



## **Assessment, Recording and Reporting Policy**

This policy was formally adopted on:

The renewal date for this policy is: March 2017

### **Context**

The overall aim of the Academy is to have an educational community which promotes and provides excellence in teaching, learning, relationships and opportunity through high expectations and adherence to traditional values

The Assessment, Recording and Reporting Policy of Weelsby Academy supports a positive environment in which high quality teaching and learning can take place. So that every student has the opportunity to fulfil his/her full potential, individual self-esteem is nurtured, consistency of approach is ensured, and the efforts of all involved in the partnership of Students, Parents, Teachers and Governors are recognised and respected.

### **Assessment Aims**

- To help students to celebrate their achievement and to understand what they need to do to improve their work and make progress, thereby enhancing their own self-esteem.
- To help teachers to plan, monitor and evaluate the progress of each child and hence, the appropriateness of the curriculum for the individual.

### **Recording Aims**

- To accumulate evidence of attainment in a reliable, valid and systematic manner, to enable trends and discrepancies in the work of each student to be monitored over a longer period of time to improve assessment and aid reporting.
- To ensure consistency of assessment/markings within Key Stages and throughout the school.

## Reporting Aims

- To provide an accurate, informative document for students, parents and professional colleagues that clearly indicates a strategy for future improvements.
- This needs to apply to all aspects of student development.

## Assessment and Feedback Guidelines

- Assessment is an integral part of the learning process and should employ AFL (Assessment for Learning) principles at its core. All adults should record assessment so future planning is based on previous learning. (see Teaching and Learning policy)
- Assessments will take place at least termly, (half-termly in the Summer and Autumn terms). The actions arising from these will then be reviewed at Pupil Progress meetings, recorded on teacher's personal action plans and further actions will be designed around specific elements within the class. Teachers will also meet with SENco and/or SEN advisor for advice regarding specific needs. Interventions will be set and reviewed at the next meeting.

(Appendix 1: Teacher's personal action plan form)

The SENco will also mind the attainment gap of individuals within groups and measure their progress.

(See Appendix 2: Pupil Premium Report.)

As part of the Schools Partnership Trust Academies (SPTA), Weelsby Academy uses the Sheffield STAT curriculum assessment method.

The Assertive Mentoring system is then used to inform and monitor progress.

(See Appendix 3: A selection of Assertive Mentoring and Sheffield STAT assessment tracking sheets.) At the end of key stages assessment will also take account of national standards.

- Summative assessment should, where appropriate, award a grade/mark corresponding to the standard and presentation of work, this will be collated using the EAZMag data system. There are five data collection points over the academic year.
- Formative assessment should emphasise positive achievement but ensure that weaknesses are also highlighted and inaccuracies corrected. Marking will consist of ticks to identify good aspects of work. A dot will be used in maths to

indicate an error needs attention. Detailed marking and feedback will occur in 50% of work. In writing this is where a word, sentence or section is highlighted to indicate improvements are needed. Detailed written feedback will acknowledge success and prompt necessary improvements e.g. full stops, verb tense and word order. A target for the next piece of work will be given with an example to complete, this may be in a bubble. Children will edit and improve in green pen. This should be supported by student self-assessment discussions when appropriate. This will be through mentoring meetings as outlined in the Assertive Mentoring system. We include parents in this process through our parent/teacher interviews.

(See Appendix 4: Mentoring meeting records.)

- Assessment should encourage progress and promote higher standards, by identifying targets for future development both in the standard and presentation of work. These should be communicated through mentoring meetings, pupil folder records, in marking and in verbal discussion throughout the following learning period.
- Assertive Mentoring systems should be updated and included in the class Assessment file. Future planning and children's targets should clearly link to the outcomes of the assessment data and analysis.  
(See appendix 5: Contents of Assessment File.)
- Assessment data should be used to evaluate teaching programmes.

## **Recording Guidelines**

### **Teachers**

Records should contain a balance of information including targets and tasks, academic attainment and, where appropriate, practical and personal skills. From this it should be possible to identify areas for improvements.

### **Academy**

Academy records are held centrally within the SIMS data management system and the EAZMAG web based package and will contain all external examination results and all relevant information for each student, medical data and assessments provided by other agencies which have implications for educational practice.

## Reporting Guidelines

The academy will report to parents at least termly following the second cycle of assessment data collection in each term. This will be through parent's evenings and an annual written report.

Reports will enable measurement of progress against age-related targets attainment. (See Appendix 6: Annual Report to parents)

In addition reports will:

- meet the additional 'End of Key Stage' requirements for additional and comparative information.
- indicate strengths and weaknesses and how improvement can best be ensured.
- allow for meaningful dialogue between parents and school by being both manageable (for teachers) and 'user-friendly' for parents and students.
- be appropriately released as judged by the individual need in each year. They will be prepared within an appropriate time frame to ensure document quality.
- recognise the additional requirements relating to students with Education Health Care Plans and/or those recognised as having additional education needs.
- invite parental response and involvement.