



# Assessment, Recording and Reporting Procedure

Issue Date: September 2019

Reviewed: September 2020

Next review date: September 2021

Ratified by Governing Body: March 2021

## Assessment Recording and Reporting Procedure

We recognise that assessment is a vital part of education, teaching and pupil progress. Assessment is a tool for providing information to a range of audiences. For teachers it provides information for improving the teaching, adapting planning and understanding students. For students it provides the information they need to best make progress. And for parents and governors it gives them the information they need to see that their child or students are progressing well.

There are four main strands of assessment, each with a different purpose:

**Formative:** This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own assessment files, recorded on Classroom Monitor (school data system) and in the children's own books.

**Summative:** These occur usually at the end of each term. Summative tests help teachers in judging pupil progress over a longer period of time and are also of use in determining the overall subject level for pupil records. The analysis of these assessments enables staff to identify areas of success and where there is a need for further intervention to aid progress.

**Diagnostic:** All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data. For example, assessments made for dyslexia etc. to identify a need of an individual child where further support may be required from other staff members.

**Nationally standardized summative assessment:** These are formal national exams that students sit in order to obtain GCSE or A-Level exams. These include: GCSE exams at the end of Key Stage 4 and A-Level / vocational exams at the end of Key Stage 5

## **Aims of our Assessment Policy**

### **For Pupils:**

- To enable them to recognise and evaluate their own achievements.
- To provide motivation and encourage students to have high expectations of themselves.
- To encourage pupils to develop responsibility for their own learning.

### **For Teachers:**

- To provide a structure to identify pupils strengths and weaknesses.
- To assist with planning lessons by understanding students current knowledge.
- To provide a framework so that continuity and progression can clearly be seen in an individuals' records.
- To enable performance on the curriculum to be tracked through a system of recording and sampling.
- To provide a method to evaluate success or otherwise of teaching strategies, processes and programs and to amend and develop them to address individual and collective needs of children.
- To enhance communication between pupils and teachers.

### **For Parents:**

- To provide feedback on progress and an agenda to involve them in their child's development and education.
- To encourage and enhance parental understanding.
- To enable them to make informed choices with their children about issues affecting their future.

### **For the School:**

- To encourage a sense of achievement and progress for both staff and pupils.
- To provide information/data to enable whole school evaluation.
- To assist in the attainment of whole school aims/objectives.
- To satisfy external requirements, e.g. OFSTED.

## **The Purpose of School-based Formative Assessment**

### **Pupils:**

Formative assessment helps pupil to measure their knowledge and understanding in each topic, and helps them to understand the success criteria for that subject. It reveals strengths and highlights to them areas where they need to focus to succeed. It also gets students used to testing so that when they come to sit the national exams, they are used to it.

### **Parents:**

Formative assessment gives important information to parents about how their child is progressing in school. It includes them in the learning process and allows them to understand how to best support their child. It also reinforces the relationship between parents and school, and keeps communication open and clear between the two.

### **Teachers:**

In-school formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

## **The Purpose of School-Based Summative Assessment**

### **Pupils:**

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

### **Parents:**

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

### **Teachers:**

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

## **Records and Record Keeping**

### **Records of Progress**

Teachers and support staff use records to review pupils' progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in different ways, these include:

- Teachers' plans and evaluations
- Behaviour Support Plans
- Classroom Monitor – school's assessment system
- Vanguard Whole School Data Tracker
- Teacher's assessment files

### **Recording Work**

All departments within Vanguard School employ a range of strategies to record pupils and students work which include:

- Work in exercise books.
- Work saved on computers.
- Annotated work
- Video recordings.
- Pupil self-assessment.
- Photographs.
- End of module assessments

## **Ethos**

At Vanguard School we recognise that for our pupils, progress is sometimes measured in very small steps and we should take every opportunity to recognise every achievement across a range of personal, social and academic activities. Assessment should raise the expectation of success rather than highlight failure. We celebrate pupil achievements as part of school life through the presentation of certificates and class reward systems to encourage self-esteem and develop skills necessary for self-assessment.

## **Assessment for Learning (AFL)**

We believe the main purpose of assessment in the classroom is to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Effective assessment for learning involves:

- The sharing of learning goals/intentions with pupils
- Helping pupils know and recognise the criteria for success
- Providing feedback and marking that helps pupils to identify how to improve
- Pupils learning self-assessment techniques to discover areas they need to improve
- The use of effective questioning to assess progress
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

## **Equal Opportunities**

The school's equal opportunities policy and racial equality policy applies to assessment, recording and reporting. Where appropriate, assessment materials reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender is avoided, and pupil's progress is monitored to ensure no child is disadvantaged. Equally, a child's religious beliefs and cultural differences are always respected.

