Assessment Recording and Reporting

(Senior School)

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1 Policy Statement

1.1 Effective assessment and reporting is a keyway in which Embley can fulfil its aim of encouraging academic ambition for each individual pupil. Embley uses internal and external assessments to inform teaching and learning and to facilitate pupil progress. We view learning as a partnership between pupils, teachers and parents and recognise that monitoring, assessment and communication with all stakeholders are key to the pupils in our care achieving their potential. The school is committed to assessing pupils' work regularly and thoroughly. Each department within the school must implement the policy in their own area.

1.2 In the Senior School, parents are given half-termly feedback on the progress of their son or daughter through either grade cards or full written reports. There is also a Parents' Evening for each year group during the academic year.

1.3 We evaluate pupil performance against the stated school aims and with reference to national norms. Analysis of assessment will be carried out by teachers and the SLT and any implications relating to issues for the whole school will be considered for inclusion in the school's development plan.

2 United Learning Common Statements

2.1 This policy applies to all members of our senior school community, including boarders.

2.2 Embley is fully committed to ensuring that the application of this Senior School Assessment, Recording and Reporting Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document.

2.3 Embley seeks to implement this policy through adherence to the procedures set out in the rest of this document.

2.4 This document is available to all interested parties on our website and on request from the Senior School offices and should be read in conjunction with the following documents:

Controlled Assessment Policy

Curriculum Policy

Teaching and Learning Policy

Assessment and Reporting Schedule (SS)

3 Underlying Principles

3.1 Assessment is an essential part of any high-quality curriculum and through the information gained plays a crucial role in raising standards of learning and achievement. It should be used for:

- 3.1.1 Diagnostic purposes, i.e., to determine what knowledge and skills a student already possesses, to help identify strengths and areas for development, to give appropriate guidance and to support effective interventions.
- 3.1.2 Formative purposes (assessment **for** learning) i.e., to provide information in order to assist with the planning of the next steps of a student's learning.
- 3.1.3 Summative purposes (assessment **of** learning) i.e., when it summarises the progress and attainment of a student and indicates what is known, understood and can be done.
- 3.1.4 Evaluative purposes i.e., when it provides information which indicates the success of lesson plans, schemes of work, resource allocation and continuing professional development.

4 Assessment Procedures

4.1 To provide effective assessment of pupils at Embley staff are required to apply the following procedures:

- Assessment of pupils' work must be regular, and marking must reflect the school's and departments marking and feedback policy.
- The Head of Department ensures that this is understood and adhered to by all members of the department. Standards of marking are consistent within each department.
- The meaning of grades and numbers used and the criteria by which they are awarded are clearly explained to pupils.
- Assessment must be thorough and, where appropriate, constructive comments and/or clear explanation of the grading should be included. There should be clear guidance on how pupils can raise the standard of their future work.
- All grades/marks used must be explained to pupils
- Assessment of pupil's work should be used regularly and systematically to inform planning and to modify provision for pupils, including those with learning difficulties such as dyslexia. In this way assessment for learning should be a key element of schemes of work.
- Pupils' performance will be evaluated by reference to the stated school aims and the national norms.

5 Use of baseline testing in assessment

5.1 As part of their assessment of pupils, staff use data provided by MidYIS, Yellis, Alis. This data, whilst not conclusive, can give valuable information regarding a pupil's performance over the year and can give an insight into whether a pupil is making appropriate progress. The data is available through the Embley shared area for teachers. This data must inform teaching and lesson planning. The data is discussed and analysed at staff meetings as appropriate.

5.2 Heads of Department and Heads of Year must review the progress of pupils against baseline data to ensure that each pupil is making appropriate progress and to inform planning, teaching and individual interventions that are needed. The data is also used to identify able, gifted and talented pupils. Analysis of data also allows results to be compared with national norms and with other schools across the group.

6 Recording

6.1 All teaching staff are expected to:

- Keep a record of marks and grades awarded to pupils throughout the year, in a planner, electronic or otherwise.
- Complete grades and/or written reports on iSams according to the agreed published schedule.
- Record any information about pupils from the additional needs list.
- Attend Parents' Evenings for the pupils they teach to discuss the progress of pupils.
- Produce progress reports on individual pupils at the request of the SLT or Head of Year.

7 Reporting

- Unless otherwise agreed between the parents and the school, information about a pupil's progress and attainment is sent to the parents of every registered pupil in accordance with the reporting schedule.
- The parents of each pupil will receive a full annual report at least once a year, as well as interim grade cards according to the reporting schedule.
- At each reporting period reports or grade cards will include subject, an effort grade, Attainment grades, Target Grades and progress to target grade. Target grades and Attainment grades will use numerical scores from 9-1 in KS3 and KS4 and A-U in the Sixth Form and from A-E 'Effort'.
- Grade descriptors will be included at each half termly reporting point to clarify the grading used.
- Reports will also include a tutor comment, as well as a Head of Year comment, which will focus on general involvement in the life of the form and school.

8 Parents' Evenings at Embley

8.1 The purpose of parents' evenings is for parents to receive some face-to-face feedback on their son/daughter's progress from his/her teachers and to engage in dialogue about their progress. It is an opportunity for parents to ask questions as well as for teachers to provide more detailed feedback than is sometimes possible in a report. From Year 9 upwards students are encouraged to attend with their parents as the parents' evening provides an important opportunity to discuss option choices and progress towards public examinations. We warmly encourage all parents to attend parents' evening every year. The school does not usually provide alternative feedback if parents are unable to attend unless there are exceptional circumstances.

8.2 In the Senior School parents meet their son/daughter's subject teachers once a year. They also have the opportunity to meet their Form Tutor and/or Head of Year at this annual parents' evening. Members of the SLT are always present for a discussion should it be required. Appointments are made using the online booking system. Parents Evenings in Years 7-9 are held using video-conferencing software while Year 10 – 13 are held in person.

8.3 If parents and teachers are unable to cover all the relevant issues during the appointment, teachers may invite parents to come back in for a further meeting or arrange a telephone

conversation with them. Teachers are expected to keep an eye on the time to ensure that appointments do not overrun.

8.4 Should a member of staff be unable to attend a parents' evening, due to unforeseen circumstances, they will be expected to write a report on the pupils whose parents had requested appointments.

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