



School Policy



VERULAM SCHOOL
A Specialist Technology College

HCC CSF Model Policies for Schools Model Assessment, Recording & Reporting Policy

Model Policy Reviewed and adopted by Curriculum & Progress Committee	20/06/18
Review Period	2 yearly
Date of Next Review	2020
 P A Ramsey Headmaster	 Mr R Kennedy Chair of Governors

Purpose

A key aim of the school is that every child will achieve to his or her full potential. We believe that this will be accomplished through a close partnership with parents, pupils taking responsibility for their own learning, and highly motivated, highly skilled staff. The purpose of the assessment policy is to help pupils know what they are doing well and what they need to do to improve. The knowledge gained will be used to inform teaching and to direct learning. It may also be used to put pupils into ability groups.

Main ECM outcomes: Enjoy and achieve

Who was consulted?

In producing this policy we consulted with all teachers, pupils and with parents via Verulam Voice.

Relationship to other policies

The policy should be read in conjunction with the curriculum, homework, equality, performance management, SEN, target-setting, and teaching and learning policies, and the home-school agreement.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will ensure that:

- pupils will only follow syllabuses or be entered for external examinations approved by the governing body; this includes registered pupils studying in other schools and colleges
- where a subject does not have national standards as a reference then school standards will be provided and standardised assessment will be used to inform teacher assessment of pupil progress
- national tests are applied in accordance with the statutory framework
- all teachers receive training on how to use formative assessment to inform lesson planning – this will include setting learning objectives, observing pupils learning, discussion and questioning, and giving feedback
- marking of pupils' learning complies with the school's guidelines (See *Appendix 1*) and is used to motivate pupils and to provide them with specific guidance on what further learning is required
- a database of pupil attainment will be used to track individual progress, but information about individual pupils will only be made available to them or their parents/carers
- all pupils will receive a full report for each subject once per year written in accordance with agreed procedures • parents will be informed

regularly about their child's progress and annually about the results obtained in national tests and examinations (See Appendix 2)

- any changes required to this policy in the light of practice and changes in national requirements are reported to the governing body.

All **staff** are expected to ensure that:

- pupils are actively involved in learning and self-assessment of progress
- care is taken to ensure that assessment builds pupils' motivation, confidence and self-esteem
- lessons begin with clear expectations, and learning objectives are shared with pupils. These are reviewed at the end of the lesson or series of lessons
- each pupil receives feedback about the standards of their work, although this may not always be in writing
- where work is marked this may show the standards reached against the national expectation if close to the end of a key stage, but it must always show what is required for the pupil to improve and move on to the next stage of learning
- all pupils are set targets. These are based on prior attainment and are ambitious • results of assessment are used to inform further planning and differentiation.

Pupils are encouraged to take responsibility for their own learning through:

- assessing their own work and, where appropriate, the work of other pupils
- setting targets for their own learning as part of the school's review and reporting system
- asking for help and advice in improving their work.

The **governing body** is responsible for ensuring that the school profile includes information about the school's National Curriculum assessment results and GCSE, GNVQ, AS and A Level results [and that national comparative data is provided for similar schools and national averages. (This information is already in the profile form when it comes to the school, so it is a matter of checking accuracy.)

Arrangements for monitoring and evaluation

Subject leaders or heads of department will oversee marking and assessment practice within their areas of responsibility. Lesson observation and work sampling

will be part of this process. The leadership team and the governing body will evaluate the success of the policy by asking for feedback from pupils, teachers and parents.

The headteacher will report annually to the governing body on:

- the outcomes of monitoring, and changes in practice that have resulted from them
- the overall standards achieved in each subject by year group
- the overall standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by pupils with SEN and groups considered to be vulnerable
- the impact of external intervention or support on standards
- the views of staff about the action required to improve standards
- feedback received from pupils and parents.

Date established by Curriculum Committee 29 April 2010

Review Date 20th June 2018

Date for review Summer 2020

Appendix 1 - Marking Guidelines –

MARKING

Much marking will be subject specific. In addition, it may not be necessary to mark in detail, or to mark detail in pupil rough working. However the following are general principles to apply across the curriculum:

- Pupils' work will be marked on a regular basis.
- Pupil work should be checked frequently, even if not marked
- Marking here includes feedback comments which are, in any case, far more powerful than marks in showing pupils how to improve
- Comments should be positive wherever possible
- Coursework feedback should be as soon after the production of the work as possible to maximise effect
- Pupils should be rewarded for on-going good effort

Appendix 2 - Verulam Assessment Plan – see current Assessment Plan document