



St Nicholas Catholic High School

Assessment, Recording & Reporting Policy

St Nicholas Catholic High School
Assessment, Recording & Reporting Policy

Guiding Principles

This Assessment Recording and Reporting Policy for St Nicholas Catholic High School integrates assessment principles which best reflect our Gospel Values with the respect for the uniqueness of each student within the school. The assessment principles are as follows:

- To promote resilience and a positive self-image for students and through this encourage them to value and take pride in their work.

- To make assessment a collaborative process in which students, teachers, and parents/carers work together in true partnership.

- To ensure that assessment is equitable and fair so that the outcomes are recorded and reported in a way which encourages students to develop confidence and give them the motivation to succeed.

- To support learning and to promote high expectations and standards of performance from both students and teachers.

- To ensure consistency of assessment/marking within departments and throughout the school.

- To provide ongoing feedback and reflection which then leads to the continuous improvement of students?

- To promote and emphasise progress and achievement.

- To accumulate evidence of attainment in a reliable, valid and systematic manner this enables trends and discrepancies in the work of each student to be monitored over a period of time.
- To encourage independent learning and accountability.

Rationale

At St Nicholas Catholic High School students are encouraged to achieve their very best and assessment and the way in which the outcomes are recorded and reports plays an invaluable part in raising the achievements of our students. Assessment is an integral part of all lessons and not only takes the forms of formative and summative assessment; it is both formal and informal. Teachers deploy a variety of strategies from the Assessment for Learning guidance including self, peer and teacher assessment.

The school has set general principles for assessment, recording and reporting which all departments follow.

The school ensures that teachers, parents and students have access to up to date information about the progress of individual students to meet its legal requirements for Assessment, Recording and Reporting. Whole school procedures are in place for recording and then communicating assessment data with both students and parents. There also has to be effective ongoing communication between the teacher and the student.

Success criteria and individual student targets

Within Years 7, 8 and 9 students are taught the National Curriculum and are assigned a Progress Grade target for each subject which is based upon prior Key Stage 2 assessment using FFT data. The success criteria are found within the Subject Assessment Grids and are bespoke to the school.

Years 10-13 use the success criteria which teachers have created from the assessment criteria set by the examination boards. Students are assigned targets from FFT for GCSE

based upon Key Stage 2 data and from ALPS for A Level based upon prior GCSE performance.

Whole school guidelines for assessment

Assessment is an integral part of the learning process and it should include a variety of evidence (verbal and written) to inform and monitor progress. Where appropriate a grade or mark should be awarded. Positive achievement should be emphasised and also weaknesses should be highlighted

- Marking should adhere to the subject success criteria and take in to consideration the individual targets that were previously set for the student. The criteria are as follows:

Key Stage 3 = Progress Grade Assessment Grids

Key Stages 4/5 = examination specification content and assessment objectives

- Marking should take place at least every three to four weeks to inform both students and teachers of the learning that has taken place.
- Students should receive a summative assessment at least once every half term. This assessment should be against the subject success criteria.
- Each subject will provide written feedback through the AIM Acronym at least twice a half term. AIM can be described as:

A = What the strengths are in the piece of work (what has been **achieved**)

I = How the piece of work can be **improved**

M = My response (allow the student to respond to the feedback).

- All schemes of learning should provide opportunities for both peer and self-assessment which should happen when opportunities arise.

- Due regard must be given to how both literacy and numeracy errors are addressed.
- In order to address literacy, both marking and corrections should focus on subject specific vocabulary as well as general literacy errors. Teachers should not correct every error but key errors should be identified in a piece of work. The codes used for identifying errors are.

S = Spelling

P = Punctuation

G = Grammar

- In order to address numeracy, the first three errors within a piece of work must be identified and students should make the corrections needed for the following week. In lessons where numeracy is an integral part of the learning then the number of corrections will be much higher.
- To encourage progress and promote higher standards students should be praised for what they have done well and informed on what they need to do to improve and how they can achieve this. Departments have developed their own strategies to feedback to students. Strategies are also in place for students to respond or take action to the improvement given so that there is a shared perspective on marking and feedback. The individual department strategies for teacher feedback and student reflection are located on FROG. They can be found within the AFL section of the teaching and learning page.

Whole school guidelines for recording

The purpose of our recording is to provide information on each child's achievements, skills, abilities and progress throughout the curriculum

Teachers

Records must be current and regularly updated. They must 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 to enable students to meet or exceed their target grade.

Departments

Departmental records must contain all examination results both internal and external. They must record excellence and areas of concern in both effort and attainment. There must be consistency in the system used within the department. The Subject Leader should co-ordinate strategies to enable students to meet or exceed their target grade.

School

School records should contain all external examination results, copies of school reports and all relevant information for each student, medical data and assessments provided by other agencies which have implications for educational practice. The school should use the data to inform the process of on-going whole school self-assessment.

Students

Students should keep a record of their achievements both inside and outside school.

Whole school guidelines for reporting

We have a range of strategies to keep parents fully informed of their child's progress in school. We encourage parents/carers to contact the school if they have concerns about any aspect of their child's work.

Annual school report

Every student receives a written school report each year. This will indicate progress in each subject and the likelihood of the student meeting their targets. Reports also contain information relating to behaviour, attendance and punctuality, special gifts and talents and the student's contribution to the life of the school. Clear SMART targets are set for each subject. Reports will indicate the strengths and the weaknesses and will seek to motivate and encourage the student to achieve their very best and recognise a student's special educational need. Parents are invited to respond to the report and their comments are acted upon.

Tracking and monitoring data

Tracking and monitoring data is provided to parents/carers three times a year during Key Stage 3 and four times a year during Key Stages 4 & 5.

Years 7, 8 and 9 – A current Progress Grade is given based on achievement at that time and a Behaviour For Learning Grade is issued.

Years 10-13 – A current Progress Grade is given based on achievement at that time as well as a Forecast Grade is issued as well as a Behaviour for Learning grade.

If a student is below target then classroom based intervention strategies put in place. Extension work is provided for students who are on or exceeding target.

Other methods of reporting

Student progress is also reported through annual parents' evenings, student diaries, exercise books and feedback from assessments.

Evaluation of data

The SISRA analytical tool is used to evaluate the progress of individuals, classes, subject areas, and cohorts. The data is also used to monitor the progress of established intervention groups and target groups. Teaching staff and managers are expected to review progress using SISRA after the completion of Tracking and Monitoring data or internal/external examinations. From this data teachers and managers will identify any interventions which need to take place.

