tool to raise student self esteem

Dialogue between teacher and student is positive and encouraging.

Students feel comfortable offering their opinions to their subject teacher.

Marking

➤ **The purposes of marking**

- To monitor progress made by students
- To determine standards
- To correct inaccuracies
- To assess the acquisition of skills
- To encourage improvement

➤ **Marking within Pentrehafod School**

Every student will have a “main source document”, which for most, but not all subject areas will be a writing book. This book will hold primary evidence of progress. This is the book which will be taken home by the student and which parents/carers and carers will have access to.

- Student’s work will be marked every 4 weeks at a minimum.
- Teacher marking will be carried out using a green coloured pen.
- Work should be marked in a way which provides clear feedback on the student’s level of achievement and on their strengths and weaknesses. At KS3, a whole-class feedback sheet will be used to provide information about general progress being made.
- At KS4 , diagnostic marking will take place in relation to exam criteria of the subject being taught.
- There should be an emphasis on praise and encouragement, but comments should also be realistic and diagnostic.
- Teacher comments should be legible and written using language that the student is able to understand.
- Students should give a response to teacher comments which will create a dialogue. This should be done using a red pen.



- Peer assessment and self-assessment should be in evidence in student's books.
- Grammar, spelling and punctuation will be corrected, but teachers should be mindful of the student's needs and abilities. Students will follow the 'wait check your 8' strategy of highlighting grammatical errors, during DIRT time.
- Marking should remind students of the need for a high standard of presentation.
- All marking will be signed and dated by the classroom teacher.
- Monitoring of the marking carried out by subject teachers will be carried out by the AoLE Leads each half term.
- The books collected for this review will contain a range of abilities within each teaching group and the sample should contain around 10% of the total number of students within the group.
- The person carrying out the monitoring procedure will sign and date books which are reviewed.
- Evidence of monitoring will be kept by the AoLE Lead.
- Good practice will be shared across the department.
- The HT will carry out a student product review once a term.
- Year Leaders will monitor a range of subject books once a term.
- The school shall ask parents/carers and carers to comment on the work being carried out by their children. This may be through an interim report or through a sheet placed within the student's writing book.

Recording and Tracking Student Assessments

- Recording will be used as a means of tracking student progress.
- All staff will be expected to collect information on attainment for every student that they teach.
- Data on student progress will be held on SIMS.
- Fine levelling and grading is the method of recording student achievement by the individual teacher.
- This whole school tracking system will review student fine levels and grades recorded for every subject. (SIMS)



- Continual recording of progress for Key Stage 4 students will be carried out through SIMS. Staff will be asked to track student’s current performance against professional end of KS4 prediction. They will also be asked to track an Attitude to Learning grade – (Use the same into the progress report).

Reporting

- Progress Reports for students within Pentrehafod School will be produced every half term.
- The generating of the reports will be carried out through the use of SIMS.
- It will be the responsibility of the classroom teacher to produce a report for every student that is taught by them.
- Curriculum leaders will have the responsibility for providing statement banks used in the reports. They will also have responsibility for monitoring these statement banks and updating them if required.
- Students will be expected to make a response to their progress reports and time will be set aside for the school day.
- A request will be made to parents/carers or carers to comment on their child’s report.
- Monitoring and reviewing the assessment policy
- This assessment policy will be reviewed a minimum of once in an academic year.

This Policy was presented to Governors on **4th December 2019**.

It will be reviewed in **December 2022** or if National and Local Policy or Guideline is updated.

Signed.....
Mrs M Hughes
Chair of Governors