

SECTION 1

ASSESSMENT, RECORDING AND REPORTING POLICY

1. Assessment, Recording and Reporting Policy Statement

1.1. Churchward School believes that assessment, recording and reporting lies at the heart of the process of promoting young people's learning and as a consequence is an integral part of both the curriculum and teaching and learning practices. Using the principles and processes of assessment, Churchward School aims to:

- Monitor progress and support learning.
- Recognise the achievements of students.
- Guide future planning, teaching and curriculum development.
- Inform parents and the wider community of student achievement.
- Provide information to ensure continuity during transitions.

1.2. Churchward School assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Signed Director of Education

Signed Chair of Governors

Date

Date of next review December 2018

SECTION 2

DELIVERY AND MANAGEMENT OF THE ASSESSMENT, RECORDING AND REPORTING POLICY

1. The Assessment Process

- 1.1. Churchward School assessment methods are both formative and summative demonstrating what students know, are able to do and understand.
- 1.2. Formative assessments are an integral part of lesson planning linked to defined criteria determined by the curriculum and the individual needs of the student. Assessment of students' attitudes, behaviour and effort are distinct from the assessment of knowledge, concepts and skills.
- 1.3. Summative assessments at Churchward School are completed to address a specific need such as to measure a student's reading age using a standardised reading test. In addition, occasionally summative assessments will be used for externally validated qualifications where it is deemed appropriate.
- 1.4. A variety of assessment methods are used which more readily meet the needs of the student enabling all Churchward School students to effectively participate in the assessment process. Assessments include teacher and TA assessment, peer assessment and self-assessment.

2. The Recording Process

- 2.1. Assessment data is recorded in a variety of ways. Day to day assessments will often take the form of written and verbal feedback.

Feedback should include:

- A positive comment that responds to the learning objective and individual details within the student's work.
- An indication of support provided.
- A suggestion of how the work could be improved and what the student could do to achieve it.
- A grade for work using Performance (P) levels, National Curriculum levels, Milestones and Adult Curriculum Levels.

- 2.2. It is expected that marking and assessment of student work will be undertaken within a week of the work being produced and preferably at the time of writing so that the student gets immediate feedback.
- 2.3. BSquared¹ is used to more formally record student progress. Student's individual profiles are updated three times a year and progress towards targets evaluated. Students will be set numerical literacy and numeracy targets at the beginning of the academic year. At Churchward School the expectation is, based on the student's starting point, they will make upper quartile progress in accordance with the **Progression Guidance**. Only in exceptional circumstances, and in consultation with the class teacher, will student targets not be based on making upper quartile progress.

3. The Reporting Process

- 3.1. Student's achievement, attainment and progress data will be reported twice a year, to parents / carers, within the annual review process as well as two times a year at parents evening.

3.2. Monitoring and Evaluation

- 3.3. With the support of the Key Stage and House Leads the Head Teacher (HT) and Assistant Heads (Teaching & Learning and Data & Progression) are responsible for the monitoring of the assessment process and student progress. A detailed analysis of student attainment and progression will be undertaken three times a year. As a consequence appropriate interventions will be put in place to ensure rapid improvement.

- 3.4. In addition, an analysis of student groupings is undertaken to determine the success of current cohort intervention strategies as well as seek new solutions. These groupings consist of the following:

- Class.
- Key Stage.
- Special Educational Needs (SEN).
- Gender.
- Free School Meals (FSM).
- Looked After Children (LAC).
- Ethnicity.

- Pupil Premium.

3.5. Student progression and attainment data and analysis are shared with all class teachers and Governors throughout the academic year.

4. Complaints Procedure

4.1. Any complaints should be documented and drawn to the attention of the HT as detailed in Churchward Complaints Policy.

5. Policy Review

5.1. This policy has been produced in consultation with staff at Churchward School and has the approval of the Governing Body. A copy of this policy is available to all who request it and on the school website. The Governors Curriculum and Staffing subcommittee will review the policy annually.

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