## **Pastoral Data**

### **Multi-Agency Support**

The school employs a Multi-Agency Support Team, comprising a Speech and Language Therapist, an Occupational Therapist and an Educational Psychologist, on a part-time basis. These professionals assess each pupil with respect to needs either identified within a pupil's statement or EHCP, or by the school itself, and this information is also collated into the Progress Report for use by the school's classroom-based staff in guiding the teaching, learning and progress of individual pupils. In line with the interventions subsequently put in place by the team and the school's classroom-based staff, this section is continuously updated.

### **Behaviour Team**

The behaviour team at Vanguard continuously monitor the development of behavioural skills in our students and watch for any issues that arise. Assessment of students is done based on observation, discussions with teachers, communication with parents and other qualitative measures. Some quantitative measures are also implemented to monitor behavioural progress in the school, such as incidents recorded on CPOMS or number of points given on ePraise.

### **Behaviour Support Plan**

- Each pupil has a behaviour support plan, which contains details about how best to support the pupil in school, including likes, dislikes, triggers and best techniques for the student.
- The Behaviour Support Plan contains each pupil's individual targets in Behaviours for Learning, Communication and Interaction, Physical/Sensory/Medical needs and Literacy/Numeracy, together with the expected outcomes in each area.
- The progress which each pupil is making towards achieving each of their Outcomes is updated three times each year, during the first half of each term.
- 

### **EHCP Recommendations and Objectives**

- Each pupil at Vanguard school has an EHCP which contains targets and objectives for their academic progress. Teachers are aware of these targets and work with students and parents to implement strategies to meet these targets.
- These targets are reviewed during the annual review process, and sometimes more regularly than that for students who require extra support.

## **GCSE Grading**

Each term teachers give their students a current working grade against GCSE criteria, these are split into three sub-divisions for example 5-, 5 or 5+. This grading will usually be made after an end of term assessment but may be based on other factors such as well such as classroom assessment. The teachers' grades will also be backed up by data from Classroom Monitor. Using this data we can then check a student's progress against their flightpath grade and target grade to see whether they are on track or not.

## **Target Setting**

Target setting is used to raise standards of achievement and rates of progress at Vanguard school. The targets show what we expect all our students to attain. We use prior attainment and assessment to inform our target setting and continuous monitoring of progress. Comparing current attainment against targets allows us to intervene where necessary and measure the impact of the teaching and learning, curriculum, and tutoring. Targets are moderated on a termly basis, three times a year, and adjusted upward where a pupil is outperforming their initial target.

Target grades are also used to generate flightpath grades, which show whether a pupil is currently on track in each subject or not.

## **Baseline**

When a pupil arrives at Vanguard, teachers will carry out appropriate baseline assessments in order to judge prior learning and to set appropriate targets to work towards. Teachers will also take account of attainment levels provided from the students' previous school if appropriate.



## **Reporting to Parents**

### **The Annual Review (AR)**

The annual reporting of progress in terms of the Education Health Care Plan forms a large part of the reporting process. Comprehensive educational reports, Speech and Language Therapy reports and Educational Psychology reports are an intrinsic part of all ARs.

Reports from teachers, classroom monitor reports or assessments results for each subject may be reported on in the educational report for the Annual Review. Individual progress data/graphs may be shared with parents at the Annual Review.

The AR targets are shared at the Annual review are recorded on the pupil's Progress Report These are completed three times a year for all pupils.

### **Parent Meetings**

Three times a year we offer parents an opportunity to meet their child's form teacher and other subject teachers at parents' meetings, where Progress Report targets are shared.

Parents will be kept informed of daily progress through home-school books, emails or telephone calls as appropriate and have the opportunity to make comments or raise concerns.

Achievements, successes and progress is shared at ARs and parents' meetings. Parents will also be notified in home/school contact books, email or by telephone.

### **Progress Report**

This document is a record of the pupil's progress, achievements and targets. It includes the following:

- The assessment levels for subjects
- If progress is on track, exceeding or below the expected levels
- Attitudes to learning and positive behaviour points
- Quality of Life Key Worker feedback
- Pupil's Views
- A review of EHCP targets
- Parent's comments

## **Monitoring and Review**

This policy will be monitored by the Principal and Data and Assessment Lead and SLT. It will be reviewed using the following criteria:

*Is the policy efficient in terms of time and labour?*

*Is the policy effective in bringing about developments that improve the quality of teaching and learning?*

*Are the assessment procedures we are using reliable and informing planned interventions for our pupils?*