

Rationale

The purpose of assessment is to improve standards, not merely to measure them. The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students.

Aims

- To provide clear guidelines on the school's approach to assessment.
- To establish a coherent approach to assessment across all departments.
- To provide a system which is clear to students, staff and parents.

Introduction

Assessment is a term which encompasses a wide range of activities, formal and informal, summative and formative. Summative assessment (external and internal exams) has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement. Research evidence to suggest that formative assessment or assessment for learning (AfL) has a greater impact on motivation and attainment.

Statement of Principles.

- Assessment should be seen as an important and positive part of learning. It should involve student and teacher in a process that identifies strengths and weaknesses and enables targets to be set that will help teaching and learning to develop in a positive and progressive manner. Maximum use should be made of data collected on students to inform this process. The assessment policy should be implemented in conjunction with the whole school curriculum and marking policies.
- Assessment should be designed to allow equality of opportunity for all students to achieve at an appropriate level and reach their full potential.
- Assessment techniques should and will vary, but it must always be clear to students, when a formal assessment is being carried out and exactly what are the criteria for assessment.
- Outcomes of assessment should be carefully recorded in a way that allows easy access to up-to-date records by interested parties.
- Where records and reports are released to students and parents, it is necessary to retain copies in school for future reference. Methods of transfer of data to staff taking over classes in subsequent academic years and from/to other schools when students arrive/leave, must also be organised. This includes the entry data from primary schools.
- The guidelines contained in this policy document will be subject to changes as and when the statutory requirements of the National Curriculum are amended.

Success Indicators of the Assessment, Recording and Reporting Policy.

- The school has a working policy on Assessment Recording and Reporting that is clear to staff and its implementation can be seen in the work of all Curriculum Areas, academic and pastoral systems.
- The school has a working common policy on the marking of student work.
- Assessment informs the future learning of the student and the planning of work by staff.
- Assessment is a progressive and continuous process throughout the Key Stage.
- Assessment is reliable, valid and consistent across the work of different teachers.
- Staff provide quick and effective feedback to students on the quality of their work.
- Students make effective use of opportunities to develop self and peer assessment techniques.
- There are procedures for internal moderation and standardisation of teacher assessment.
- There are systems for collating, storing and using the assessment records kept on individual students.
- Assessment is diagnostic and formative as well as descriptive
- The school and its departments analyse assessment data to investigate trends in performance and with the positive aim of improving current performance of individual students and the school as a whole.
- Records are kept up to date at individual staff, Curriculum Area and whole school level.
- Accurate records are passed on to successor institutions.
- Records from prior institutions, particularly the primary schools, inform and influence programmes of study.
- Students are fully involved in discussions designed to maximise academics progress.
- An accurate academic baseline is secured for students on entry and appropriate provision designed to maximise progress.

Guidelines

1. Assessment.

- Curriculum Area Leaders and Subject Leaders, with their staff, will ensure that a system is in operation that allows assessed judgements of students' work and progress to be reached across programmes of study in all subjects and all Years 7 to 11. This system will take account of whole school assessment and marking policies.
- Through Schemes of Work, Curriculum Areas will indicate the frequency and methods by which work is assessed. A statement of Curriculum Area Policy on assessment should be included in a Curriculum Area Handbook, outlining methods used to allow consistent standards to be achieved.
- Standardisation and moderation of work within the Curriculum Area must take place on a regular basis as defined by the calendar.
- Curriculum Area Leaders and Subject Leaders must carry out regular monitoring and maintain records of sampling of marking and assessment by staff to ensure that it is taking place in accordance with Curriculum Area and Whole School Policy. It is also necessary to ensure that newly appointed or long term supply staff are familiar with these standards and procedures.
- Evidence should be collected to support standards applied by the teacher/Curriculum Area. This should consist of:-
 1. Individual records of student progression through the programmes of study (in markbooks and centrally).
 2. A portfolio of exemplar materials defining standards which have been agreed as a benchmark for future assessment.
- Students work must be marked using the Whole School Marking Policy. Feedback to students, written or verbal, should be quick, regular and constructive, within a framework that is realistic for the delivery of each subject. When appropriate, and agreed in the assessment brief shared with students, in Key Stage Three reference should be made to National Curriculum sub-level criteria, and in Years 10 to 11 to the criteria based on GCSE (A* to G) grades or the appropriate grading scale where this differs from the GCSE (e.g. Pass/Merit/Distinction for OCR National Award) and BTEC programmes.
- Students should be encouraged to carry out self- assessment of their work when appropriate. Guidance should be given to help them build confidence in this process, enabling them to take a growing involvement in their learning, by identifying their own strengths and weaknesses and setting realistic targets for the next stage.
- Target levels for the end of the Key Stage must be set for each student in each subject.
- Progress in relation to these targets will be recorded through 4 cycles of data collection.
- Departments must devise appropriate methods of summative assessment, in accordance with Whole School Policy.
- Timetabled periods are set aside, in each academic year for Internal School Examinations and Public Examinations. Curriculum Areas are responsible for correct entry and preparation of students for examinations. When producing internal papers or tasks, they must be designed to allow access to all students, so that students can demonstrate their best level of attainment at that stage. Significant assignments must show the mark scheme and the time allowed for work. The results of these should be used by staff with students to set targets for improvement in the next phase of learning.

2. Recording assessment.

- There is a statutory requirement that schools report to parents on progress in each subject and other school based achievements each year. Therefore, a continuous record of progress towards targets and a record of student attitude/effort is necessary.

- Each subject teacher should hold records of each student's progress. The Curriculum Area Leader and team must develop a system of recording information in SIMS to best suit the delivery of their programme of study, their assessment schedule and the reporting schedule for the whole school. This system should be developed to allow staff to both input and retrieve data easily. Whole School Policy must be adhered to in the use of electronic systems to store data and produce reports.
- These records, built up by subject teachers, must be regularly updated creating a central SIMS departmental record, to ensure continuity across the Key Stage. This is important in the case of unexpected or extended teacher absence and as a back up system avoiding problems if markbooks are mislaid or are unavailable.
- Curriculum Area Leaders, Subject Leaders or a nominated person, should monitor the record system to check that it is up to date. This process should be reviewed on a regular basis with the Leadership link, to ensure adequate systems are in place and that best practice can be shared across the school.
- Recording student achievement requires teachers to make judgements on levels of progress and achievement in agreement with colleagues. Work set should be challenging for all students. When establishing basic principles in a subject, many students may initially achieve a high level of success on the common marking policy. However, when “stretching” significant assignments, identified in schemes of work, are used, it is anticipated that a full range of outcomes will result across the class/set. These will be used to record individual student progress towards targets and ensure suitably differentiated work is being set for the class/set.
- Data collection to the central SIMS electronic school record, must be completed for all students, in all subjects. This summative process should be informed by the accumulation of recorded progress and effort over the four cycles. It should reflect the full range of progress and effort in any teaching set, as an indicator that work has been sufficiently rigorous and challenging to the full ability range. These judgements of progress towards targets and effort will be also recorded on Reports to parents and used in Parent/Teacher/Student Consultations. They will also be used as a factor in the review of correct student groupings at both Key Stages. These records will track progress towards the targets set for the end of the Key Stage and by comparison with baseline data will detect any underachievement.

3. Reporting

- The reporting system will remain under constant review in the light of any changes in statutory requirements and new methods of production available involving greater use of Information Technology. The aim is always to produce a report that is fully informative to students and their parents and that indicates both progress and effort. Consideration is also given to input of time by both teaching and administrative staff and cost.
- It is important to allow an element of self assessment by students to be reported. Subject and tutor reports should include clear comments and targets to ensure the learning process can move forward in a constructive way.
- Parents will receive one full report and interim report per academic year, plus a Parents' Evening consultation. Performance data will be collected 4 times as per published cycles.
- Sequencing of reports is arranged in consideration of important stages in the academic cycle and to spread workload for staff.

- Reports must state when parents can discuss them with staff. This will normally be the next scheduled Parents' Evening, but individual parental requests should be responded to by any staff required to do so, but only in conjunction with prior discussion with Progress Leaders/Managers or other senior staff. Reports will include a reply slip on which parents may make comments. Queries must always be responded to and MHS will investigate the possibility of 'electronic returns'.

Equality and Diversity Impact Assessment

Date: 1/5/14	Policy/Activity: Assessment, Reporting and Recording	Assessor: HT
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Number	Protected Characteristics	Any Concerns Arising?	Details of Concerns	Recommendations
1	Disability	✓	Information accessibility	Make a range of accessibility tools available e.g. 'text to audio', large text, etc. as needed.
	Example: physical disabilities, learning difficulties or medical needs	✓	Accessibility	Keep accessibility arrangements under review
	Young carer/carer			
2	Gender			
	Females/Males			
3	Sexual Orientation			
	Example: Gay, Lesbian			
4	Gender Reassignment			
	Gender Reassignment			
5	Race/Ethnic Group			
	Example: Black, Asian, Chinese, etc			
6	Pregnancy/Maternity			
	Pregnancy or maternity/paternity			
7	Marriage/Civil Partnership			
	Marriage/Civil Partnership			
8	Religion or Beliefs			
	Example: Jewish, Muslim, Christian etc			
9	Age			
	Age			

Appendix 1: Assessment Types

Summative Assessment: used mainly to measure performance and identifies a standard of student attainment. It is carried out at the end of a period of learning.
(Assessment of Learning)

Examples

- External Examinations such as GCSE.
- Internal School Examinations such as Mock Examinations.
- End of Topic/Unit Tests or assessments
- Standardised Tests such as reading tests
- Sporting, dramatic or musical examinations such as piano grades

Formative Assessment ongoing and provides evidence of and for progression in learning. It supports learning through identifying areas for improvement, providing feedback for students, parents and teachers and diagnosing future learning priorities.
(Assessment for Learning)

E.g. class and home work, questioning, oral discussion, presentation, peer and self assessment

Plenaries, practical project or demonstrations, research and online learning programmes are further examples

Self and Peer Assessment encourages students to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes
- Identifying their own strengths and areas for improvement
- Encouraging individual learning goals and action plans for future progression
- Fostering a self reflective learning culture
- Encouraging independence in learning

Examples

- Peer marking and assessment
- Further Education applications
- Pre- topic and progress check self assessment
- End of topic assessments against criteria
- Self marking against exam criteria

Appendix 2: Good Practice in Assessment

Good Practice in Assessment

Montgomery High School recognises and encourages the following as characteristic of good practice in assessment which:

1 Promotes and Supports Learning

- identifies what students know, understand and can do
- enables consistent monitoring of student progress
- identifies individual learning styles
- identifies individual learning strengths and weaknesses
- encourages progression in learning

2 Informs Teaching

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self reflection

3 Is both formative and summative

- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures student performance
- identifies clear and shared targets for student progress
- promotes differentiation
- informs subject choice and career decision making
- provides effective and progressive student tracking
- informs regular reporting to parents

4 Uses appropriate and diverse strategies

- is both formal and informal
- accommodates a variety of learning styles
- assesses a range of skills
- encourages effective and standardised marking procedures
- is both quantitative and qualitative
- is carried out in a range of contexts

5 Recognises ALL student progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self direction
- fosters self esteem and social development

6 Develops the capacity for Self Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports students in self and peer assessment activities
- engages students in realistic target setting

7 Fosters a shared involvement and responsibility between School and Home.

Appendix 3: Attitude to Learning Grades

Attitude to learning grades

This is a description of your son/daughter's approach to their learning within school. The bulleted list for each grade is an indication of the types of attitude they display. It is a **best-fit** model and your son/daughter may not display **all** of the characteristics in the category.

Outstanding

- Displays enthusiasm and excitement for learning
- Explores issues, events or problems from different perspectives
- Controls and owns his/her own learning
- Enjoys being creative and can develop alternative approaches
- Is prepared to take appropriate risks with his/her learning
- Displays an exceptional level of effort and commitment
- Independent learning tasks are consistently completed and of a high standard

Good

- Is motivated to learn and make the most of every opportunity
- Asks questions to extend his/her learning
- Learns from his/her mistakes
- Often shows the ability to work independently
- Manages his/her time and tasks effectively
- Shows a high level of commitment
- A small number of homework tasks are not completed on time

Requires Improvement

- Participates in most/all parts of the lesson
- Shows some interest in improving his/her learning but can be put off by challenging work
- Generally stays within his/her comfort zone
- Is sometimes without appropriate equipment/kit/books
- Some independent learning tasks are not completed and those that have appear rushed or could have been done better

Cause for Concern

- Shows little interest in improving his/her understanding of the subject
- Reacts negatively to high challenge and expectation
- Often displays disruptive behaviour which impacts on learning
- Is often without appropriate equipment/kit/books
- Independent learning is a cause for concern. Work may be of a poor standard or rarely completed